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**EXECUTIVE SUMMARY**  
**FOR**  
**WEST VIRGINIA BOARD OF EDUCATION POLICY**

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**Policy Number and Title:** Policy 2520.5: *Health Content Standards and Objectives for West Virginia Schools*

**Background:**

- Policy 2520.5 defines the Content Standards and Objectives for Health Education as required by Policy 2510 and establishes a standardized format for such.
- The original effective date of Policy 2520 (Content Standards and Objectives for West Virginia Schools) was July 2003.
- The policy has been revised to comply with W.Va. Code §18-2-9, which now requires standardized health education assessment.

**Major Revisions or Reasons for New Policy:**

- Standardized assessment requirement has been added for grades 6, 8 and high school.

**Impact:**

- Health educators will administer a standardized assessment in grades 6, 8 and high school.
- Educators, students, parents and policymakers will have access to assessment results for the purpose of program improvement and professional development planning.

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- **Response to Comments:**

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126CSR44E

TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

SERIES 44E  
HEALTH CONTENT STANDARDS AND OBJECTIVES  
FOR WEST VIRGINIA SCHOOLS (2520.5)

FILED

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OFFICE WEST VIRGINIA  
SECRETARY OF STATE

**§126-44E-1. General.**

1.1. Scope. West Virginia Board of Education Policy 2510 provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.5 defines the content standards (or instructional goals) and objectives for health as required by W.Va. 126CSR42 (Policy 2510).

1.2. Authority. W.Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. ~~May 8, 2003.~~

1.4. Effective Date. ~~July 1, 2003.~~

1.5. Repeal of a Former Rule. ~~This is a new rule. This legislative rule amends W. Va. §126CSR 44E "Health Content Standards and Objectives for West Virginia Schools (2520.5)" filed May 8, 2003 and effective July 1, 2003.~~

**§126-44E-2. Purpose.**

2.1. This policy defines the content standards (or instructional goals) and objectives for the program of study required by Policy 2510 in health.

**§126-44E-3. Incorporation by Reference.**

3.1. A copy of Health Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instructional Services.

**§126-44E-4. Summary of the Content Standards and Objectives.**

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W.Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for health, an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

## Foreword

The West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.5: Health Content Standards and Objectives for West Virginia Schools.

Committees of educators from across the state gathered to work on curriculum refinement. The committees incorporated content based on the most current research, national standards and best teaching practices in the field. Primary issues that have been addressed in the current revision work are building a rigorous and challenging curriculum, ensuring a curriculum that is accessible to every student, and designing a format that can easily be used and understood.

West Virginia educators have played a key role in shaping the content standards. Their contribution was critical in creating a policy that is meaningful for the classroom.

A primary change in Policy 2520.5 is that the content area begins with a set of content standards. Grade-level objectives are then organized under the standards, so that the focus stays on helping students achieve the comprehensive goals, not just mastering the incremental steps. The objectives (those incremental steps) are still there — curriculum committees worked very hard to consolidate, delete, sequence, and clarify them as needed to produce a picture of the curriculum that is clear in its intent and manageable in its implementation.

Another change is the addition of performance descriptors. Performance descriptors answer the question “How well does the student perform on the content standards at any given grade level?” (See “Explanation of Terms” section for further discussion of this topic.)

The content standards, objectives and performance descriptors combine to give teachers a powerful resource for planning instruction. The sequencing of the grade level objectives and the levels of performance descriptors acknowledge that students acquire skills and knowledge in increments and at different rates. The focus throughout the document remains on achieving at a high level and on offering all students in West Virginia rigor and challenge.

Steven L. Paine  
State Superintendent of Schools

## Explanation of Terms

**Content Standards** are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

**Objectives** are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

**Performance Descriptors** describe in narrative format how students demonstrate achievement of the content standards. Five performance levels have been proposed for West Virginia: distinguished, above mastery, mastery, partial mastery and novice. A general description of each of these categories is listed below:

- **Distinguished:** A student at this level has demonstrated exceptional and exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level expectations.
- **Above Mastery:** A student at this level has demonstrated competent and proficient performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.
- **Mastery:** A student at this level has demonstrated fundamental knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.
- **Partial Mastery:** A student at this level has partially demonstrated fundamental knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.
- **Novice:** A student at this level has not demonstrated the fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

**Performance Descriptors** serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

### Numbering of Standards

The number for each content standard is composed of three parts, each part separated by a period:

- The content area code (e.g., HE for Health);
- The letter S, for Standard; and
- The standard number.

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Illustration: HE.S.1 refers to Health content standard #1.

### Numbering of Objectives

The number of each objective is composed of four parts, each part separated by a period:

- The content area code;
- The grade level (an exception is high school health, which uses HS for the grade designation);
- The number of the content standard addressed; and
- The objective number.

Illustration: HE.6.2.3 refers to a Health sixth grade objective that addresses standard #2 in Health and that is the third objective listed under that standard.

### Numbering of Performance Descriptors

The number for each group of five performance descriptors is composed of four parts, each part separated by a period:

- The content area or course code;
- The letters PD, for Performance Descriptors;
- The grade level (See exceptions noted above for grade level under numbering of objectives); and
- The standard number.

Illustration: HE.PD.8.2 refers to Health performance descriptors for eighth grade, content standard 2.

### Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.5 is available on the Web, each standard, each objective, and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.5 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.5 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.5 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.5 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for performance descriptors for fifth grade health, standard #2 will be "200304.HE.PD.5.2".

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## Abbreviations

Content Area  
HE Health

## Other Abbreviations

PD Performance Descriptors  
S Standard (Content Standard)

## HEALTH EDUCATION - Policy 2520.5

Health literacy for all students is the fundamental goal of a comprehensive school health education curriculum. The health literate student is a critical thinker and problem solver, a self-directed learner, an effective communicator, and a responsible, productive citizen. Students must have the capacity to obtain, interpret, and understand basic health information and services and the competence to use such information and services in ways that enhance a healthy lifestyle. A comprehensive school health curriculum from kindergarten through grade twelve is essential to enable students to acquire and apply health promoting knowledge, skills and behaviors.

This document is an organized, sequential list of learning standards and objectives closely aligned with the National Standards for Health Education. A major focus has been given to what the Center for Disease Control recognizes as adolescent risk behaviors (tobacco use, dietary patterns contributing to disease, sedentary lifestyle, sexual behaviors that result in HIV infection/other STDs and unintended pregnancy, alcohol and other drug use, and behaviors that result in intentional and unintentional injury).

The intent of the Health Standards is to provide a consistent target for both educators and students in West Virginia. It is intended to show what students should know and be able to do at certain grade levels. Teachers and policy-makers can use the health standards to design curricula, to allocate instructional resources, and to provide a basis for assessing student achievement and progress.

### Health Education Content Standards K-12

#### Standard 1: Health Promotion and Disease Prevention (HE.S.1)

Students will:

- comprehend concepts related to health promotion and disease prevention.

#### Standard 2: Health Information and Services (HE.S.2)

Students will:

- demonstrate the ability to access valid health information and health-promoting products and services.

#### Standard 3: Health Behaviors (HE.S.3)

Students will:

- demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

#### Standard 4: Culture, Media, and Technology (HE.S.4)

Students will:

- analyze the influence of culture, media, technology, and other factors on health.

#### Standard 5: Communication (HE.S.5)

Students will:

- demonstrate the ability to use interpersonal communication skills to enhance health.

#### Standard 6: Goal Setting and Decision Making (HE.S.6)

Students will:

- demonstrate the ability to use goal-setting and decision-making skills to enhance health.

#### Standard 7: Advocacy (HE.S.7)

Students will:

- demonstrate the ability to advocate for personal, family, and community health.

## Kindergarten Health Content Standards and Objectives

Kindergarten health education objectives focus on the development of social skills and interpersonal relationships, a basic understanding of personal health issues, injury prevention and the exploration of nutritious foods and healthy physical activities. Learning opportunities should focus on concrete experiences and provide a nurturing environment that promotes positive interaction with adults as well as other children and builds a foundation for practicing good health habits. Safety is a prime concern for student health. The objectives may be integrated with many other aspects of the kindergarten curriculum.

### Standard 1: Health Promotion and Disease Prevention (HE.S.1)

Students will:

- comprehend concepts related to health promotion and disease prevention.

#### Health Promotion and Disease Prevention Objectives

Students will:

- HE.K.1.1 identify proper personal hygiene skills (e.g., brushing teeth and hand washing).
- HE.K.1.2 describe physical activities students do outside of school that enhances one's health.
- HE.K.1.3 identify characteristics of healthy snacks.
- HE.K.1.4 label/identify feelings (e.g., angry, happy, sad).
- HE.K.1.5 describe the role that healthful food plays in developing and maintaining a healthy body and mind.
- HE.K.1.6 identify tobacco as a harmful substance.

#### Performance Descriptors (HE.PD.K.1)

##### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health promotion and disease prevention. Kindergarten students performing at the distinguished level will: model and give reasons for practicing personal hygiene skills; verbally list and demonstrate physical activities they do outside of school to enhance their health; analyze and explain characteristics of healthy snacks and explain and give examples of the role healthful food plays in developing and maintaining a healthy body and mind; label and mimic feelings; and cite reasons why tobacco is a harmful substance.

##### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health promotion and disease prevention. Kindergarten students performing at the above mastery level will: practice proper personal hygiene skills; verbally list physical activities they do outside of school to enhance their health; explain characteristics of healthy snacks and explain the role healthful food plays in developing and maintaining a healthy body and mind; describe different feelings; and describe why tobacco is a harmful substance.

##### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health promotion and disease prevention. Kindergarten students performing at the mastery level will: identify proper personal hygiene skills; describe physical activities they do outside of school to enhance their health; identify characteristics of healthy snacks and describe the role healthful food plays in developing and maintaining a healthy body and mind; identify different feelings; and identify why tobacco is a harmful substance.

##### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health promotion and disease prevention standard. Performance needs further development. Kindergarten students performing at the partial mastery level will with encouragement: identify proper personal hygiene skills; describe physical activities they do outside of school to enhance their health; identify characteristics of healthy snacks and

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describe the role healthful food plays in developing and maintaining a healthy body and mind; identify different feelings; and identify why tobacco is a harmful substance.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health promotion and disease prevention standard. Performance needs considerable development. Kindergarten students performing at the novice level will with guidance and assistance: identify proper personal hygiene skills; describe physical activities they do outside of school to enhance their health; identify characteristics of healthy snacks and describe the role healthful food plays in developing and maintaining a healthy body and mind; identify different feelings; and identify why tobacco is a harmful substance.

## **Standard 2: Health Information and Services (HE.S.2)**

Students will:

- demonstrate the ability to access valid health information and health-promoting products and services.

## **Health Information and Services Objectives**

Students will:

- HE.K.2.1 identify sources of help in school and community (e.g., teacher, policeman, etc.) who can be of assistance when one is exposed to dangerous substances.
- HE.K.2.2 demonstrate the use of 9-1-1.
- HE.K.2.3 identify healthy and unhealthy household products.
- HE.K.2.4 identify health care resource persons (e.g., school nurse, dentist, eye doctor, etc.).

## **Performance Descriptors (HE.PD.K.2)**

### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health information and services. Kindergarten students performing at the distinguished level will: specify sources of help in school and community who can be of assistance when one is exposed to dangerous substances; explain and model for others the use of 9-1-1; categorize healthy and unhealthy household products; and classify and locate health care resource persons.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health information and services. Kindergarten students performing at the above mastery level will: verbally list sources of help in school and community who can be of assistance when one is exposed to dangerous substances; explain and demonstrate the use of 9-1-1; identify healthy and unhealthy household products; and list health care resource persons.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health information and services. Kindergarten students performing at the mastery level will: identify sources of help in school and community who can be of assistance when one is exposed to dangerous substances; demonstrate the use of 9-1-1; recall healthy and unhealthy household products; and identify health care resource persons.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health information and services. Performance needs further development. Kindergarten students performing at the partial mastery level will with encouragement: identify sources of help in school and community who can be of assistance when one is exposed to dangerous substances; demonstrate the use of 9-1-1; recall healthy and unhealthy household products; and identify health care resource persons.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health information and services. Performance needs considerable development. Kindergarten students performing at the novice level will with guidance and assistance: identify sources of help in school and community who can be of assistance when one is exposed to dangerous substances; demonstrate the use of 9-1-1; recall healthy and unhealthy household products; and identify health care resource persons.

**Standard 3: Health Behaviors (HE.S.3)**

Students will:

- demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Health Behaviors Objectives**

Students will:

HE.K.3.1 demonstrate proper clothing to wear for various weather conditions and various activities.

HE.K.3.2 describe various safety devices (e.g., helmets, knee and elbow pads) and their use in various activities.

HE.K.3.3 demonstrate safety procedures (e.g., street crossing and fire drills).

HE.K.3.4 identify household poisons and their symbols and drugs and medicines to avoid without supervised use.

HE.K.3.5 identify actions that might lead to accidents or dangerous situations at school or in the community.

**Performance Descriptors (HE.PD.K.3)**

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health behaviors. Kindergarten students performing at the distinguished level will: explain the need for and model for others the proper clothing to wear for various weather conditions and various activities; analyze the various safety devices and their use in various activities; explain and demonstrate safety procedures; specify household poisons and their symbols and drugs and medicines to avoid without supervised use; and classify actions that might lead to accidents or dangerous situations at school or in the community.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health behaviors. Kindergarten students performing at the above mastery level will: describe and demonstrate proper clothing to wear for various weather conditions and various activities; describe various safety devices and their use in various activities; describe and demonstrate safety procedures; identify household poisons and their symbols and drugs and medicines to avoid without supervised use; and describe actions that might lead to accidents or dangerous situations at school or in the community.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health behaviors. Kindergarten students performing at the mastery level will: demonstrate proper clothing to wear for various weather conditions and various activities; identify various safety devices and their use in various activities; demonstrate safety procedures; recall household poisons and their symbols and drugs and medicines to avoid without supervised use; and identify actions that might lead to accidents or dangerous situations at school or in the community.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health behaviors standard. Performance needs further development. Kindergarten students performing at the partial mastery level will with encouragement: demonstrate proper clothing to wear for various weather conditions and various

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activities; identify various safety devices and their use in various activities; demonstrate safety procedures; recall household poisons and their symbols and drugs and medicines to avoid without supervised use; and identify actions that might lead to accidents or dangerous situations at school or in the community.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health behaviors standard. Performance needs considerable development. Kindergarten students performing at the novice level will with guidance and assistance: demonstrate proper clothing to wear for various weather conditions and various activities; identify various safety devices and their use in various activities; demonstrate safety procedures; recall household poisons and their symbols and drugs and medicines to avoid without supervised use; and identify actions that might lead to accidents or dangerous situations at school or in the community.

