

ISE



INTERNATIONAL
SCHOOL

HEALTH CURRICULUM STANDARDS ORGANIZED BY GRADE LEVEL

Curriculum standards are divided into six strands:

- Nutrition and Physical Activity
- Injury Prevention and Safety
- Growth and Development
- Personal and Community Health
- Alcohol, Tobacco, and Other Drugs
- Mental, Emotional, and Social Health

The curriculum standards in this document were based on California Physical Education Content Standards and Spark Physical Education. They were revised to fit ISE's student population. More information about the standards can be found at:

<http://www.cde.ca.gov/be/st/ss/documents/healthstandmar08.pdf>

Revised in 2011-12

Health Education Vision Statement

ISE's health education program is a planned, sequential curriculum that addresses the physical, mental, emotional and social dimensions of health. It encourages students to develop health-related knowledge, critical thinking skills and attitudes necessary to make informed choices. The program helps students establish positive health practices that will support and enhance lifelong wellness.

We believe health-literate students are:

- Critical thinkers and problem solvers when confronting health problems and issues
- Self-directed learners who have the competence to use basic health information and services in health-enhancing ways
- Effective communicators who organize and convey beliefs, ideas, and information about health issues
- Responsible and productive citizens who help ensure that their community is kept healthy, safe, and secure

Health Education incorporates:

Nutrition and Physical Education

Growth and Development

Injury Prevention and Safety

Alcohol, Tobacco, and Other Drugs

Mental, Emotional, and Social Health

Personal and Community Health

Pre-Kindergarten Health Curriculum

Unit of Study: Nutrition and Physical Activity

Curriculum Standards	Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.	<ul style="list-style-type: none">• Identify healthy foods.• Identify the basic need for air, water, and food.• Identify basic anatomy (e.g. eyes, nose, arms, legs)
Analyzing Health Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.	<ul style="list-style-type: none">• Identify some safety rules (e.g. holding a grown ups hands when crossing the street, wearing seatbelts when riding the bus or other vehicle)• Recognize community health and safety helpers (e.g. police, firefighters, doctors, nurses, etc.)• Identify potential hazards at home, school, and community (e.g. not touching hot surfaces, not playing with matches)
Practicing Health - Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	<ul style="list-style-type: none">• Demonstrate personal hygiene skills (e.g. hand washing, independent toileting, etc.).• Demonstrate basic disease prevention skills (e.g. cover mouth/nose when sneezing/coughing, hand washing etc.)• Seek adult assistance when injured and/or ill.

Health Resources

Resources

Health and Fitness, PreK Program, Harcourt, 2007

Kindergarten Health Curriculum

Unit of Study: Mental, Emotional, and Social Health

Curriculum Standards	• Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.	<ul style="list-style-type: none"> • Identify a variety of emotions. • Describe the characteristics of families. • Identify trusted adults at home and at school. • Describe characteristics that make each individual unique. • Describe and practice situations when it is appropriate to use “Please,” “Thank you,” “Excuse me,” and “I’m sorry.”
Analyzing Health Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.	<ul style="list-style-type: none"> • Identify ways family and friends help promote well-being.
Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.	<ul style="list-style-type: none"> • Identify trusted adults at home and at school who can help with mental and emotional health concerns.
Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.	<ul style="list-style-type: none"> • Show how to express personal needs and wants appropriately. • Cooperate and share with others.
Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.	<ul style="list-style-type: none"> • Make a plan to help family members at home.
Practicing Health - Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	<ul style="list-style-type: none"> • Express emotions appropriately. • Describe positive ways to show care, consideration, and concern for others.
Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.	<ul style="list-style-type: none"> • Encourage others when they engage in safe and healthy behaviors.

Unit of Study: Personal and Community Health

Curriculum Standards	Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.	<ul style="list-style-type: none">• Identify effective dental and personal hygiene practices.• Describe sun-safety practices.• Define “germs.”• Explain why the transmission of germs may be harmful to health.• Identify practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash.
Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.	<ul style="list-style-type: none">• Identify health care workers who can help promote healthy practices.
Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.	<ul style="list-style-type: none">• Demonstrate how to ask for assistance with a health-related problem.
Practicing Health - Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	<ul style="list-style-type: none">• Show effective dental and personal hygiene practices.• Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues).