## **Standard 4: Culture, Media and Technology (HE.S.4)**

Students will:

- analyze the influence of culture, media, technology, and other factors on health.

### **Culture, Media and Technology Objectives**

Students will:

HE.K.4.1 identify various tools that a doctor uses in a checkup.

HE.K.4.2 list favorite foods (e.g., pizza, tacos) and discuss the origins of each.

### **Performance Descriptors (HE.PD.K.4)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in culture, media, and technology. Kindergarten students performing at the distinguished level will: describe and explain various tools that a doctor uses in a checkup; and classify favorite foods and locate the origins of each.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in culture, media, and technology. Kindergarten students performing at the above mastery level will: describe various tools that a doctor uses in a checkup; and classify favorite foods and discuss the origins of each.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in culture, media, and technology. Kindergarten students performing at the mastery level will: identify various tools that a doctor uses in a checkup; and verbally list favorite foods and discuss the origins of each.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the culture, media, and technology standard. Performance needs further development. Kindergarten students performing at the partial mastery level will with encouragement: identify various tools that a doctor uses in a checkup; and verbally list favorite foods and discuss the origins of each.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the culture, media, and technology standard. Performance needs considerable development. Kindergarten students performing at the novice level will with guidance and assistance: identify various tools that a doctor uses in a checkup; and verbally list favorite foods and discuss the origins of each.

## **Standard 5: Communication (HE.S.5)**

Students will:

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- demonstrate the ability to use interpersonal communication skills to enhance health.

### Communication Objectives

Students will:

- HE.K.5.1 demonstrate the use of "I" statements when expressing needs or feelings.
- HE.K.5.2 show various ways of communicating care and consideration of others (e.g., sharing, using "please" and "thank you").
- HE.K.5.3 differentiate between safe and unsafe situations involving touching.
- HE.K.5.4 discuss ways to be a responsible listener.
- HE.K.5.5 demonstrate respect for other's bodies and personal space.

### Performance Descriptors (HE.PD.K.5)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in communication. Kindergarten students performing at the distinguished level will: model for others the use of "I" statements when expressing needs or feelings; model various ways of communicating care and consideration of others; differentiate and discuss safe and unsafe situations involving touching; model for others, list and discuss ways to be a responsible listener; and model for others respect for other's bodies and personal space.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in communication. Kindergarten students performing at the above mastery level will: cite the importance using "I" statements when expressing needs or feelings; verbally list and discuss various ways of communicating care and consideration of others; compare/contrast safe and unsafe situations involving touching; list and discuss ways to be a responsible listener; give reasons for and demonstrate respect of other's bodies and personal space.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in communication. Kindergarten students performing at the mastery level will: demonstrate the use of "I" statements when expressing needs or feelings; show various ways of communicating care and consideration of others; differentiate between safe and unsafe situations involving touching; discuss ways to be a responsible listener; and demonstrate respect for other's bodies and personal space.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the communication standard. Performance needs further development. Kindergarten students performing at the partial mastery level will with encouragement: demonstrate the use of "I" statements when expressing needs or feelings; show various ways of communicating care and consideration of others; differentiate between safe and unsafe situations involving touching; discuss ways to be a responsible listener; and demonstrate respect for other's bodies and personal space.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the communication standard. Performance needs considerable development. Kindergarten students performing at the novice level will with guidance and assistance: demonstrate the use of "I" statements when expressing needs or feelings; show various ways of communicating care and consideration of others; differentiate between safe and unsafe situations involving touching; discuss ways to be a responsible listener; and demonstrate respect for other's bodies and personal space.

### Standard 6: Goal Setting and Decision Making (HE.S.6)

Students will:

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- demonstrate the ability to use goal-setting and decision-making skills to enhance health.

### Goal Setting and Decision Making Objectives

Students will:

- HE.K.6.1 set a goal of eating a healthy snack everyday.
- HE.K.6.2 set a goal to exercise daily with adult guidance.
- HE.K.6.3 determine the appropriate people to ask for help in a fire, sudden illness, child abuse situations, etc.

### Performance Descriptors (HE.PD.K.6)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in goal setting and decision-making. Kindergarten students performing at the distinguished level will: model for others by eating a healthy snack everyday; model for others by exercising daily; and categorize and verbally list the appropriate people to ask for help in dangerous situations.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in goal setting and decision-making. Kindergarten students performing at the above mastery level will: explain reasons for and set a goal of eating a healthy snack everyday; explain reasons for and set a goal to exercise daily; and identify the appropriate people to ask for help in dangerous situations.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in goal setting and decision-making. Kindergarten students performing at the mastery level will: set a goal of eating a healthy snack everyday; set a goal to exercise daily with adult guidance; and recall the appropriate people to ask for help in a fire, sudden illness, child abuse situations, etc.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the goal setting and decision-making standard. Performance needs further development. Kindergarten students performing at the partial mastery level will with encouragement: set a goal of eating a healthy snack everyday; set a goal to exercise daily with adult guidance; and recall the appropriate people to ask for help in a fire, sudden illness, child abuse situations, etc.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the goal setting and decision-making standard. Performance needs considerable development. Kindergarten students performing at the novice level will with guidance and assistance: set a goal of eating a healthy snack everyday; set a goal to exercise daily; and recall the appropriate people to ask for help in a fire, sudden illness, child abuse situations, etc.

### Standard 7: Advocacy (HE.S.7)

Students will:

- demonstrate the ability to advocate for personal, family, and community health.

### Advocacy Objectives

Students will:

- HE.K.7.1 explain his/her health needs (e.g., proper rest and exercise) to an adult.
- HE.K.7.2 identify the health related roles of people in their family, neighborhood, and school.

**Performance Descriptors (HE.PD.K.7)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in advocacy. Kindergarten students performing at the distinguished level will: define and outline his/her health needs to an adult; and categorize and discuss the health related roles of people in their family, neighborhood, and school.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in advocacy. Kindergarten students performing at the above mastery level will: specify his/her health needs to an adult; and discuss the health related roles of people in their family, neighborhood, and school.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in advocacy. Kindergarten students performing at the mastery level will: explain his/her health needs to an adult; and identify the health related roles of people in their family, neighborhood, and school.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the advocacy standard. Performance needs further development. Kindergarten students performing at the partial mastery level will with encouragement: explain his/her health needs to an adult; and identify the health related roles of people in their family, neighborhood, and school.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the advocacy standard. Performance needs considerable development. Kindergarten students performing at the novice level will with guidance and assistance: explain his/her health needs to an adult; and identify the health related roles of people in their family, neighborhood, and school.

**First Grade Health Content Standards and Objectives**

The first grade health objectives provide concrete concepts and opportunities to practice and begin to master a variety of physical, social, emotional, and cognitive skills to promote personal health and wellness, prevent injuries, develop interpersonal relationships and health habits to last a lifetime. Students developing positive attitudes toward health should acquire knowledge and skills to prevent injury, illness and disease, and acquire the disposition or inclination to practice health-enhancing behaviors. At this grade, personal skills (self-esteem, stress management) build a foundation for social competence that enhances the ability of youth to resist social pressure to use alcohol, tobacco or other drugs in later elementary, middle school and high school grades. Injuries are the most immediate risks to youth health. Enjoyment of physical activity and good nutrition sets the stage for lifelong health habits. The first grade objectives may be closely integrated with and reinforce other aspects of the first grade curriculum.

**Standard 1: Health Promotion and Disease Prevention (HE.S.1)**

Students will:

- comprehend concepts related to health promotion and disease prevention.

**Health Promotion and Disease Prevention Objectives**

Students will:

- HE.1.1.1 explain the effects on the body of healthful and less healthful foods.
- HE.1.1.2 verbally list ways to keep germs out of one's body.

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- HE.1.1.3 identify the need for medical checkups and other health-care procedures (e.g., eye and dental exams).
- HE.1.1.4 identify the dangers of playing with sharp objects and being in contact with body fluids.

### Performance Descriptors (HE.PD.1.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health promotion and disease prevention. First grade students performing at the distinguished level will: evaluate and explain the effects on the body of healthful and less healthful foods; verbally list ways and justifies reasons for keeping germs out of one's body; analyze and explain the need for medical checkups and other health-care procedures; and specify the dangers of playing with sharp objects and being in contact with body fluids.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health promotion and disease prevention. First grade students performing at the above mastery level will: outline the effects on the body of healthful and less healthful foods; verbally explain ways to keep germs out of one's body; examine the need for medical checkups and other health-care procedures; and explain the dangers of playing with sharp objects and being in contact with body fluids.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health promotion and disease prevention. First grade students performing at the mastery level will: recite the effects on the body of healthful and less healthful foods; verbally list ways to keep germs out of one's body; identify the need for medical checkups and other health-care procedures; and identify the dangers of playing with sharp objects and being in contact with body fluids.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health promotion and disease prevention standard. Performance needs further development. First grade students performing at the partial mastery level will with encouragement: recite the effects on the body of healthful and less healthful foods; verbally list ways to keep germs out of one's body; identify the need for medical checkups and other health-care procedures; and identify the dangers of playing with sharp objects and being in contact with body fluids.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health promotion and disease prevention standard. Performance needs considerable development. First grade students performing at the novice level will with guidance and assistance: recite the effects on the body of healthful and less healthful foods; verbally list ways to keep germs out of one's body; identify the need for medical checkups and other health-care procedures; and identify the dangers of playing with sharp objects and being in contact with body fluids.

### Standard 2: Health Information and Services (HE.S.2)

Students will:

- demonstrate the ability to access valid health information and health-promoting products and services.

### Health Information and Services Objectives

Students will:

- HE.1.2.1 identify which safety helpers (e.g., police and teachers) to contact for different problems.
- HE.1.2.2 demonstrate when and how to use 9-1-1.
- HE.1.2.3 identify harmful household products (e.g., bleach).

**Performance Descriptors (HE.PD.1.2)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health information and services. First grade students performing at the distinguished level will: verbally list and locate safety helpers to contact for different problems; discuss and demonstrate when and how to use 9-1-1; and identify, classify, and label harmful household products.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health information and services. First grade students performing at the above mastery level will: verbally list safety helpers to contact for different problems; explain and demonstrate when and how to use 9-1-1; and identify and label harmful household products.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health information and services. First grade students performing at the mastery level will: identify which safety helpers to contact for different problems; demonstrate when and how to use 9-1-1; and identify harmful household products.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health information and services standard. Performance needs further development. First grade students performing at the partial mastery level will with encouragement: identify which safety helpers to contact for different problems; demonstrate when and how to use 9-1-1; and identify harmful household products.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health information and services standard. Performance needs considerable development. First grade students performing at the novice level will with guidance and assistance: identify which safety helpers to contact for different problems; demonstrate when and how to use 9-1-1; and identify harmful household products.

**Standard 3: Health Behaviors (HE.S.3)**

Students will:

- demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Health Behaviors Objectives**

Students will:

- HE.1.3.1 choose and verbalize proper use of safety equipment for different activities (e.g., riding in a car, rollerblading, bicycling, skateboarding, etc.).
- HE.1.3.2 demonstrate healthy ways to act on feelings.
- HE.1.3.3 identify personal activities that can keep the home, school and neighborhood pollution free.
- HE.1.3.4 identify and follow safety rules (e.g., playground, water, electrical).
- HE.1.3.5 demonstrate how to perform basic self-care/safety procedures (e.g., fire/weather drill, bus and auto safety skills).
- HE.1.3.6 identify escape routes at home and school.
- HE.1.3.7 list and follow safety rules for taking medicine.

**Performance Descriptors (HE.PD.1.3)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health behaviors. First grade

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students performing at the distinguished level will: compare and contrast the proper use of safety equipment for different activities; investigate healthy ways to express or act on feelings; analyze and explain personal activities that can keep the home, school, and neighborhood pollution free; outline and follow safety rules; model for others how to perform basic self-care/safety procedures; research and map escape routes at home and school; and define and follow safety rules for taking medicine.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health behaviors. First grade students performing at the above mastery level will: choose, locate, and verbalize the proper use of safety equipment for different activities; describe and demonstrate healthy ways to act on feelings; verbally cite personal activities that can keep the home, school, and neighborhood pollution free; outline and follow safety rules; explain and demonstrate how to perform basic self-care/safety procedures; research and describe escape routes at home and school; and memorize and follow safety rules for taking medicine.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health behaviors. First grade students performing at the mastery level will: choose and verbalize proper use of safety equipment for different activities; demonstrate healthy ways to act on feelings; identify personal activities that can keep the home, school, and neighborhood pollution free; identify and follow safety rules; demonstrate how to perform basic self-care/safety procedures; identify escape routes at home and school; and recall and follow safety rules for taking medicine.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health behaviors standard. Performance needs further development. First grade students performing at the partial mastery level will with encouragement: choose and verbalize proper use of safety equipment for different activities; demonstrate healthy ways to act on feelings; identify personal activities that can keep the home, school, and neighborhood pollution free; identify and follow safety rules; demonstrate how to perform basic self-care/safety procedures; identify escape routes at home and school; and recall and follow safety rules for taking medicine.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health behaviors standard. Performance needs considerable development. First grade students performing at the novice level will with guidance and assistance: choose and verbalize proper use of safety equipment for different activities; demonstrate healthy ways to act on feelings; identify personal activities that can keep the home, school, and neighborhood pollution free; identify and follow safety rules; demonstrate how to perform basic self-care/safety procedures; identify escape routes at home and school; and recall and follow safety rules for taking medicine.

## **Standard 4: Culture, Media and Technology (HE.S.4)**

Students will:

- analyze the influence of culture, media, technology, and other factors on health.

### **Culture, Media and Technology Objectives**

Students will:

- HE.1.4.1 describe family similarities and differences and how family structures change.
- HE.1.4.2 discuss differences (physical, gender, culture, etc.) and their impact on role expectations.
- HE.1.4.3 explain the importance of regular exercise (play) in a world of increasing technology.
- HE.1.4.4 cite examples of how television, computers and video games affect personal health.

**Performance Descriptors (HE.PD.1.4)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in culture, media, and technology. First grade students performing at the distinguished level will: analyze family similarities and differences and how family structures change; categorize differences and their impact on role expectations; evaluate the importance of regular exercise (play) in a world of increasing technology; and specify how television, computers and video games affect personal health.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in culture, media, and technology. First grade students performing at the above mastery level will: give examples of family similarities and differences and how family structures change; explain differences and their impact on role expectations; describe the importance of regular exercise (play) in a world of increasing technology; and explain how television, computers and video games affect personal health.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in culture, media, and technology. First grade students performing at the mastery level will: describe family similarities and differences and how family structures change; discuss differences and their impact on role expectations; explain the importance of regular exercise (play) in a world of increasing technology; and cite examples of how television, computers and video games affect personal health.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the culture, media, and technology standard. Performance needs further development. First grade students performing at the partial mastery level will with encouragement: describe family similarities and differences and how family structures change; discuss differences and their impact on role expectations; explain the importance of regular exercise (play) in a world of increasing technology; and cite examples of how television, computers and video games affect personal health.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the culture, media, and technology standard. Performance needs considerable development. First grade students performing at the novice level will with guidance and assistance: describe family similarities and differences and how family structures change; discuss differences and their impact on role expectations; explain the importance of regular exercise (play) in a world of increasing technology; and cite examples of how television, computers and video games affect personal health.

**Standard 5: Communication (HE.S.5)**

Students will:

- demonstrate the ability to use interpersonal communication skills to enhance health.

**Communication Objectives**

Students will:

- HE.1.5.1 discuss the concepts of responsibility, trust and respect for self and others.
- HE.1.5.2 identify a variety of feelings and recognize the verbal and non-verbal cues associated with each.
- HE.1.5.3 use refusal skills in potentially harmful or dangerous situations (e.g., riding a bike without a helmet, meeting strangers, using harmful substances).
- HE.1.5.4 use "I can" statements when trying new activities.

**Performance Descriptors (HE.PD.1.5)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in communication. First grade students performing at the distinguished level will: model for others the concepts of responsibility, trust and respect for self and others; describe a variety of feelings and recognize the verbal and non-verbal cues associated with each; demonstrate how to use refusal skills in potentially harmful or dangerous situations; and model for others the use of "I can" statements when trying new activities.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in communication. First grade students performing at the above mastery level will: describe and discuss the concepts of responsibility, trust and respect for self and others; verbally identify a variety of feelings and recognize the verbal and non-verbal cues associated with each; discuss and practice how to use refusal skills in potentially harmful or dangerous situations; and model discuss and practice the use of "I can" statements when trying new activities.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in communication. First grade students performing at the mastery level will: discuss the concepts of responsibility, trust and respect for self and others; recall a variety of feelings and recognize the verbal and non-verbal cues associated with each; use refusal skills in potentially harmful or dangerous situations; and use "I can" statements when trying new activities.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the communication standard. Performance needs further development. First grade students performing at the partial mastery level will with encouragement: discuss the concepts of responsibility, trust and respect for self and others; recall a variety of feelings and recognize the verbal and non-verbal cues associated with each; use refusal skills in potentially harmful or dangerous situations; and use "I can" statements when trying new activities.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the communication standard. Performance needs considerable development. First grade students performing at the novice level will with guidance and assistance: discuss the concepts of responsibility, trust and respect for self and others; recall a variety of feelings and recognize the verbal and non-verbal cues associated with each; use refusal skills in potentially harmful or dangerous situations; and use "I can" statements when trying new activities.

**Standard 6: Goal Setting and Decision Making (HE.S.6)**

Students will:

- demonstrate the ability to use goal-setting and decision-making skills to enhance health.

**Goal Setting and Decision Making Objectives**

Students will:

- HE.1.6.1 set goals for task completion.
- HE.1.6.2 decide when problems (e.g., child abuse) require the help of a trusted adult.
- HE.1.6.3 use decision-making skills to select a healthful meal.

**Performance Descriptors (HE.PD.1.6)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in goal setting and decision-making. First grade students performing at the distinguished level will: construct and track goals for task completion; specify when problems require the help of a trusted adult; and model for others the use of decision-making skills to select a healthful meal.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in goal setting and decision-making. First grade students performing at the above mastery level will: construct goals for task completion; explain when problems require the help of a trusted adult; and illustrate the use of decision-making skills to select a healthful meal.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in goal setting and decision-making. First grade students performing at the mastery level will: set goals for task completion; decide when problems require the help of a trusted adult; and use decision-making skills to select a healthful meal.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the goal setting and decision-making standard. Performance needs further development. First grade students performing at the partial mastery level will with encouragement: set goals for task completion; decide when problems require the help of a trusted adult; and use decision-making skills to select a healthful meal.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the goal setting and decision-making standard. Performance needs considerable development. First grade students performing at the novice level will with guidance and assistance: set goals for task completion; decide when problems require the help of a trusted adult; and use decision-making skills to select a healthful meal.

**Standard 7: Advocacy (HE.S.7)**

Students will:

- demonstrate the ability to advocate for personal, family, and community health.

**Advocacy Objectives**

Students will:

- HE.1.7.1 cite ways of coping with stressful situations.
- HE.1.7.2 convey accurate health information and ideas.
- HE.1.7.3 identify ways to help others make positive health choices.
- HE.1.7.4 identify ways to support positive interactions (e.g., listening to and following directions, following rules, showing care and concern toward others).

**Performance Descriptors (HE.PD.1.7)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in advocacy. First grade students performing at the distinguished level will: model for others ways of coping with stressful situations; analyze accurate health information and ideas; describe and discuss ways to help others make positive health choices; and specify ways to support positive interactions.

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### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in advocacy. First grade students performing at the above mastery level will: discuss ways of coping with stressful situations; give examples of accurate health information and ideas; discuss ways to help others make positive health choices; and explain ways to support positive interactions.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in advocacy. First grade students performing at the mastery level will: cite ways of coping with stressful situations; convey accurate health information and ideas; identify ways to help others make positive health choices; and identify ways to support positive interactions.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the advocacy standard. Performance needs further development. First grade students performing at the partial mastery level will with encouragement: cite ways of coping with stressful situations; convey accurate health information and ideas; identify ways to help others make positive health choices; and identify ways to support positive interactions.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the advocacy standard. Performance needs considerable development. First grade students performing at the novice level will with guidance and assistance: cite ways of coping with stressful situations; convey accurate health information and ideas; identify ways to help others make positive health choices; and identify ways to support positive interactions.

## **Second Grade Health Content Standards and Objectives**

**Students in second grade will be actively engaged in practicing and developing basic health behaviors and skills. The second grade objectives lead to an increased understanding of the role health and safety play in the lives of students and the interactions of the family, school and community. Skill development in communication and conflict management continues to build on the foundation of concrete experiences developed in previous grades. Social competency to prevent future involvement in risky behaviors and to promote positive, healthy experiences should be apparent in student behavior. Injuries remain the most immediate risk to youth health. Promotion of norms for good nutrition and being physically active has a lasting impact. The second grade objectives may be closely integrated with other aspects of the second grade curriculum.**

### **Standard 1: Health Promotion and Disease Prevention (HE.S.1)**

Students will:

- comprehend concepts related to health promotion and disease prevention.

#### **Health Promotion and Disease Prevention Objectives**

HE.2.1.1 identify the functions of sensory organs.

HE.2.1.2 identify symptoms of poisoning and how to get help.

HE.2.1.3 explain the importance of good dental care and how to demonstrate good dental hygiene.

HE.2.1.4 identify situations (e.g., being excluded from a group, being insulted) that promote specific feelings of hurt and develop skills to overcome those feelings.

HE.2.1.5 describe how immunizations and medicines help fight disease.

**Performance Descriptors (HE.PD.2.1)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health promotion and disease prevention. Second grade students performing at the distinguished level will: specify the functions of sensory organs; recognize symptoms of poisoning and how to get help; defend the importance of good dental care and model for others good dental hygiene; analyze situations that promote specific feelings of hurt and develop skills to overcome those feelings; and research and explain reasons why immunizations and medicines help fight disease.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health promotion and disease prevention. Second grade students performing at the above mastery level will: describe the functions of sensory organs; verbally list symptoms of poisoning and how to get help; explain and defend the importance of good dental care and how to demonstrate good dental hygiene; examine situations that promote specific feelings of hurt and develop skills to overcome those feelings; and explain why immunizations and medicines help fight disease.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health promotion and disease prevention. Second grade students performing at the mastery level will: identify the functions of sensory organs; identify symptoms of poisoning and how to get help; explain the importance of good dental care and how to demonstrate good dental hygiene; identify situations that promote specific feelings of hurt and develop skills to overcome those feelings; and describe how immunizations and medicines help fight disease.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health promotion and disease prevention standard. Performance needs further development. Second grade students performing at the partial mastery level will with encouragement: identify the functions of sensory organs; identify symptoms of poisoning and how to get help; explain the importance of good dental care and how to demonstrate good dental hygiene; identify situations that promote specific feelings of hurt and develop skills to overcome those feelings; and describe how immunizations and medicines help fight disease.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health promotion and disease prevention standard. Performance needs considerable development. Second grade students performing at the novice level will with guidance and assistance: identify the functions of sensory organs; identify symptoms of poisoning and how to get help; explain the importance of good dental care and how to demonstrate good dental hygiene; identify situations that promote specific feelings of hurt and develop skills to overcome those feelings; and describe how immunizations and medicines help fight disease.

**Standard 2: Health Information and Services (HE.S.2)**

Students will:

- demonstrate the ability to access valid health information and health-promoting products and services.

**Health Information and Services Objectives**

Students will:

- HE.2.2.1 identify sources of health information (e.g., pamphlets, internet, magazine, television, newspaper).
- HE.2.2.2 explain the roles of safety personnel (e.g., crossing guards, police officers, EMTs, and firefighters).
- HE.2.2.3 define first aid and give examples (e.g., cuts and burns).

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HE.2.2.4 identify situations in which he/she needs medicine and list rules for using medicine in safe ways.

### Performance Descriptors (HE.PD.2.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health information and services. Second grade students performing at the distinguished level will: locate and list sources of health information; analyze and explain the roles of safety personnel; define, explain, and demonstrate first aid and give examples; and specify situations in which he/she needs medicine and list and explain rules for using medicine in safe ways.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health information and services. Second grade students performing at the above mastery level will: discuss sources of health information; describe the roles of safety personnel; define and explain first aid and give examples; and describe situations in which he/she needs medicine and identify rules for using medicine in safe ways.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health information and services. Second grade students performing at the mastery level will: identify sources of health information; explain the roles of safety personnel; define first aid and give examples; and identify situations in which he/she needs medicine and recall rules for using medicine in safe ways.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health information and services standard. Performance needs further development. Second grade students performing at the partial mastery level will with encouragement: identify sources of health information; explain the roles of safety personnel; define first aid and give examples; and identify situations in which he/she needs medicine and recall rules for using medicine in safe ways.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health information and services standard. Performance needs considerable development. Second grade students performing at the novice level will with guidance and assistance: identify sources of health information; explain the roles of safety personnel; define first aid and give examples; and identify situations in which he/she needs medicine and recall rules for using medicine in safe ways.

### Standard 3: Health Behaviors (HE.S.3)

Students will:

- demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

#### Health Behaviors Objectives

Students will:

- HE.2.3.1 describe behaviors and habits that may be dangerous at home, on the playground, or in the community.
- HE.2.3.2 demonstrate knowledge of appropriate safety skills and equipment for recreational activities (e.g., bike riding, rollerblading, skateboarding).
- HE.2.3.3 demonstrate proper food handling techniques (e.g., washing apples, washing hands, using clean utensils).
- HE.2.3.4 describe how tobacco and alcohol harm one's health.

**Performance Descriptors (HE.PD.2.3)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health behaviors. Second grade students performing at the distinguished level will: specify behaviors and habits that may be dangerous at home, on the playground, or in the community; categorize appropriate safety skills and equipment for recreational activities; analyze proper food handling techniques; and explains and illustrates how tobacco and alcohol harm one's health.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health behaviors. Second grade students performing at the above mastery level will: give examples of behaviors and habits that may be dangerous at home, on the playground, or in the community; justify the use of appropriate safety skills and equipment for recreational activities; illustrate proper food handling techniques; and summarizes how tobacco and alcohol harm one's health.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health behaviors. Second grade students performing at the mastery level will: describe behaviors and habits that may be dangerous at home, on the playground, or in the community; demonstrate knowledge of appropriate safety skills and equipment for recreational activities; demonstrate proper food handling techniques; and describe how tobacco and alcohol harm one's health.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health behaviors standard. Performance needs further development. Second grade students performing at the partial mastery level will with encouragement: describe behaviors and habits that may be dangerous at home, on the playground, or in the community; demonstrate knowledge of appropriate safety skills and equipment for recreational activities; demonstrate proper food handling techniques; and describe how tobacco and alcohol harm one's health.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health behaviors standard. Performance needs considerable development. Second grade students performing at the novice level will with guidance and assistance: describe behaviors and habits that may be dangerous at home, on the playground, or in the community; demonstrate knowledge of appropriate safety skills and equipment for recreational activities; demonstrate proper food handling techniques; and describe how tobacco and alcohol harm one's health.

**Standard 4: Culture, Media and Technology (HE.S.4)**

Students will:

- analyze the influence of culture, media, technology, and other factors on health.

**Culture, Media and Technology Objectives**

Students will:

- HE.2.4.1 explain the relationship between where people live and the foods they eat.
- HE.2.4.2 recognize the ways news media, technology and other sources (e.g., music, magazine stories, classes) provide information about health.
- HE.2.4.3 recognize that individuals have different cultural backgrounds that may impact health practices.
- HE.2.4.4 explain how commercials influences the purchase of health related products and services.

**Performance Descriptors (HE.PD.2.4)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in culture, media, and technology.