Health Resources

Resources
<i>Health and Fitness</i> , Kindergarten Program, Harcourt, 2007

Grade One Health Curriculum

Unit of Study: Nutrition and Physical Activity

Curriculum Standards	Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.	<ul style="list-style-type: none"> • Describe how living things grow and mature. • Identify anatomical names of major internal and external body parts. • Identify a variety of behaviors that promote healthy growth and development. • Describe how members of a family have various roles, responsibilities, and individual needs.
Analyzing Health Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.	<ul style="list-style-type: none"> • Explain why sleep and rest are important for proper growth and good health.
Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.	<ul style="list-style-type: none"> • Recognize parents, guardians, and other trusted adults as resources for information about growth and development.

Unit of Study: Mental, Emotional, and Social Health

Curriculum Standards	Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.	<ul style="list-style-type: none"> • Describe a variety of emotions. • Explain what it means to be emotionally or mentally healthy. • Explain the importance of talking with parents or trusted adults about feelings. • Identify changes that occur within families. • Identify characteristics of a responsible family member. • Identify feelings and emotions associated with loss or grief. • Discuss how to show respect for similarities and differences between and among individuals and groups. • List healthy ways to express affection, love, friendship, and concern. • Identify positive and negative ways of dealing with stress. • Describe how to work and play cooperatively. • Identify the positive ways that peers and family members show support, care, and appreciation for one another. • Describe the characteristics of a trusted friend and adult.

Analyzing Health Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.	<ul style="list-style-type: none"> Identify internal and external factors that influence mental, emotional, and social health.
Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.	<ul style="list-style-type: none"> Discuss ways to obtain information from family, school personnel, health professionals, and other responsible adults. Identify people in the community who are caring, supportive, and trustworthy.
Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.	<ul style="list-style-type: none"> Identify and demonstrate ways to express needs and wants appropriately. Demonstrate how to ask for help from trusted adults or friends.
Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.	<ul style="list-style-type: none"> Use a decision-making process for solving problems with peers and family members.
Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.	<ul style="list-style-type: none"> Describe how to make a commitment to be a good friend.
Practicing Health - Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	<ul style="list-style-type: none"> Manage emotions appropriately in a variety of situations. Show respect for individual differences.
Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.	<ul style="list-style-type: none"> Object appropriately to teasing of peers that is based on personal characteristics. Support peers in school and community activities.

Health Resources

Resources
<i>Health and Fitness</i> , Grade 1, Harcourt, 2007

Grade Two Health Curriculum

Unit of Study: Growth and Development

Curriculum Standards	Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.	<ul style="list-style-type: none"> • Describe the cycle of birth, growth, aging, and death in living things. • Recognize that there are individual differences in growth and development.
Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.	<ul style="list-style-type: none"> • Identify parents, guardians, and trusted adults with whom one can discuss the cycle of birth, growth, aging, and death in living things.
Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.	<ul style="list-style-type: none"> • Demonstrate how to communicate with parents, guardians, and trusted adults about growth and development. • Identify how to show respect for individual differences.
Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.	<ul style="list-style-type: none"> • Examine why a variety of behaviors promote healthy growth and development.
Practicing Health - Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	<ul style="list-style-type: none"> • Determine behaviors that promote healthy growth and development.
Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.	<ul style="list-style-type: none"> • Encourage peers to show respect for others regardless of differences in growth and development.

Unit of Study: Mental, Emotional, and Social Health

Curriculum Standards	Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.	<ul style="list-style-type: none"> • Describe a variety of emotions. • Explain what it means to be emotionally or mentally healthy. • Explain the importance of talking with parents or trusted adults about feelings. • Identify changes that occur within families. • Identify characteristics of a responsible family member. • Identify feelings and emotions associated with loss or grief. • Discuss how to show respect for similarities and differences between and among individuals and groups. • List healthy ways to express affection, love, friendship, and concern.

	<ul style="list-style-type: none"> • Identify positive and negative ways of dealing with stress. • Describe how to work and play cooperatively. • Identify the positive ways that peers and family members show support, care, and appreciation for one another. • Describe the characteristics of a trusted friend and adult.
Analyzing Health Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.	<ul style="list-style-type: none"> • Identify internal and external factors that influence mental, emotional, and social health.
Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.	<ul style="list-style-type: none"> • Discuss ways to obtain information from family, school personnel, health professionals, and other responsible adults. • Identify people in the community who are caring, supportive, and trustworthy.
Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.	<ul style="list-style-type: none"> • Identify and demonstrate ways to express needs and wants appropriately. • Demonstrate how to ask for help from trusted adults or friends.
Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.	<ul style="list-style-type: none"> • Use a decision-making process for solving problems with peers and family members.
Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.	<ul style="list-style-type: none"> • Describe how to make a commitment to be a good friend.
Practicing Health - Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	<ul style="list-style-type: none"> • Manage emotions appropriately in a variety of situations. • Show respect for individual differences.
Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.	<ul style="list-style-type: none"> • Object appropriately to teasing of peers that is based on personal characteristics. • Support peers in school and community activities.