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Second grade students performing at the distinguished level will: analyze and explain the relationship between where people live and the foods they eat; analyze and assess the ways news media, technology and other sources provide information about health; compare and contrast cultural backgrounds that may impact health practices; and analyze and explain how commercials influences the purchase of health related products and services.

### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in culture, media, and technology. Second grade students performing at the above mastery level will: define and explain the relationship between where people live and the foods they eat; identify and assess the ways news media, technology and other sources provide information about health; discuss why cultural backgrounds may impact health practices; and give explain and discuss how commercials influences the purchase of health related products and services.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in culture, media, and technology. Second grade students performing at the mastery level will: explain the relationship between where people live and the foods they eat; recognize the ways news media, technology and other sources provide information about health; recognize that individuals have different cultural backgrounds that may impact health practices; and explain how a commercial influences purchase of health related products and services.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the culture, media, and technology standard. Performance needs further development. Second grade students performing at the partial mastery level will with encouragement: explain the relationship between where people live and the foods they eat; recognize the ways news media, technology and other sources provide information about health; recognize that individuals have different cultural backgrounds that may impact health practices; and explain how a commercial influences purchase of health related products and services.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the culture, media, and technology standard. Performance needs considerable development. Second grade students performing at the novice level will with guidance and assistance: explain the relationship between where people live and the foods they eat; recognize the ways news media, technology and other sources provide information about health; recognize that individuals have different cultural backgrounds that may impact health practices; and explain how a commercial influences purchase of health related products and services.

## Standard 5: Communication (HE.S.5)

Students will:

- demonstrate the ability to use interpersonal communication skills to enhance health.

### Communication Objectives

Students will:

- HE.2.5.1 practice pro-social communication skills (e.g., please and thank you).
- HE.2.5.2 discuss, define and demonstrate body language.
- HE.2.5.3 identify appropriate uses of refusal skills.

### Performance Descriptors (HE.PD.2.5)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in communication. Second grade students performing at the distinguished level will: model for others pro-social communication skills; model for others appropriate body language; and specify appropriate uses of refusal skills.

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### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in communication. Second grade students performing at the above mastery level will: define and demonstrate pro-social communication define and demonstrate appropriate body language; and describe appropriate uses of refusal skills.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in communication. Second grade students performing at the mastery level will: practice pro-social communication skills; discuss, define and demonstrate body language; and identify appropriate uses of refusal skills.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the communication standard. Performance needs further development. Second grade students performing at the partial mastery level will with encouragement: practice pro-social communication skills; discuss, define and demonstrate body language; and identify appropriate uses of refusal skills.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the communication standard. Performance needs considerable development. Second grade students performing at the novice level will with guidance and assistance: practice pro-social communication skills; discuss, define and demonstrate body language; and identify appropriate uses of refusal skills.

## **Standard 6: Goal Setting and Decision Making (HE.S.6)**

Students will:

- demonstrate the ability to use goal-setting and decision-making skills to enhance health.

### **Goal Setting and Decision Making Objectives**

Students will:

- HE.2.6.1 use decision-making skills to avoid unhealthy risk taking behaviors (e.g., swimming alone, talking with strangers, taking medicines without adult supervision).
- HE.2.6.2 record eating and exercise habits and discuss positive and negative health behaviors.
- HE.2.6.3 work with a family member to plan a family meal.

### **Performance Descriptors (HE.PD.2.6)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in goal setting and decision-making. Second grade students performing at the distinguished level will: model for others the use of decision-making skills to avoid unhealthy risk taking behaviors; record and analyze eating and exercise habits and specify positive and negative health behaviors; and work with a family member to analyze and plan a family meal.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in goal setting and decision-making. Second grade students performing at the above mastery level will: demonstrate decision-making skills to avoid unhealthy risk taking behaviors; record and report on eating and exercise habits and define and discuss positive and negative health behaviors; and work with a family member to discuss and plan a family meal.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in goal setting and decision-making. Second grade students performing at the mastery level will: use decision-making skills to

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avoid unhealthy risk taking behaviors; record eating and exercise habits and discuss positive and negative health behaviors; and work with a family member to plan a family meal.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the goal setting and decision-making standard. Performance needs further development. Second grade students performing at the partial mastery level will with encouragement: use decision-making skills to avoid unhealthy risk taking behaviors; record eating and exercise habits and discuss positive and negative health behaviors; and work with a family member to plan a family meal.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the goal setting and decision-making standard. Performance needs considerable development. Second grade students performing at the novice level will with guidance and assistance: use decision-making skills to avoid unhealthy risk taking behaviors; record eating and exercise habits and discuss positive and negative health behaviors; and work with a family member to plan a family meal.

## **Standard 7: Advocacy (HE.S.7)**

Students will:

- demonstrate the ability to advocate for personal, family, and community health.

### **Advocacy Objectives**

Students will:

- HE.2.7.1 discuss how the community works to prevent and control diseases.
- HE.2.7.2 discuss family free time activities and how they promote fitness and healthy behaviors.
- HE.2.7.3 share with a trusted adult any symptoms that may lead to illness.
- HE.2.7.4 identify community agencies that support healthy families, individuals, and communities.

### **Performance Descriptors (HE.PD.2.7)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in advocacy. Second grade students performing at the distinguished level will: analyze and discuss how the community works to prevent and control diseases; assess family free time activities and explain how they promote fitness and healthy behaviors; share and discuss with a trusted adult any symptoms that may lead to illness; and list and describe community agencies that support healthy families, individuals, and communities.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in advocacy. Second grade students performing at the above mastery level will: describe and discuss how the community works to prevent and control diseases; list and describe family free time activities and discuss how they promote fitness and healthy behaviors; share and discuss with a trusted adult any symptoms that may lead to illness; and list and describe community agencies that support healthy families, individuals, and communities.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in advocacy. Second grade students performing at the mastery level will: discuss how the community works to prevent and control diseases; discuss family free time activities and how they promote fitness and healthy behaviors; share with a trusted adult any symptoms that may lead to illness; and identify community agencies that support healthy families, individuals, and communities.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the advocacy standard. Performance needs further development. Second grade students performing at the partial mastery level will with

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encouragement: discuss how the community works to prevent and control diseases; discuss family free time activities and how they promote fitness and healthy behaviors; share with a trusted adult any symptoms that may lead to illness; and identify community agencies that support healthy families, individuals, and communities.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the advocacy standard. Performance needs considerable development. Second grade students performing at the novice level will with guidance and assistance: discuss how the community works to prevent and control diseases; discuss family free time activities and how they promote fitness and healthy behaviors; share with a trusted adult any symptoms that may lead to illness; and identify community agencies that support healthy families, individuals, and communities.

## Third Grade Health Content Standards and Objectives

The third grade objectives include social skills development and use. The effects of health habits on health are explored, although students are still unable to completely understand the concept of cause and effect, particularly when "effect" is far in the future. Students distinguish between poor and positive health habits and understanding concrete ways to prevent illness, injury and poor health through decision making and problem solving techniques. Students investigate the influence of family, friends and community in promoting and reinforcing positive health behaviors and demonstrate non-violent problem solving techniques and stress management skills to promote social and emotional growth while demonstrating the link between good health and citizenship. Hands-on health education provide experiences that are easily integrated with other third grade subject matter.

### **Standard 1: Health Promotion and Disease Prevention (HE.S.1)**

Students will:

- comprehend concepts related to health promotion and disease prevention.

### **Health Promotion and Disease Prevention Objectives**

Students will:

- HE.3.1.1 identify and describe the major functions of the sensory organs (e.g., eyes, ears, nose, tongue, skin).
- HE.3.1.2 list ways to prevent the spread of germs.
- HE.3.1.3 describe the basic emotions.
- HE.3.1.4 describe the major parts and functions of the digestive system.
- HE.3.1.5 describe the food pyramid and its value to personal health, understanding that food provides energy and nutrients for growth and development.
- HE.3.1.6 explain the value of different kinds of fitness (e.g., flexibility, endurance, strength) and demonstrate exercises for each.

### **Performance Descriptors (HE.PD.3.1)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health promotion and disease prevention. Third grade students performing at the distinguished level will: analyze and explain functions of the sensory organs and digestive system; define ways to prevent the spread of disease; explain the components of total wellness, including the food pyramid and different kinds of fitness; and differentiate between basic emotions.

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### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health promotion and disease prevention. Third grade students performing at the above mastery level will: identify functions of the sensory organs and digestive system; list ways to prevent the spread of disease; recognize the components of total wellness, including the food pyramid and different kinds of fitness and describe basic emotions.

### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health promotion and disease prevention. Third grade students performing at the mastery level will: recall functions of the sensory organs and digestive system; name ways to prevent the spread of disease; recognize the components of total wellness including the food guide pyramid and different kinds of fitness; and describe basic emotions.

### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health promotion and disease prevention standard. Performance needs further development. Third grade students performing at the partial mastery level will with encouragement: recall functions of the sensory organs and digestive system; name ways to prevent the spread of disease; recognize the components of total wellness including the food guide pyramid and different kinds of fitness; and describe basic emotions.

### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health promotion and disease prevention standard. Performance needs considerable development. Third grade students performing at the novice level will with guidance and assistance: recall functions of the sensory organs and digestive system; name ways to prevent the spread of disease; recognize the components of total wellness including the food guide pyramid and different kinds of fitness; and describe basic emotions.

## Standard 2: Health Information and Services (HE.S.2)

Students will:

- demonstrate the ability to access valid health information and health-promoting products and services.

### Health Information and Services Objectives

Students will:

- HE.3.2.1 list places where health information is available.
- HE.3.2.2 list people who promote community health.
- HE.3.2.3 list information needed to place an accurate and efficient call to 9-1-1.
- HE.3.2.4 demonstrate basic first aid procedures.
- HE.3.2.5 name different kinds of medicines and their appropriate and inappropriate uses.

### Performance Descriptors (HE.PD.3.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health information and services. Third grade students performing at the distinguished level will: analyze appropriate and inappropriate sources of health information and products such as medicines; independently identify people in the community who promote health; demonstrate basic first aid; and demonstrate how to place a 9-1-1 call.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health information and services. Third grade students performing at the above mastery level will: recall appropriate and

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inappropriate sources of health information and products such as medicines; identify people in the community who promote health; explain basic first aid; and explain how to place a 9-1-1 call.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health information and services. Third grade students performing at the mastery level will: recognize appropriate and inappropriate sources of health information and products such as medicines; name people in the community who promote health; recognize basic first aid; and recognize how to place a 9-1-1 call.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health information and services standard. Performance needs further development. Third grade students performing at the partial mastery level will with encouragement: recognize appropriate and inappropriate sources of health information and products such as medicines; name people in the community who promote health; recognize basic first aid; and recognize how to place a 9-1-1 call.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health information and services standard. Performance needs considerable development. Third grade students performing at the novice level will with guidance and assistance: recognize appropriate and inappropriate sources of health information and products such as medicines; name people in the community who promote health; recognize basic first aid; and recognize how to place a 9-1-1 call.

## **Standard 3: Health Behaviors (HE.S.3)**

Students will:

- demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

### **Health Behaviors Objectives**

Students will:

- HE.3.3.1 explain the value of different kinds of fitness (e.g., flexibility, endurance, strength)
- HE.3.3.2 use protective gear (e.g., seat belts, helmets, goggles, gloves, sunscreen).
- HE.3.3.3 describe personal responsibility for one's own hygiene.
- HE.3.3.4 describe possible risky health situations at home, in school, and in the community.
- HE.3.3.5 list ways to reduce stress.
- HE.3.3.6 differentiate between healthy and unhealthy behaviors or comments.
- HE.3.3.7 explain how personal choices and behaviors can reduce accidents.

### **Performance Descriptors (HE.PD.3.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health behaviors. Third grade students performing at the distinguished level will: explain and analyze the value of using of protective gear; analyze healthy and unhealthy situations in the home, school and community; and will explain personal responsibility for hygiene, fitness and reducing stress.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health behaviors. Third grade students performing at the above mastery level will: identify and explain the value of using protective gear; explain healthy and unhealthy situations in the home, school and community; and define personal responsibility for hygiene, fitness and reducing stress.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health behaviors. Third grade students performing at the mastery level will: identify protective gear; recall healthy and

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unhealthy situations in the home, school and community; and recognize personal responsibility for hygiene, fitness and reducing stress.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health behaviors standard. Performance needs further development. Third grade students performing at the partial mastery level will with encouragement: identify protective gear; recall healthy and unhealthy situations in the home, school and community; and recognize personal responsibility for hygiene, fitness and reducing stress.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health behaviors standard. Performance needs considerable development. Third grade students performing at the novice level will with guidance and assistance: identify protective gear; recall healthy and unhealthy situations in the home, school and community; and recognize personal responsibility for hygiene, fitness and reducing stress.

## **Standard 4: Culture, Media and Technology (HE.S.4)**

Students will:

- analyze the influence of culture, media, technology, and other factors on health.

### **Culture, Media and Technology Objectives**

Students will:

HE.3.4.1 explore menus from fast food restaurants for nutritional value.

HE.3.4.2 identify changes to school and other public facilities that accommodate people with various kinds of challenges and/or cultural differences.

HE.3.4.3 compare and contrast what advertisements infer about smoking to what students have learned in school.

### **Performance Descriptors (HE.PD.3.4)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in culture, media, and technology. Third grade students performing at the distinguished level will: analyze the nutritional value of fast food menus; explain changes made to school and facilities that accommodate people with various kinds of challenges and/or cultural differences; and interpret information from tobacco advertisements.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in culture, media, and technology. Third grade students performing at the above mastery level will: discuss the nutritional value of fast food menus; identify changes made to school and facilities that accommodate people with various kinds of challenges and/or cultural differences; and interpret information from tobacco advertisements.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in culture, media, and technology. Third grade students performing at the mastery level will: identify the nutritional value of fast food menus; name changes made to school and facilities that accommodate people with various kinds of challenges and/or cultural differences; and identify misleading information from tobacco advertisements.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the culture, media, and technology standard. Performance needs further development. Third grade students performing at the partial mastery level will with encouragement: identify the nutritional value of fast food menus; name changes made

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to school and facilities that accommodate people with various kinds of challenges and/or cultural differences; and identify misleading information from tobacco advertisements.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the culture, media, and technology standard. Performance needs considerable development. Third grade students performing at the novice level will with guidance and assistance: identify the nutritional value of fast food menus; name changes made to school and facilities that accommodate people with various kinds of challenges and/or cultural differences; and identify misleading information from tobacco advertisements.