Health Resources

Resources
<i>Health and Fitness, Grade 2, Harcourt, 2007</i>

Grade Three Health Curriculum

Unit of Study: Growth and Development

Curriculum Standards	Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.	<ul style="list-style-type: none"> • Describe the cycle of birth, growth, aging, and death in living things. • Recognize that there are individual differences in growth and development. • Identify major internal and external body parts and their functions.

Unit of Study: Personal and Community Health

Curriculum Standards	Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.	<ul style="list-style-type: none"> • Examine the difference between communicable and non-communicable diseases. • Describe how bacteria and viruses affect the body. • Identify positive health practices that reduce illness and disease. • Identify life-threatening conditions (e.g., heart attacks, asthma attacks, poisoning). • Describe how a healthy environment is essential to personal and community health. • Discuss how reducing, recycling, and reusing products make for a healthier environment.
Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.	<ul style="list-style-type: none"> • Recognize individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures). • Describe how to access help when feeling threatened.
Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.	<ul style="list-style-type: none"> • Use a decision-making process to reduce the risk of communicable disease or illness.
Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.	<ul style="list-style-type: none"> • Set a short-term goal for positive health practices.

Unit of Study: Mental, Emotional, and Social Health

Curriculum Standards	Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.	<ul style="list-style-type: none"> • Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). • Describe the importance of assuming responsibility within the family and community. • Explain the benefits of having positive relationships with family and friends. • Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.

Analyzing Health Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.	<ul style="list-style-type: none"> Describe internal and external factors that affect friendships and family relationships.
Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.	<ul style="list-style-type: none"> Access trusted adults at home, at school, and in the community who can help with mental, emotional, and social health concerns.
Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.	<ul style="list-style-type: none"> Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.
Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.	<ul style="list-style-type: none"> Describe effective strategies to cope with changes within the family. Evaluate situations in which a trusted adult should be asked for help.
Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.	<ul style="list-style-type: none"> Make a plan to help at home and show responsibility as a family member.
Practicing Health - Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	<ul style="list-style-type: none"> Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others.
Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.	<ul style="list-style-type: none"> Promote a positive and respectful school environment. Object appropriately to teasing of peers and family members that is based on personal characteristics. Demonstrate the ability to support and respect people with differences.

Health Resources

Resources
<i>Health and Fitness, Grade 3, Harcourt, 2007</i>

Grade Four Health Curriculum

Unit of Study: Nutrition and Physical Activity

Curriculum Standards	Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.	<ul style="list-style-type: none"> • Identify and define key nutrients and their functions. • State the recommended number of servings and serving sizes for different food groups. • Describe the relationship between food intake, physical activity, and good health. • Identify how to keep food safe through proper food preparation and storage. • Explain how food can contain germs that cause illness. • Explain the importance of drinking plenty of water, especially during vigorous physical activity. • Describe the benefits of moderate and vigorous physical activity. • Identify ways to increase and monitor physical activity.
Analyzing Health Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.	<ul style="list-style-type: none"> • Identify internal and external influences that affect food choices. • Analyze advertising and marketing techniques used for food and beverages. • Identify internal and external influences that affect physical activity.
Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.	<ul style="list-style-type: none"> • Identify resources for valid information about safe and healthy foods. • Use food labels to determine nutrient and sugar content. • Have a basic understanding of food calories and what they represent.
Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.	<ul style="list-style-type: none"> • Describe how to use a decision-making process to select nutritious foods and beverages. • Describe how to use a decision-making process to select healthy options for physical activity.
Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.	<ul style="list-style-type: none"> • Make a plan to choose healthy foods and beverages. • Make a plan to choose physical activities at school and at home.
Practicing Health - Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	<ul style="list-style-type: none"> • Practice how to take personal responsibility for eating healthy foods. • Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages. • Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet. • Practice how to take personal responsibility for engaging in physical activity.

Unit of Study: Injury Prevention and Safety

Curriculum Standards	Learner Outcomes
<p>Essential Health Concepts – All students will comprehend essential concepts related to enhancing health.</p>	<ul style="list-style-type: none"> • Describe safety hazards, including those related to fire, water, dangerous objects, being home alone, and using the Internet. • Identify behaviors that may lead to conflict with others. • Describe the different types of bullying and harassment. • Identify basic safety guidelines associated with weather related emergencies and natural disasters. • Identify ways to reduce risk of injuries from fires, water or motor vehicles. • Explain how courtesy, compassion, and respect toward others reduce conflict and promote nonviolent behavior.
<p>Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.</p>	<ul style="list-style-type: none"> • Identify accurate sources of information about injury prevention and safety. • Demonstrate how to access emergency services and communicate effectively with emergency personnel. • Identify safe people and places to go to if feeling unsafe or threatened (e.g., school counselor, police department, fire department). • Identify trusted adults to report to if people are in danger of hurting themselves or others. • Demonstrate how to dial 1719, BPH or other emergency numbers and how to provide appropriate information. • Demonstrate the ability to read and follow labels of common household products concerning dangers and safe use, storage, and proper disposal.

Unit of Study: Mental, Emotional, and Social Health

Curriculum Standards	Learner Outcomes
<p>Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.</p>	<ul style="list-style-type: none"> • Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). • Describe the importance of assuming responsibility within the family and community. • Explain the benefits of having positive relationships with family and friends. • Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.

Analyzing Health Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.	<ul style="list-style-type: none"> • Describe internal and external factors that affect friendships and family relationships.
Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.	<ul style="list-style-type: none"> • Access trusted adults at home, at school, and in the community who can help with mental, emotional, and social health concerns.
Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.	<ul style="list-style-type: none"> • Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.
Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.	<ul style="list-style-type: none"> • Describe effective strategies to cope with changes within the family. • Evaluate situations in which a trusted adult should be asked for help.
Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.	<ul style="list-style-type: none"> • Make a plan to help at home and show responsibility as a family member.
Practicing Health - Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	<ul style="list-style-type: none"> • Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others.
Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.	<ul style="list-style-type: none"> • Promote a positive and respectful school environment. • Object appropriately to teasing of peers and family members that is based on personal characteristics. • Demonstrate the ability to support and respect people with differences.

Health Resources

Resources
<i>Health and Fitness, Grade 4, Harcourt, 2007</i>

Grade Five Health Curriculum

Unit of Study: Nutrition and Physical Activity

Curriculum Standards	Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.	<ul style="list-style-type: none">• Describe the food groups, including recommended portions to eat from each food group.• Identify key components of the “Nutrition Facts” labels.• Explain the relationship between the intake of nutrients and metabolism.• Explain why some food groups have a greater number of recommended portions than other food groups.• Describe safe food handling and preparation practices.• Differentiate between more-nutritious and less-nutritious beverages and snacks.• Explain the concept of eating in moderation.• Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.• Explain how good health is influenced by healthy eating and being physically active.• Describe how physical activity, rest, and sleep are related.• Identify physical, academic, mental, and social benefits of regular physical activity.

Analyzing Health Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.	<ul style="list-style-type: none"> • Describe internal and external influences that affect food choices and physical activity. • Recognize that family and cultural influences affect food choices. • Describe the influence of advertising and marketing techniques on food and beverage choices.
Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.	<ul style="list-style-type: none"> • Locate age-appropriate guidelines for eating and physical activity. • Interpret information provided on food labels.
Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.	<ul style="list-style-type: none"> • Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity.
Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.	<ul style="list-style-type: none"> • Use a decision-making process to identify healthy foods for meals and snacks. • Use a decision-making process to determine activities that increase physical fitness. • Compare personal eating and physical activity patterns with current age-appropriate guidelines.
Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.	<ul style="list-style-type: none"> • Monitor personal progress toward a nutritional goal. • Monitor personal progress toward a physical activity goal.
Practicing Health - Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	<ul style="list-style-type: none"> • Identify ways to choose healthy snacks based on current research-based guidelines. • Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices. • Demonstrate the ability to balance food intake and physical activity. • Demonstrate the ability to assess personal physical activity levels.
Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.	<ul style="list-style-type: none"> • Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.

Unit of Study: Growth and Development

Curriculum Standards	Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.	<ul style="list-style-type: none"> • Recognize that there are individual differences in growth and development, physical appearance, and gender roles. • Recognize that everyone has the right to establish personal boundaries. • Recognize that friendship, attraction, and affection can be expressed in different ways. • Explain that puberty and physical development can vary considerably and still be normal. • Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).