## **Standard 5: Communication (HE.S.5)**

Students will:

- demonstrate the ability to use interpersonal communication skills to enhance health.

### **Communication Objectives**

Students will:

- HE.3.5.1 express needs and wants by communicating in positive and proactive ways.
- HE.3.5.2 practice effective ways to say "No" (refusal skills) to those things that threaten safety.
- HE.3.5.3 describe the steps involved in conflict resolution.
- HE.3.5.4 discuss aggressive, passive and assertive ways to respond to conflict.

### **Performance Descriptors (HE.PD.3.5)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in communication. Third grade students performing at the distinguished level will: appropriately apply communication skills needed with refusal skills, conflict resolution, and relating feelings in positive and proactive ways; and differentiate between aggressive, passive and assertive ways to respond to conflict.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in communication. Third grade students performing at the above mastery level will: identify communication skills needed with refusal skills, conflict resolution and relating feelings in positive and proactive ways; and describe aggressive, passive and assertive ways to respond to conflict.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in communication. Third grade students performing at the mastery level will: recall communication skills needed with refusal skills, conflict resolution and relating feelings in positive and proactive ways; and recognize aggressive, passive and assertive ways to respond to conflict.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the communication standard. Performance needs further development. Third grade students performing at the partial mastery level will with encouragement: recall communication skills needed with refusal skills, conflict resolution and relating feelings in positive and proactive ways; and recognize aggressive, passive and assertive ways to respond to conflict.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the communication standard. Performance needs considerable development. Third grade students performing at the novice level will with guidance and assistance: recall communication skills needed with refusal skills, conflict resolution and relating feelings in positive and proactive ways; and recognize aggressive, passive and assertive ways to respond to conflict.

**Standard 6: Goal Setting and Decision Making (HE.S.6)**

Students will:

- demonstrate the ability to use goal-setting and decision-making skills to enhance health.

**Goal Setting and Decision Making Objectives**

Students will:

- HE.3.6.1 set a goal to become involved in keeping the community clean.
- HE.3.6.2 assess factors (e.g., food choices, physical activity, genetic factors) that contribute to achieving and maintaining a healthy body.
- HE.3.6.3 list health related personal decisions and who might assist in making a positive decision.
- HE.3.6.4 record food choices; with an adult, compare them to the recommended food chart to decide whether the choices were good.
- HE.3.6.5 practice making good judgments in risky situations.

**Performance Descriptors (HE.PD.3.6)**

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in goal setting and decision-making. Third grade students performing at the distinguished level will: develop plans to help keep the community clean; and analyze and explain personal decisions and factors that contribute to positive health decisions including making good judgments in risky situations.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in goal setting and decision-making. Third grade students performing at the above mastery level will: list ways they can help keep community clean; and describe personal decisions and factors that contribute to positive health decisions including making good judgments in risky situations.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in goal setting and decision-making. Third grade students performing at the mastery level will: identify ways they can help keep community clean; and recognize personal decisions and factors that contribute to positive health decisions including making good judgments in risky situations.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the goal setting and decision making standard. Performance needs further development. Third grade students performing at the partial mastery level will with encouragement: identify ways they can help keep community clean; and recognize personal decisions and factors that contribute to positive health decisions including making good judgments in risky situations.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the goal setting and decision making standard. Performance needs considerable development. Third grade students performing at the novice level will with guidance and assistance: identify ways they can help keep community clean; and recognize personal decisions and factors that contribute to positive health decisions including making good judgments in risky situations.

**Standard 7: Advocacy (HE.S.7)**

Students will:

- demonstrate the ability to advocate for personal, family and community health.

**Advocacy Objectives**

Students will:

- HE.3.7.1 describe appropriate self-care procedures for colds, sore throats, and flu.
- HE.3.7.2 use safety equipment and explain how one would encourage family members and friends to do so as well.
- HE.3.7.3 name agencies in the community that will assist in making healthy choices.

**Performance Descriptors (HE.PD.3.7)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in advocacy. Third grade students performing at the distinguished level will: explain self care procedures for common communicable diseases; market the need for the use of safety equipment for themselves and others and outline appropriate services that promote healthy choices.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in advocacy. Third grade students performing at the above mastery level will: list self care procedures for common communicable diseases; provide a rationale for the use of safety equipment by themselves and others; and describe services that promote healthy choices.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in advocacy. Third grade students performing at the mastery level will: recognize self-care procedures for common communicable diseases; recognize the need for the use of safety equipment for themselves and others; and identify services that promote healthy choices.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the advocacy standard. Performance needs further development. Third grade students performing at the partial mastery level will with encouragement: recognize self-care procedures for common communicable diseases; recognize the need for the use of safety equipment for themselves and others; and identify services that promote healthy choices.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the advocacy standard. Performance needs considerable development. Third grade students performing at the novice level will with guidance and assistance: recognize self-care procedures for common communicable diseases; recognize the need for the use of safety equipment for themselves and others; and identify services that promote healthy choices.

**Fourth Grade Health Content Standards and Objectives**

**Fourth grade objectives allow students to demonstrate health behaviors, practice health-enhancing skills and to become an advocate for their own personal health in order to prevent injury and develop good health habits that prevent disease or poor health. Students investigate the world around them in relationship to health, propose strategies to enhance independence, self-motivation and critical thinking skills throughout the curriculum. A development of attitudes and beliefs regarding tobacco non-use is crucial at this grade. Experiential connections with the curriculum enhance students' inclination to believe in the value and importance of good health and practice positive health habits. These objectives are easily integrated with other aspects of the fourth grade curriculum.**

**Standard 1: Health Promotion and Disease Prevention (HE.S.1)**

Students will:

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- comprehend concepts related to health promotion and disease prevention.

### **Health Promotion and Disease Prevention Objectives**

Students will:

- HE.4.1.1 describe how people have a variety of feelings and ways of expressing those feelings.
- HE.4.1.2 identify responsible health behaviors to avoid the spread of contagious diseases.
- HE.4.1.3 identify health problems that are common in his/her school setting.
- HE.4.1.4 describe the major parts of the muscular and skeletal systems of the human body.
- HE.4.1.5 describe the harmful effects of too much sun exposure and what steps can be used to reduce exposure.
- HE.4.1.6 explain rules for the safe use of drugs; cite ways to keep from misusing and abusing drugs.

### **Performance Descriptors (HE.PD.4.1)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health promotion and disease prevention. Fourth grade students performing at the distinguished level will: determine ways to reduce the risk of contagious diseases, drug misuse/abuse and exposure to the sun; analyze a variety of feelings and ways of expressing them; assess the health problems common to their school; and illustrate the major parts of the muscular and skeletal systems.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health promotion and disease prevention. Fourth grade students performing at the above mastery level will: identify and list ways to reduce the risk of contagious diseases, drug misuse/abuse and exposure to the sun; demonstrate a variety of feelings and ways of expressing them; identify the health problems common to their school; and recall the major parts of the muscular and skeletal systems.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health promotion and disease prevention. Fourth grade students performing at the mastery level will: recognize and recall ways to reduce the risk of contagious diseases, drug misuse/abuse and exposure to the sun; describe a variety of feelings and ways of expressing them; recognize the health problems common to their school; and recognize the major parts of the muscular and skeletal systems.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health promotion and disease prevention standard. Performance needs further development. Fourth grade students performing at the partial mastery level will with encouragement: recognize and recall ways to reduce the risk of contagious diseases, drug misuse/abuse and exposure to the sun; describe a variety of feelings and ways of expressing them; recognize the health problems common to their school; and recognize the major parts of the muscular and skeletal systems.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health promotion and disease prevention standard. Performance needs considerable development. Fourth grade students performing at the novice level will with guidance and assistance: recognize and recall ways to reduce the risk of contagious diseases, drug misuse/abuse and exposure to the sun; describe a variety of feelings and ways of expressing them; recognize the health problems common to their school; and recognize the major parts of the muscular and skeletal systems.

### **Standard 2: Health Information and Services (HE.S.2)**

Students will:

- demonstrate the ability to access valid health information and health-promoting products and services.

**Health Information and Services Objectives**

Students will:

- HE.4.2.1 identify specific places in the community from which to seek health care, health information, and health enhancing activities.
- HE.4.2.2 identify health related products advertised on TV (or through other media) and explain whom the media is trying to influence.
- HE.4.2.3 identify ways a person with drug dependence can get help.

**Performance Descriptors (HE.PD.4.2)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health information and services. Fourth grade students performing at the distinguished level will: independently identify community sources for health care, health information and health enhancing activities; and analyze the value of advertised health products.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health information and services. Fourth grade students performing at the above mastery level will: identify community sources for health care, health information and health enhancing activities; and assess the value of advertised health products.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health information and services. Fourth grade students performing at the mastery level will: recognize community sources for health care, health information and health enhancing activities; and state the value of advertised health products.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health information and services standard. Performance needs further development. Fourth grade students performing at the partial mastery level will with encouragement: recognize community sources for health care, health information and health enhancing activities; and state the value of advertised health products.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health information and services standard. Performance needs considerable development. Fourth grade students performing at the novice level will with guidance and assistance: recognize community sources for health care, health information and health enhancing activities; and state the value of advertised health products.

**Standard 3: Health Behaviors (HE.S.3)**

Students will:

- demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Health Behaviors Objectives**

Students will:

- HE.4.3.1 state reasons why people do or do not misuse drugs (e.g., alcohol, tobacco, caffeine, over-the-counter and prescription drugs).
- HE.4.3.2 define risk taking behaviors (e.g., ATOD, nonuse of protective equipment) and their present and future consequences.
- HE.4.3.3 develop and practice a personal hygiene plan.
- HE.4.3.4 give examples of managing stress.

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### Performance Descriptors (HE.PD.4.3)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health behaviors. Fourth grade students performing at the distinguished level will: predict reasons why people misuse drugs; collect information concerning risk taking behaviors and ways to manage stress; and outline and practice a personal hygiene plan.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health behaviors. Fourth grade students performing at the above mastery level will: state reasons why people misuse drugs; define risk taking behaviors and ways to manage stress; and develop and practice a personal hygiene plan.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health behaviors. Fourth grade students performing at the mastery level will: name reasons why people misuse drugs; identify risk taking behaviors and ways to manage stress; and determine a personal hygiene plan.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health behaviors standard. Performance needs further development. Fourth grade students performing at the partial mastery level will with encouragement: name reasons why people misuse drugs; identify risk taking behaviors and ways to manage stress; and determine a personal hygiene plan.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health behaviors standard. Performance needs considerable development. Fourth grade students performing at the novice level will with guidance and assistance: name reasons why people misuse drugs; identify risk taking behaviors and ways to manage stress; and determine a personal hygiene plan.

### Standard 4: Culture, Media and Technology (HE.S.4)

Students will:

- analyze the influence of culture, media, technology, and other factors on health.

### Culture, Media and Technology Objectives

Students will:

- HE.4.4.1 analyze menus from culturally different restaurants for nutritional value.
- HE.4.4.2 discuss examples of food advertising, identifying the purposes and the relationship to personal health.
- HE.4.4.3 list TV programs that exemplify healthy family relationships and explain their selection.
- HE.4.4.4 explain why healthy human bodies can be various shapes and sizes.
- HE.4.4.5 explain how humans depend on their natural and constructed environments and that new ideas and inventions continue to influence their environments.
- HE.4.4.6 use technology to examine/explore risks involved in not using appropriate safety skills and equipment for recreational purposes (e.g., bike riding, helmet use).

### Performance Descriptors (HE.PD.4.4)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in culture, media, and technology. Fourth grade students performing at the distinguished level will: analyze nutritional value of menus from culturally different restaurant; draw conclusions from food advertisements; debate television programs that exemplify family values; analyze how healthy bodies can be different shapes and sizes; and describe how technology influenced the safety of our environment

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### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in culture, media, and technology. Fourth grade students performing at the above mastery level will: interpret nutritional value of menus from culturally different restaurant. They will interpret information from food advertisements; discuss television programs that exemplify family values; describe how healthy bodies can be different shapes and sizes; and identify how technology influenced the safety of our environment.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in culture, media, and technology. Fourth grade students performing at the mastery level will: state nutritional value of menus from culturally different restaurants; identify information from food advertisements; identify television programs that exemplify family values; tell how healthy bodies can be different shapes and sizes; and recognize how technology influences the safety of our environment.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the culture, media, and technology standard. Performance needs further development. Fourth grade students performing at the partial mastery level will with encouragement: state nutritional value of menus from culturally different restaurants; identify information from food advertisements; identify television programs that exemplify family values; tell how healthy bodies can be different shapes and sizes; and recognize how technology influences the safety of our environment.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the culture, media, and technology standard. Performance needs considerable development. Fourth grade students performing at the novice level will with guidance and assistance: state nutritional value of menus from culturally different restaurants; identify information from food advertisements; identify television programs that exemplify family values; tell how healthy bodies can be different shapes and sizes; and recognize how technology influences the safety of our environment.

## **Standard 5: Communication (HE.S.5)**

Students will:

- demonstrate the ability to use interpersonal communication skills to enhance health.

### **Communication Objectives**

Students will:

- HE.4.5.1 express answers, both verbally and non-verbally, to "How do you feel today?"
- HE.4.5.2 identify positive personal qualities that one has and state the qualities that one would like to see in their friends.
- HE.4.5.3 demonstrate communication skills necessary for making, being, and keeping friends.
- HE.4.5.4 practice assertiveness and refusal skills.

### **Performance Descriptors (HE.PD.4.5)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in communication. Fourth grade students performing at the mastery level will: use all forms of communication to express feelings; determine positive personal qualities and demonstrate those needed for making and keeping friends; and apply assertiveness in refusal skills.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in communication. Fourth grade students performing at the above mastery level will: use some forms of communication to

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express feelings; identify positive personal qualities and define those needed for making and keeping friends; and describe assertiveness in refusal skills.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in communication. Fourth grade students performing at the mastery level will: state all forms of communication to express feelings; recognize positive personal qualities and list those needed for making and keeping friends; and identify assertiveness in refusal skills.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the communication standard. Performance needs further development. Fourth grade students performing at the partial mastery level will with encouragement: state all forms of communication to express feelings; recognize positive personal qualities and list those needed for making and keeping friends; and identify assertiveness in refusal skills.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the communication standard. Performance needs considerable development. Fourth grade students performing at the novice level will with guidance and assistance: state all forms of communication to express feelings; recognize positive personal qualities and list those needed for making and keeping friends; and identify assertiveness in refusal skills.