Analyzing Health Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.	<ul style="list-style-type: none"> • Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness. • Describe how heredity influences growth and development. • Discuss how changes during puberty affect thoughts, emotions, and behaviors.
Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.	<ul style="list-style-type: none"> • Recognize parents, guardians, and other trusted adults as resources for information about puberty. • Differentiate between reliable and unreliable sources of information about puberty.
Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.	<ul style="list-style-type: none"> • Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty. • Use healthy and respectful ways to express friendship, attraction, and affection. • Demonstrate refusal skills to protect personal boundaries.
Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.	<ul style="list-style-type: none"> • Identify steps to achieve and maintain a healthy and accurate body image. • Develop plans to maintain personal hygiene during puberty.

Unit of Study: Mental, Emotional, and Social Health

Curriculum Standards	Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing emotional health.	<ul style="list-style-type: none"> • Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). • Describe the importance of assuming responsibility within the family and community. • Explain the benefits of having positive relationships with family and friends. • Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.

Analyzing Health Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.	<ul style="list-style-type: none"> Describe internal and external factors that affect friendships and family relationships.
Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.	<ul style="list-style-type: none"> Access trusted adults at home, at school, and in the community who can help with mental, emotional, and social health concerns.
Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.	<ul style="list-style-type: none"> Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.
Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.	<ul style="list-style-type: none"> Describe effective strategies to cope with changes within the family. Evaluate situations in which a trusted adult should be asked for help.
Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.	<ul style="list-style-type: none"> Make a plan to help at home and show responsibility as a family member.
Practicing Health - Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	<ul style="list-style-type: none"> Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others.
Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.	<ul style="list-style-type: none"> Promote a positive and respectful school environment. Object appropriately to teasing of peers and family members that is based on personal characteristics. Demonstrate the ability to support and respect people with differences.

Health Resources

Resources
<i>Health and Fitness, Grade 5, Harcourt, 2007</i>

Grade Six Health Curriculum

Unit of Study: Nutrition and Physical Activity

Curriculum Standards	Learner Outcomes
Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.	<ul style="list-style-type: none"> • Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity.
Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.	<ul style="list-style-type: none"> • Use a decision-making process to identify healthy foods for meals and snacks. • Use a decision-making process to determine activities that increase physical fitness. • Compare personal eating and physical activity patterns with current age-appropriate guidelines.
Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.	<ul style="list-style-type: none"> • Monitor personal progress toward a nutritional goal. • Monitor personal progress toward a physical activity goal.
Practicing Health - Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	<ul style="list-style-type: none"> • Identify ways to choose healthy snacks based on current research-based guidelines. • Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices. • Demonstrate the ability to balance food intake and physical activity. • Demonstrate the ability to assess personal physical activity levels.
Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.	<ul style="list-style-type: none"> • Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.

Unit of Study: Growth and Development

Curriculum Standards	Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.	<ul style="list-style-type: none"> • Recognize that there are individual differences in growth and development, physical appearance, and gender roles. • Recognize that everyone has the right to establish personal boundaries. • Recognize that friendship, attraction, and affection can be expressed in different ways. • Explain that puberty and physical development can vary considerably and still be normal. • Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).

Analyzing Health Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.	<ul style="list-style-type: none"> • Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness. • Describe how heredity influences growth and development. • Discuss how changes during puberty affect thoughts, emotions, and behaviors.
Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.	<ul style="list-style-type: none"> • Recognize parents, guardians, and other trusted adults as resources for information about puberty. • Differentiate between reliable and unreliable sources of information about puberty.
Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.	<ul style="list-style-type: none"> • Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty. • Use healthy and respectful ways to express friendship, attraction, and affection. • Demonstrate refusal skills to protect personal boundaries.
Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.	<ul style="list-style-type: none"> • Describe the importance of identifying personal boundaries. • Analyze why it is safe to be a friend to someone who is living with HIV or AIDS.
Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.	<ul style="list-style-type: none"> • Identify steps to achieve and maintain a healthy and accurate body image. • Develop plans to maintain personal hygiene during puberty.
Practicing Health - Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	<ul style="list-style-type: none"> • Engage in behaviors that promote healthy growth and development during puberty.

Unit of Study: Personal and Community Health

Curriculum Standards	Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.	<ul style="list-style-type: none"> • Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, and tooth brushing and tooth flossing). • Explain how viruses and bacteria affect the immune system and impact health. • Describe how environmental conditions affect personal health. • Describe the personal hygiene needs associated with the onset of puberty. • Define life-threatening situations (e.g., heart attacks, asthma attacks, poisonings). • Explain that all individuals have a responsibility to protect and preserve the environment.

Analyzing Health Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.	<ul style="list-style-type: none"> Identify internal and external influences that affect personal health practices.
Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.	<ul style="list-style-type: none"> Identify sources of valid information about personal health products and services. Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures).
Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.	<ul style="list-style-type: none"> Practice effective communication skills to seek help for health-related problems or emergencies.
Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.	<ul style="list-style-type: none"> Use a decision-making process to determine personal choices that promote personal, environmental, and community health. Use a decision-making process to determine when medical assistance is needed.
Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.	<ul style="list-style-type: none"> Monitor progress toward a goal to help protect the environment. Monitor progress toward a personal health goal.
Practicing Health - Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	<ul style="list-style-type: none"> Practice good personal and dental hygiene. Demonstrate personal responsibility for health habits. Practice strategies to protect against the harmful effects of the sun.
Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.	<ul style="list-style-type: none"> Encourage others to minimize pollution in the environment.

Unit of Study: Mental, Emotional, and Social Health

Curriculum Standards	Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing emotional health.	<ul style="list-style-type: none"> Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). Describe the importance of assuming responsibility within the family and community. Explain the benefits of having positive relationships with family and friends. Discuss the importance of setting (and ways to set) personal boundaries for privacy, safety, and expression of emotions.

Analyzing Health Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.	<ul style="list-style-type: none"> • Describe internal and external factors that affect friendships and family relationships.
Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.	<ul style="list-style-type: none"> • Access trusted adults at home, at school, and in the community who can help with mental, emotional, and social health concerns.
Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.	<ul style="list-style-type: none"> • Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.
Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.	<ul style="list-style-type: none"> • Describe effective strategies to cope with changes within the family. • Evaluate situations in which a trusted adult should be asked for help.
Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.	<ul style="list-style-type: none"> • Make a plan to help at home and show responsibility as a family member.
Practicing Health - Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	<ul style="list-style-type: none"> • Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others.
Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.	<ul style="list-style-type: none"> • Promote a positive and respectful school environment. • Object appropriately to teasing of peers and family members that is based on personal characteristics. • Demonstrate the ability to support and respect people with differences.

Grade Seven Health Curriculum

Unit of Study: Alcohol, Tobacco, and Other Drugs

Curriculum Standards	Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.	<ul style="list-style-type: none"> • Describe the harmful short and long-term effects of alcohol, tobacco and other drugs including steroids and performance enhancing drugs and inhalants. • Describe the relationship between using alcohol, tobacco and other drugs. • Explain the dangers of drug dependence and addiction. • Describe the consequences of using alcohol, tobacco and other drugs during pregnancy, including fetal alcohol spectrum disorders. • Analyze the harmful effects of using diet pills without physician supervision. • Explain school policies and community laws related to the use, possession and sale of alcohol, tobacco and illegal drugs. • Analyze the dangers of newer emerging drugs such as bath slats, molly etc. and the potential for unknown side effects.
Analyzing Health Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.	<ul style="list-style-type: none"> • Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.
Accessing Valid Health Information - All students will demonstrate the ability to access and analyze health information, products, and services.	<ul style="list-style-type: none"> • Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.
Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.	<ul style="list-style-type: none"> • Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.
Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.	<ul style="list-style-type: none"> • Practice a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations.
Practicing Health - Enhancing Behaviors All students will demonstrate the ability to practice behaviors that reduce risk and promote health.	<ul style="list-style-type: none"> • Use a variety of effective coping strategies when there is alcohol, tobacco, or other drug use in group situations. • Practice positive alternatives to the use of alcohol, tobacco, and other drugs.

Health Resources

Resources

Decisions for Health, Level Green, Holt, 2007

Grade Eight Health Curriculum

Unit of Study: Growth and Development

Curriculum Standards	Learner Outcomes
Essential Health Concepts - All students will comprehend essential concepts related to enhancing health.	<ul style="list-style-type: none">• Explain physical, social, and emotional changes associated with adolescence.• Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy.• Identify the short- and long-term effects of HIV, AIDS, and other STDs.• Identify ways to prevent or reduce the risk of contracting HIV, AIDS, and other STDs.• Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.• Explain why individuals have the right to refuse sexual contact.• Describe the emotional, psychological, and physical consequences of rape and sexual assault.• Explain why rape and sexual assault should be reported to authorities and trusted adults.• Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.