## **Standard 6: Goal Setting and Decision Making (HE.S.6)**

Students will:

- demonstrate the ability to use goal-setting and decision-making skills to enhance health.

### **Goal Setting and Decision Making Objectives**

Students will:

- HE.4.6.1 record his/her own health-promoting habits and describe which activities/foods were good, health-promoting decisions.
- HE.4.6.2 evaluate some dangerous situations, consider alternatives and identify the consequences of various choices.

### **Performance Descriptors (HE.PD.4.6)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in goal setting and decision-making. Fourth grade students performing at the distinguished level will: record a personal health goal and analyze which activities were good decisions; and explain dangerous situations and analyze consequences of various choices.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in goal setting and decision-making. Fourth grade students performing at the above mastery level will: record a personal health goal and describe which activities were good decisions; and identify dangerous situations and explain consequences of various choices.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in goal setting and decision-making. Fourth grade students performing at the mastery level will: record a personal health goal and select which activities were good decisions; and recognize dangerous situations and recall consequences of various choices.

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### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the goal setting and decision making standard. Performance needs further development. Fourth grade students performing at the partial mastery level will with encouragement: record a personal health goal and select which activities were good decisions; and recognize dangerous situations and recall consequences of various choices.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the goal setting and decision making standard. Performance needs considerable development. Fourth grade students performing at the novice level will with guidance and assistance: record a personal health goal and select which activities were good decisions; and recognize dangerous situations and recall consequences of various choices.

## **Standard 7: Advocacy (HE.S.7)**

Students will:

- demonstrate the ability to advocate for personal, family, and community health.

### **Advocacy Objectives**

Students will:

HE.4.7.1 examine their personal vaccination and disease record.

HE.4.7.2 propose family menus that meet dietary guidelines.

HE.4.7.3 explain how to recognize and avoid risky situations involving personal safety (e.g., helmet use, safety equipment).

### **Performance Descriptors (HE.PD.4.7)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in advocacy. Fourth grade students performing at the distinguished level will: analyze the need for accurate personal vaccination records; apply dietary guidelines to create family menus; and independently describe risk behaviors that should be avoided to improve personal safety.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in advocacy. Fourth grade students performing at the above mastery level will: explain the need for accurate personal vaccination records; illustrate dietary guidelines to create family menus; and describe risk behaviors to improve personal safety.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in advocacy. Fourth grade students performing at the mastery level will: identify the need for accurate personal vaccination records; list dietary guidelines to create family menus; and recognize risk behaviors to improve personal safety.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the advocacy standard. Performance needs further development. Fourth grade students performing at the partial mastery level will with encouragement: identify the need for accurate personal vaccination records; list dietary guidelines to create family menus; and recognize risk behaviors to improve personal safety.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the advocacy standard. Performance needs considerable development. Fourth grade students performing at the novice level will with guidance and assistance: identify the need for accurate personal vaccination records; list dietary guidelines to create family menus; and recognize risk behaviors to improve personal safety.

## Fifth Grade Health Content Standards and Objectives

Grade five represents the beginning of an important time in the social, emotional and physical growth of students. Students are assessing future prospects and making important decisions that will shape who they become as adults. Because of these factors, the health education curriculum will focus on promoting positive behaviors as societal norms, critically examining the influence of media, peers and society on individual decisions and actions and improving proficiency and confidence with skills that will enhance health and safety. Students will understand the physical changes occurring during puberty, the relationship of varying growth and development patterns to health and self-acceptance and the role of relationship of varying growth and development patterns of health and self-acceptance and the role of physical activity and nutrition to personal health, growth and self-concept. Attitudes toward tobacco, alcohol and other drug non-use are important and students should recognize the benefits of being drug-free. Respect for individuality and independence are incorporated in the delivery of the fifth grade curriculum.

### Standard 1: Health Promotion and Disease Prevention (HE.S.1)

Students will:

- comprehend concepts related to health promotion and disease prevention.

### Health Promotion and Disease Prevention Objectives

Students will:

- HE.5.1.1 identify the five aspects of total wellness (e.g., physical, emotional, social, intellectual, spiritual) and typical changes that occur during adolescence.
- HE.5.1.2 describe the relationship between nutrition and health risk factors.
- HE.5.1.3 explain potentially dangerous situations (e.g., bullying) and know how to obtain help appropriately.
- HE.5.1.4 describe different organisms (e.g., viruses, bacteria, protozoa, worms, fungi) that cause diseases.
- HE.5.1.5 explain the basic physiology and functions of the body systems.
- HE.5.1.6 identify environmental dangers (e.g., poisonous plants) and describe precautions and treatments for exposure to the elements (e.g., sun, cold, insects, animals).

### Performance Descriptors (HE.PD.5.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health promotion and disease prevention. Fifth grade students at the distinguished level will: explain the five aspects of total wellness and analyze the changes that occur during adolescence; compare the relationships between nutrition and health risk factors; explain potentially dangerous situations and how to obtain help appropriately; independently describe different organisms that cause disease; illustrate the major parts and functions of the body systems; and explain environmental dangers and describe precautions and treatments for exposure to the elements.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health promotion and disease prevention. Fifth grade students at the above mastery level will: identify the five aspects of total wellness and describe the changes that occur during adolescence; describe the relationships between nutrition and health risk describe potentially dangerous situation and explain how to obtain help appropriately; describe different organisms that cause disease; identify the major parts and functions of the body systems; and identify environmental dangers and describe precautions and treatments for exposure to the elements.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health promotion and disease prevention. Fifth grade students at the mastery level will: identify at least three aspects of

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total wellness and identify the changes that occur during adolescence; recognize the relationships between nutrition and health risk factors; describe potentially dangerous situations and explain how to obtain help appropriately; name different organisms that cause disease; recognize the major parts and functions of the body systems and recognize environmental dangers and state precautions and treatments for exposure to the elements.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health promotion and disease prevention standard. Performance needs further development. Fifth grade students performing at the partial mastery level will with encouragement: identify at least three aspects of total wellness and identify the changes that occur during adolescence; recognize the relationships between nutrition and health risk factors; describe potentially dangerous situations and explain how to obtain help appropriately; name different organisms that cause disease; recognize the major parts and functions of the body systems and recognize environmental dangers and state precautions and treatments for exposure to the elements.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health promotion and disease prevention standard. Performance needs considerable development. Fifth grade students performing at the novice level will with guidance and assistance: identify at least three aspects of total wellness and identify the changes that occur during adolescence; recognize the relationships between nutrition and health risk factors; describe potentially dangerous situations and explain how to obtain help appropriately; name different organisms that cause disease; recognize the major parts and functions of the body systems and recognize environmental dangers and state precautions and treatments for exposure to the elements.

## **Standard 2: Health Information and Services (HE.S.2)**

Students will:

- demonstrate the ability to access valid health information and health-promoting products and services.

### **Health Information and Services Objectives**

Students will:

HE.5.2.1 list activities that community agencies do to promote safety.

HE.5.2.2 compare legal and illegal drugs (considering access, purpose, cost, effects on the body).

### **Performance Descriptors (HE.PD.5.2)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health information and services. Fifth grade students performing at the distinguished level will: research safety-promoting activities of community agencies; and use various forms of technology to develop a presentation on legal and illegal drugs.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health information and services. Fifth grade students performing at the above mastery level will: identify safety-promoting activities of community agencies; and develop a short visual or verbal presentation on legal and illegal drugs.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health information and services. Fifth grade students performing at the mastery level will: recall safety-promoting activities of community agencies; and collect information on legal and illegal drugs.

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### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health information and services standard. Performance needs further development. Fifth grade students performing at the partial mastery level will with encouragement: recall safety-promoting activities of community agencies; and collect information on legal and illegal drugs.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health information and services standard. Performance needs considerable development. Fifth grade students performing at the novice level will with guidance and assistance: recall safety-promoting activities of community agencies; and collect information on legal and illegal drugs.

## **Standard 3: Health Behaviors (HE.S.3)**

Students will:

- demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

### **Health Behaviors Objectives**

Students will:

- HE.5.3.1 distinguish between safe and risky or harmful behaviors in relationships and list strategies (e.g., anger management, peer pressure reversal, self-protective strategies) to reduce threatening situations.
- HE.5.3.2 identify hygiene practices related to puberty and diet practices for improved personal/family health.
- HE.5.3.3 apply techniques for managing stress.
- HE.5.3.4 compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).

### **Performance Descriptors (HE.PD.5.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health behaviors. Fifth grade students performing at the distinguished level will: distinguish between safe and risky behaviors in relationships and develop strategies to reduce threatening situations; outline hygiene and diet practices for improved personal/family health; and develop stress management plans.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health behaviors. Fifth grade students performing at the above mastery level will: distinguish between safe and risky behaviors in relationships and identify strategies to reduce threatening situations; identify hygiene and diet practices for improved personal/family health; and apply techniques for managing stress.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health behaviors. Fifth grade students performing at the mastery level will: distinguish between safe and risky behaviors in relationships and cite at least one strategy to reduce threatening situations; recall hygiene and diet practices for improved personal/family health and recall techniques for managing stress.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health behaviors standard. Performance needs further development. Fifth grade students performing at the partial mastery level will with encouragement: distinguish between safe and risky behaviors in relationships and cite at least one strategy to reduce threatening situations; recall hygiene and diet practices for improved personal/family health and recall techniques for managing stress.

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### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health behaviors standard. Performance needs considerable development. Fifth grade students performing at the novice level will with guidance and assistance: distinguish between safe and risky behaviors in relationships and cite at least one strategy to reduce threatening situations; recall hygiene and diet practices for improved personal/family health and recall techniques for managing stress.

### **Standard 4: Culture, Media and Technology (HE.S.4)**

Students will:

- analyze the influence of culture, media, technology, and other factors on health.

### **Culture, Media and Technology Objectives**

Students will:

- HE.5.4.1 explain how risk behaviors as seen on TV and movies may influence a student's future behaviors.
- HE.5.4.2 explain peer and media impact upon common eating disorders and how to prevent them.
- HE.5.4.3 analyze the cultural differences of health practices.
- HE.5.4.4 recognize and respect people's differences.

### **Performance Descriptors (HE.PD.5.4)**

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in culture, media, and technology. Fifth grade students performing at the distinguished level will analyze and explain media, culture and other factors that influence our individual wellness.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in culture, media, and technology. Fifth grade students performing at the above mastery level will discuss media, culture and other factors that influence our individual wellness.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in culture, media, and technology. Fifth grade students performing at the mastery level will identify media, culture and other factors that influence our individual wellness.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the culture, media, and technology standard. Performance needs further development. Fifth grade students performing at the partial mastery level will with encouragement: identify media, culture and other factors that influence our individual wellness.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the culture, media, and technology standard. Performance needs considerable development. Fifth grade students performing at the novice level will with guidance and assistance: identify media, culture and other factors that influence our individual wellness.

### **Standard 5: Communication (HE.S.5)**

Students will:

- demonstrate the ability to use interpersonal communication skills to enhance health.

### **Communication Objectives**

Students will:

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- HE.5.5.1 describe or demonstrate non-verbal expressions other than facial expressions (e.g., body language).
- HE.5.5.2 use a variety of positive coping mechanisms/conflict resolution skills (e.g., negotiation through peer mediation) to deal with upset feelings and difficult situations.
- HE.5.5.3 practice active listening skills (e.g., restating, individual and group conversation).
- HE.5.5.4 show three acceptable ways to say "No" in a demonstration with peers.
- HE.5.5.5 explain the value of assertive strategies when asking for help in an emergency.
- HE.5.5.6 practice assertiveness and refusal skills.

### Performance Descriptors (HE.PD.5.5)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in communication. Fifth grade students performing at the distinguished level will demonstrate interpersonal communication skills used in listening, non-verbal expression, coping, assertiveness, refusing, negotiations and conflict resolution.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in communication. Fifth grade students performing at the above mastery level will explain interpersonal communication skills used in listening, non-verbal expression, coping, assertiveness, refusing and negotiations and conflict resolution.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in communication. Fifth grade students performing at the mastery level will state interpersonal communication skills used in listening, non-verbal expression, coping, assertiveness, refusing, negotiations and conflict resolution.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the communication standard. Performance needs further development. Fifth grade students performing at the partial mastery level will with encouragement state interpersonal communication skills used in listening, non-verbal expression, coping, assertiveness, refusing, negotiations and conflict resolution.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the communication standard. Performance needs considerable development. Fifth grade students performing at the novice level will with guidance and assistance state interpersonal communication skills used in listening, non-verbal expression, coping, assertiveness, refusing, negotiations and conflict resolution.

### Standard 6: Goal Setting and Decision Making (HE.S.6)

Students will:

- demonstrate the ability to use goal-setting and decision-making skills to enhance health.

### Goal Setting and Decision Making Objectives

Students will:

- HE.5.6.1 analyze disease prevention plans (e.g., diet and exercise).
- HE.5.6.2 identify strategies to change an unhealthy behavior (e.g., smoking, overeating).

### Performance Descriptors (HE.PD.5.6)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in goal setting and decision-making. Fifth grade students performing at the distinguished level will: analyze and develop a disease prevention plan; and evaluate and chart a personal plan to change an unhealthy behavior.

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### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in goal setting and decision-making. Fifth grade students performing at the above mastery level will: research and explain a disease prevention plan; and chart a personal plan to change an unhealthy behavior.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in goal setting and decision-making. Fifth grade students performing at the mastery level will: explain a disease prevention plan; and log a personal plan to change an unhealthy behavior.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the communication standard. Performance needs further development. Fifth grade students performing at the partial mastery level will with encouragement: explain a disease prevention plan; and log a personal plan to change an unhealthy behavior.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the communication standard. Performance needs considerable development. Fifth grade students performing at the novice level will with guidance and assistance: explain a disease prevention plan; and log a personal plan to change an unhealthy behavior.

## **Standard 7: Advocacy (HE.S.7)**

Students will:

- demonstrate the ability to advocate for personal, family, and community health.

### **Advocacy Objectives**

Students will:

- HE.5.7.1 verify their personal vaccination and disease record.
- HE.5.7.2 propose family menus that meet dietary guidelines.
- HE.5.7.3 generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., food labels).
- HE.5.7.4 discuss her/his role in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through services, regulations and laws.

### **Performance Descriptors (HE.PD.5.7)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in advocacy. Fifth grade students performing at the distinguished level will: independently verify personal vaccination and disease information; analyze healthy family menus and develop convincing arguments for making nutritional food choices; and research and analyze community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through services, regulations and laws.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in advocacy. Fifth grade students performing at the above mastery level will: verify personal vaccination and disease information; choose healthy family menus and explain reasons for making nutritional food choices; and identify community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through services, regulations and laws.

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### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in advocacy. Fifth grade students performing at the mastery level will: list personal vaccination and disease information; recognize healthy family menus and select nutritional food choices and recognize community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through services, regulations and laws.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the advocacy standard. Performance needs further development. Fifth grade students performing at the partial mastery level will with encouragement: list personal vaccination and disease information; recognize healthy family menus and select nutritional food choices and recognize community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through services, regulations and laws.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the advocacy standard. Performance needs considerable development. Fifth grade students performing at the novice level will with guidance and assistance: list personal vaccination and disease information; recognize healthy family menus and select nutritional food choices and recognize community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through services, regulations and laws.

## Sixth Grade Health Content Standards and Objectives

The sixth grade health objectives address important social, emotional and physical changes young adolescents experience. Decision making steps and application are integrated into all topics of discussion as students examine potential long and short term consequences of decisions and their impact on all aspects of health (e.g., mental, emotional, physical). Students critically examine concepts related to personal health and wellness, injury prevention and tobacco use and recognize the impact of positive health decisions on personal goal attainment. Students improve social skills, discuss the impact of peer pressure and distinguish between positive and negative influences in relationships. Students demonstrate ability to plan physical activity and nutrition that promotes good health and recognizes their relationship to body image and weight maintenance. Teaching strategies should provide students with opportunities to work in small groups and express individual opinions.

**Note: In accordance with West Virginia Code §18-2-9, the West Virginia Department of Education shall provide a standardized health education assessment to be administered in sixth grade health education classes in order to measure student health knowledge and program effectiveness.**

### **Standard 1: Health Promotion and Disease Prevention (HE.S.1)**

Students will:

- comprehend concepts related to health promotion and disease prevention.

### **Health Promotion and Disease Prevention Objectives**

Students will:

- HE.6.1.1 describe the USDA food pyramid, including number and size of servings and basic nutrients needed for an adolescent female/male on a daily basis.
- HE.6.1.2 identify the negative effects of alcohol, drugs, and tobacco.

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- HE.6.1.3 identify strategies for the prevention of communicable diseases (e.g., HIV).
- HE.6.1.4 describe the major parts and functions of the nervous system.
- HE.6.1.5 identify hereditary factors that affect adolescent development.
- HE.6.1.6 list the steps for breathing emergencies and basic first aid.

### Performance Descriptors (HE.PD.6.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health promotion and disease prevention. Sixth grade students at the distinguished level will analyze and evaluate the USDA Food Guide Pyramid; compare and contrast various negative effects of ATOD; analyze and evaluate the strategies used in the prevention of communicable diseases; diagram major parts and explain functions of the nervous systems; analyze and categorize hereditary factors that affect adolescent development; and explain and demonstrate basic first aid steps.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health promotion and disease prevention. Sixth grade students at the above mastery level will identify and explain the USDA Food Guide Pyramid; explain the various negative effects of ATOD; list and explain the strategies used in the prevention of communicable diseases; identify the major parts and explain functions of the nervous systems; list and explain hereditary factors that affect adolescent development; and demonstrate basic first aid steps.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health promotion and disease prevention. Sixth grade students at the mastery level will: identify the USDA Food Guide Pyramid; list negative effects of ATOD; list ways to prevent the spread of communicable diseases; recognize major parts and functions of the nervous systems; list hereditary factors that affect adolescent development; and list basic first aid steps.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health promotion and disease prevention standard. Performance needs further development. Sixth grade students performing at the partial mastery level will with encouragement: identify the USDA Food Guide Pyramid; list negative effects of ATOD; list ways to prevent the spread of communicable diseases; recognize major parts and functions of the nervous systems; list hereditary factors that affect adolescent development; and list basic first aid steps.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health promotion and disease prevention standard. Performance needs considerable development. Sixth grade students performing at the novice level will with guidance and assistance: identify the USDA Food Guide Pyramid; list negative effects of ATOD; list ways to prevent the spread of communicable diseases; recognize major parts and functions of the nervous systems; list hereditary factors that affect adolescent development; and list basic first aid steps.

### Standard 2: Health Information and Services (HE.S.2)

Students will:

- demonstrate the ability to access valid health information and health-promoting products and services.

### Health Information and Services Objectives

Students will:

- HE.6.2.1 recognize hereditary factors that should be reflected in medical records.
- HE.6.2.2 identify school and community services for physical and mental health concerns.

**Performance Descriptors (HE.PD.6.2)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health information and services. Sixth grade students performing at the distinguished level will analyze and evaluate information regarding local health services and medical records.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health information and services. Sixth grade students performing at the above mastery level will compare and contrast information regarding local health services and medical records.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health information and services. Sixth grade students performing at the mastery level will recognize information regarding local health services and medical records.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health information and services standard. Performance needs further development. Sixth grade students performing at the partial mastery level will with encouragement recognize information regarding local health services and medical records.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health information and services standard. Performance needs considerable development. Sixth grade students performing at the novice level will with guidance and assistance recognize information regarding local health services and medical records.

**Standard 3: Health Behaviors (HE.S.3)**

Students will:

- demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Health Behaviors Objectives**

Students will:

- HE.6.3.1 distinguish between safe and risky or harmful behaviors (e.g., abuse, date rape, peer pressure) in relationships.
- HE.6.3.2 identify protective behaviors used to avoid and reduce threatening situations (e.g., anger, bullying, harassment).
- HE.6.3.3 identify hygiene and food safety practices for improved personal and family health.

**Performance Descriptors (HE.PD.6.3)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health behaviors. Sixth grade students performing at the distinguished level will: explain signs of abusive relationships; demonstrate protective behaviors to keep themselves from being harmed in threatening situations; and explain cause and effect of basic hygiene and food safety practices.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health behaviors. Sixth grade students performing at the above mastery level will: identify signs of abusive relationships;

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describe protective behaviors to keep themselves from being harmed in threatening situations; and demonstrate basic hygiene and food safety practices.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health behaviors. Sixth grade students performing at the mastery level will: recognize at least two signs of abusive relationships; describe protective behaviors to keep themselves safe; and demonstrate basic hygiene and food safety practices.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health behaviors standard. Performance needs further development. Sixth grade students performing at the partial mastery level will with encouragement: recognize at least two signs of abusive relationships; describe protective behaviors to keep themselves safe; and demonstrate basic hygiene and food safety practices.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health behaviors standard. Performance needs considerable development. Sixth grade students performing at the novice level will with guidance and assistance: recognize at least two signs of abusive relationships; describe protective behaviors to keep themselves safe; and demonstrate basic hygiene and food safety practices.

## **Standard 4: Culture, Media and Technology (HE.S.4)**

Students will:

- analyze the influence of culture, media, technology, and other factors on health.

### **Culture, Media and Technology Objectives**

Students will:

- HE.6.4.1 recognize that people grow and mature at different rates and have different body types than those portrayed by the media.
- HE.6.4.2 analyze the influence that advertisers have on consumer choices (e.g., tobacco, alcohol and other consumer products).
- HE.6.4.3 identify the importance of respecting people's differences.

### **Performance Descriptors (HE.PD.6.4)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in culture, media, and technology. Sixth grade students performing at the distinguished level will: explain the maturity growth rate of different body types and analyze how the media distorts reality in this regard; analyze and draw conclusions about marketing strategies used by advertisers to influence youth consumer choices; and explain the importance of tolerance and respect for people's differences.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in culture, media, and technology. Sixth grade students performing at the above mastery level will: describe the maturity growth rate of different body types and compare these to media messages; analyze and describe marketing strategies used by advertisers to influence youth consumer choices; and discuss the importance of tolerance and respect for people's differences.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in culture, media, and technology. Sixth grade students performing at the mastery level will: identify the maturity growth rate of different body types and compare these to media messages; identify marketing strategies

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used by advertisers to influence youth consumer choices; and recognize the importance of tolerance and respect for people's differences.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the culture, media, and technology standard. Performance needs further development. Sixth grade students performing at the partial mastery level will with encouragement: identify the maturity growth rate of different body types and compare these to media messages; identify marketing strategies used by advertisers to influence youth consumer choices; and recognize the importance of tolerance and respect for people's differences.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the culture, media, and technology standard. Performance needs considerable development. Sixth grade students performing at the novice level will with guidance and assistance: identify the maturity growth rate of different body types and compare these to media messages; identify marketing strategies used by advertisers to influence youth consumer choices; and recognize the importance of tolerance and respect for people's differences.

## **Standard 5: Communication (HE.S.5)**

Students will:

- demonstrate the ability to use interpersonal communication skills to enhance health.

### **Communication Objectives**

Students will:

- HE.6.5.1 identify positive and socially appropriate ways to express needs, wants and feelings.
- HE.6.5.2 identify communication skills to build and maintain healthy relationships.
- HE.6.5.3 identify the possible causes of conflict among youth and strategies to manage conflict in schools and communities.

## **Performance Descriptors (HE.PD.6.5)**

### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in communication. Sixth grade students performing at the distinguished level will: demonstrate appropriate ways to express needs, wants and feelings in healthy relationships; and predict and identify the various causes of conflicts and apply conflict resolution skills to promote total health.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in communication. Sixth grade students performing at the above mastery level will: identify appropriate ways to express needs, wants and feelings in healthy relationships; and identify the various causes of conflicts and apply conflict resolution skills to promote total health.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in communication. Sixth grade students performing at the mastery level will: recognize appropriate ways to express needs, wants and feelings in healthy relationships; and recognize the various causes of conflicts and apply conflict resolution skills to promote total health.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the communication standard. Performance needs further development. Sixth grade students performing at the partial mastery level will with encouragement: recognize appropriate ways to express needs, wants and feelings in healthy relationships; and recognize the various causes of conflicts and apply conflict resolution skills to promote total health.

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### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the communication standard. Performance needs considerable development. Sixth grade students performing at the novice level will with guidance and assistance: recognize appropriate ways to express needs, wants and feelings in healthy relationships; and recognize the various causes of conflicts and apply conflict resolution skills to promote total health.

### **Standard 6: Goal Setting and Decision Making (HE.S.6)**

Students will:

- demonstrate the ability to use goal-setting and decision-making skills to enhance health.

### **Goal Setting and Decision Making Objectives**

Students will:

HE.6.6.1 use decision-making skills to protect against communicable and non-communicable diseases.

HE.6.6.2 explain how the goal setting and decision making processes are important in designing strategies to quit using tobacco and other risking behaviors.

### **Performance Descriptors (HE.PD.6.6)**

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in goal setting and decision-making. Sixth grade students performing at the distinguished level will: explain a decision making model and apply it to the prevention of communicable and non-communicable diseases; and research tobacco cessation programs and explain how the goal setting and decision making processes are included in their design.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in goal setting and decision-making. Sixth grade students performing at the above mastery level will: identify a decision making model and apply it to the prevention of communicable and non-communicable diseases; and review a tobacco cessation program and explain how the goal setting and decision making processes are included in its design.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in goal setting and decision-making. Sixth grade students performing at the mastery level will: recognize a decision-making model and its application to the prevention of communicable and non-communicable disease; and review a tobacco cessation program and identify how the goal setting and decision-making processes are included in its design.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the goal setting and decision making standard. Performance needs further development. Sixth grade students performing at the partial mastery level will with encouragement: recognize a decision-making model and its application to the prevention of communicable and non-communicable disease; and review a tobacco cessation program and identify how the goal setting and decision-making processes are included in its design.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the goal setting and decision making standard. Performance needs considerable development. Sixth grade students performing at the novice level will with guidance and assistance: recognize a decision-making model and its application to the prevention of communicable and non-communicable disease; and review a tobacco cessation program and identify how the goal setting and decision-making processes are included in its design.

**Standard 7: Advocacy (HE.S.7)**

Students will:

- demonstrate the ability to advocate for personal, family, and community health.

**Advocacy Objectives**

Students will:

HE.6.7.1 identify effective advocacy skills to use with health care providers.

HE.6.7.2 identify the importance of maintaining natural environmental settings and promoting their use for stress/anxiety reduction, wellness and recreation.

**Performance Descriptors (HE.PD.6.7)**

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in advocacy. Sixth grade students performing at the distinguished level will: demonstrate advocacy skills by creating a personal medical history and developing a list of questions for their personal physician to clarify information; and develop a detailed directory of community resources and services that assist with stress reduction, wellness and recreation.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in advocacy. Sixth grade students performing at the above mastery level will: demonstrate advocacy skills by creating a personal medical history and recognizing the type of questions they should ask their personal physician to clarify information; and develop a directory of community resources and services that assist with stress reduction, wellness and recreation.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in advocacy. Sixth grade students performing at the mastery level will: identify advocacy skills by reviewing a medical history and a list of questions for their personal physician to clarify information; and list community resources and services that assist with stress reduction, wellness and recreation.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the advocacy standard. Performance needs further development. Sixth grade students performing at the partial mastery level will with encouragement: identify advocacy skills by reviewing a medical history and a list of questions for their personal physician to clarify information; and list community resources and services that assist with stress reduction, wellness and recreation.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the advocacy standard. Performance needs considerable development. Sixth grade students performing at the novice level will with guidance and assistance: identify advocacy skills by reviewing a medical history and a list of questions for their personal physician to clarify information; and list community resources and services that assist with stress reduction, wellness and recreation.

**Seventh Grade Health Content Standards and Objectives**

Skills practice, improvement and application in stress management, positive communication skills, conflict resolution, decision making and refusal skills provide the potential for guiding seventh graders through one of the most difficult developmental periods and for helping students distinguish between normal transitional behaviors that are developmentally enhancing and those behaviors that

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can be risky or lead to unforeseen consequences. Drug, alcohol and pregnancy prevention should focus on correcting erroneous perceptions of the prevalence and acceptability of behaviors, establishing conservative group norms and establishing or reinforcing perceived personal susceptibility to the consequences of risk-taking behavior. Students demonstrate responsible personal health choices and competence with skills for developing positive relationships. Students investigate the relationship of personal diet and physical activity to good health and disease prevention. Multiple teaching strategies and activities enhance the student's experience and perceived relevance of health education. Students learn to access and use available information and services to enhance and advocate for health.

### Standard 1: Health Promotion and Disease Prevention (HE.S.1)

Students will:

- comprehend concepts related to health promotion and disease prevention.

### Health Promotion and Disease Prevention Objectives

Students will:

- HE.7.1.1 analyze the effects of various behaviors (e.g., substance abuse) on body systems and wellness.
- HE.7.1.2 describe the major parts and functions of the reproductive system.
- HE.7.1.3 identify general symptoms and potential long-term health consequences of STDs.
- HE.7.1.4 demonstrate first aid procedures.

### Performance Descriptors (HE.PD.7.1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health promotion and disease prevention. Seventh grade students performing on the distinguished level will: analyze the effect of ATOD behaviors on the body systems; illustrate and explain the parts and functions of the reproductive system; describe the general symptoms and long term consequences of STDs; and explain and demonstrate basic first aid procedures.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health promotion and disease prevention. Seventh grade students performing on the above mastery level will: identify the effect of ATOD behaviors on the body systems; explain the parts and functions of the reproductive system; describe the general symptoms and long term consequences of STDs and identify and describe basic first aid procedures.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health promotion and disease prevention. Seventh grade students performing on the mastery level will: recognize the effect of ATOD behaviors on the body systems; list the parts and functions of the reproductive system; recall the general symptoms and long term consequences of STDs; and identify basic first aid procedures.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health promotion and disease prevention standard. Performance needs further development. Seventh grade students performing at the partial mastery level will with encouragement: recognize the effect of ATOD behaviors on the body systems; list the parts and functions of the reproductive system; recall the general symptoms and long term consequences of STDs; and identify basic first aid procedures.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health promotion and disease prevention standard. Performance needs considerable development. Seventh grade students performing at the novice level will with guidance and assistance: recognize the effect of ATOD

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behaviors on the body systems; list the parts and functions of the reproductive system; recall the general symptoms and long term consequences of STDs; and identify basic first aid procedures.

### **Standard 2: Health Information and Services (HE.S.2)**

Students will:

- demonstrate the ability to access valid health information and health-promoting products and services.

#### **Health Information and Services Objectives**

Students will:

- HE.7.2.1 identify the relationship of cost and effectiveness of health products.
- HE.7.2.2 identify situations that require professional health services and community resources that can provide those services.
- HE.7.2.3 identify myths, misinformation and stereotyping associated with the use of health services.

#### **Performance Descriptors (HE.7.2)**

##### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health information and services. Seventh grade students performing at the distinguished level will analyze and evaluate information on health products and services and compile the information in a written/visual/oral presentation.

##### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health information and services. Seventh grade students performing at the above mastery level will collect and analyze information on health products and services and compile the information in a written/visual/oral presentation.

##### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health information and services. Seventh grade students performing at the mastery level will collect information on health products and services and compile the information in a written/visual/oral presentation.

##### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health information and services standard. Performance needs further development. Seventh grade students performing at the partial mastery level will with encouragement: collect information on health products and services and compile the information in a written/visual/oral presentation.

##### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health information and services standard. Performance needs considerable development. Seventh grade students performing at the novice level will with guidance and assistance: collect information on health products and services and compile the information in a written/visual/oral presentation.

### **Standard 3: Health Behaviors (HE.S.3)**

Students will:

- demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

#### **Health Behaviors Objectives**

Students will:

- HE.7.3.1 evaluate personal health practices to avoid STDs.
- HE.7.3.2 analyze the difference between safe and risky behaviors, including methods for preventing pregnancy and STDs (e.g., abstinence and methods of birth control).
- HE.7.3.3 recognize signs of and strategies to reduce stress, anxiety and depression.

**Performance Descriptors (HE.PD.7.3)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health behaviors. Seventh grade students performing at the distinguished level will: develop arguments supporting the importance of assuming responsibility for personal sexual health behaviors; and develop and describe a plan to reduce stress, anxiety and/or depression.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health behaviors. Seventh grade students performing at the above mastery level will: identify rationales supporting the importance of assuming responsibility for personal sexual health behaviors; and identify strategies to reduce stress, anxiety and/or depression.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health behaviors. Seventh grade students performing at the mastery level will: recognize rationales supporting the importance of assuming responsibility for personal sexual health behaviors; and recognize causes of stress, anxiety and/or depression.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health behaviors standard. Performance needs further development. Seventh grade students performing at the partial mastery level will with encouragement: recognize rationales supporting the importance of assuming responsibility for personal sexual health behaviors; and recognize causes of stress, anxiety and/or depression.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health behaviors standard. Performance needs considerable development. Seventh grade students performing at the novice level will with guidance and assistance: recognize rationales supporting the importance of assuming responsibility for personal sexual health behaviors; and recognize causes of stress, anxiety and/or depression.

**Standard 4: Culture, Media and Technology (HE.S.4)**

Students will:

- analyze the influence of culture, media, technology, and other factors on health.

**Culture, Media and Technology Objectives**

Students will:

HE.7.4.1 describe the influence of cultural beliefs on health behaviors (e.g., nutrition, hygiene, medical treatment, ATOD use) and the use of health services.

HE.7.4.2 explain the impact of peer harassment on physical, emotional and social health and identify necessary coping skills.

HE.7.4.3 recognize the importance of respecting individual differences.

HE.7.4.4 analyze media message about alcohol, tobacco, and other drugs.

**Performance Descriptors (HE.PD.7.4)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in culture, media, and technology. Seventh grade students performing at the distinguished level will: identify and differentiate cultural beliefs and explain their impact on health behaviors; determine cause and effect of peer harassment and how to identify ways to reduce its impact on total health; research historical events pertaining to

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individual/group differences and draw conclusions about the impact of such events on laws and social norms; and analyze and draw conclusions about ATOD media messages.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in culture, media, and technology. Seventh grade students performing at the above mastery level will: identify cultural beliefs and explain their impact on health behaviors; determine cause and effect of peer harassment and identify ways to reduce its impact on total health; research historical events pertaining to individual/group differences and identify the impact of such events on laws and social norms; and analyze ATOD media messages.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in culture, media, and technology. Seventh grade students performing at the mastery level will: state the different cultural beliefs and their impact on health behaviors; determine cause and effect of peer harassment and how this impacts total health; research, with assistance, historical events pertaining to individual/group differences and recognize the impact of such events on laws and social norms; and review ATOD media messages and interpret them with assistance.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the culture, media, and technology standard. Performance needs further development. Seventh grade students performing at the partial mastery level will with encouragement: state the different cultural beliefs and their impact on health behaviors; determine cause and effect of peer harassment and how this impacts total health; research, with assistance, historical events pertaining to individual/group differences and recognize the impact of such events on laws and social norms; and review ATOD media messages and interpret them with assistance.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the culture, media, and technology standard. Performance needs considerable development. Seventh grade students performing at the novice level will with guidance and assistance: state the different cultural beliefs and their impact on health behaviors; determine cause and effect of peer harassment and how this impacts total health; research, with assistance, historical events pertaining to individual/group differences and recognize the impact of such events on laws and social norms; and review ATOD media messages and interpret them with assistance.

## **Standard 5: Communication (HE.S.5)**

Students will:

- demonstrate the ability to use interpersonal communication skills to enhance health.

### **Communication Objectives**

Students will:

- HE.7.5.1 explain how character and personality (e.g., confident = aggressive; shy = passive, etc.) affect the perception of one's ability to communicate.
- HE.7.5.2 discuss ways one can develop healthful family relationships
- HE.7.5.3 explain steps that can be taken to improve dysfunctional family relationships; discuss adjustments that can be made if family changes occur.

### **Performance Descriptors (HE.PD.7.5)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in communication. Seventh grade students performing at the distinguished level will: demonstrate and explain ways that character and personality are portrayed in communication; list and analyze characteristics of healthy and unhealthy family relationships; and outline steps to improve family relationships.

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### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in communication. Seventh grade students performing at the above mastery level will: explain ways that character and personality are portrayed in communication; list characteristics of healthy and unhealthy family relationships; and identify steps to improve family relationships.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in communication. Seventh grade students performing at the mastery level will: recognize ways that character and personality are portrayed in communication; list characteristics of healthy and unhealthy family relationships; and recognize at least two steps to improve family relationships.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the communication standard. Performance needs further development. Seventh grade students performing at the partial mastery level will with encouragement: recognize ways that character and personality are portrayed in communication; list characteristics of healthy and unhealthy family relationships; and recognize at least two steps to improve family relationships.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the communication standard. Performance needs considerable development. Seventh grade students performing at the novice level will with guidance and assistance: recognize ways that character and personality are portrayed in communication; list characteristics of healthy and unhealthy family relationships; and recognize at least two steps to improve family relationships.

## **Standard 6: Goal Setting and Decision Making (HE.S.6)**

Students will:

- demonstrate the ability to use goal-setting and decision-making skills to enhance health.

### **Goal Setting and Decision Making Objectives**

Students will:

- HE.7.6.1 apply the USDA Dietary Guidelines and Food Pyramid in meal planning.
- HE.7.6.2 discuss the consequences of poor nutritional choices (e.g., eating disorders) for self and others (e.g., families and babies).
- HE.7.6.3 clarify the process of a decision making model; predict situations and practice skills requiring decisions with alcohol, tobacco and other drugs.

### **Performance Descriptors (HE.PD.7.6)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in goal setting and decision-making. Seventh grade students performing at the distinguished level will: apply the guidelines of the food pyramid and explain how improper nutrition can lead to a variety of health problems; and examine various decision making models and apply the processes to various ATOD situations.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in goal setting and decision-making. Seventh grade students performing at the above mastery level will: explain the guidelines of the food pyramid and how improper nutrition can lead to a variety of health problems; and review various decision making models and apply various processes to ATOD situations.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in goal setting and decision-

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making. Seventh grade students performing at the mastery level will: determine how improper nutrition can lead to a variety of health problems; and review various decision making models and apply one process to an ATOD situation.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the goal setting and decision making standard. Performance needs further development. Seventh grade students performing at the partial mastery level will with encouragement: determine how improper nutrition can lead to a variety of health problems; and review various decision making models and apply one process to an ATOD situation.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the goal setting and decision making standard. Performance needs considerable development. Seventh grade students performing at the novice level will with guidance and assistance: determine how improper nutrition can lead to a variety of health problems; and review various decision making models and apply one process to an ATOD situation.

## **Standard 7: Advocacy (HE.S.7)**

Students will:

- demonstrate the ability to advocate for personal, family, and community health.

### **Advocacy Objectives**

Students will:

HE.7.7.1 demonstrate effective advocacy skills to use with public health services.

HE.7.7.2 explain the importance of maintaining natural environmental settings and promote clean in-door air, recycling and responsible use of natural resources.

### **Performance Descriptors (HE.PD.7.7)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in advocacy. Seventh grade students performing at the distinguished level will: demonstrate advocacy skills by compiling a list of local public health resources and services available; and develop, implement and evaluate a community clean-up project that may include clean in-door air, recycling or responsible use of natural resources.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in advocacy. Seventh grade students performing at the above mastery level will: demonstrate advocacy skills by describing public health services that are available in their community; and develop and implement a community clean-up project that may include clean in-door air, recycling or responsible use of natural resources.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in advocacy. Seventh grade students performing at the mastery level will: identify advocacy skills by discussing public health services available in their community; and assist with the implementation of a community clean-up project that may include clean in-door air, recycling or responsible use of natural resources.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the advocacy standard. Performance needs further development. Seventh grade students performing at the partial mastery level will with encouragement: identify advocacy skills by discussing public health services available in their community; and assist with the implementation of a community clean-up project that may include clean in-door air, recycling or responsible use of natural resources.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the advocacy standard. Performance needs considerable development. Seventh grade students performing at the novice level will with guidance and assistance: identify advocacy skills by discussing public health services available in their community; and assist with the implementation of a community clean-up project that may include clean in-door air, recycling or responsible use of natural resources.

## **Eighth Grade Health Content Standards and Objectives**

The eighth grade health education objectives provide opportunities for students to practice using decision making, communication skills and goal setting in role-played or simulated situations that outline the importance of taking responsibility for individual actions. Consequences of poor decisions are examined closely in relationship to a variety of important risks and strategies to enhance personal health and wellness. Students examine violence prevention and develop strategies to promote safety among themselves and others. Discussion of the negative consequences of drug, alcohol, and tobacco use and sexual activity are important components of the eighth grade health education curriculum. Multiple teaching strategies and activities enhance the student's experience and perceived relevance of health education. Students learn to access, use, critically evaluate and apply health information and services.

**Note: In accordance with West Virginia Code §18-2-9, the West Virginia Department of Education shall provide a standardized health education assessment to be administered in eighth grade health education classes in order to measure student health knowledge and program effectiveness.**

### **Standard 1: Health Promotion and Disease Prevention (HE.S.1)**

Students will:

- comprehend concepts related to health promotion and disease prevention.

#### **Health Promotion and Disease Prevention Objectives**

Students will:

- HE.8.1.1 identify and explain the components of total wellness.
- HE.8.1.2 apply nutritional concepts to food choices and disease prevention.
- HE.8.1.3 determine the risk factors leading to teen pregnancy, HIV/AIDS, and other sexually transmitted diseases.

### **Performance Descriptors (HE.PD.8.1)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health promotion and disease prevention. Eighth grade students performing at the distinguished level will: develop a research project explaining why all components of total wellness must be present in order for one to achieve total well-being; analyze and evaluate the risk factors leading to and the impacts of teen pregnancy, HIV/AIDS and other STDs; and analyze the risk factors of poor nutrition as they apply to disease prevention.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health promotion and disease prevention. Eighth grade students performing at the above mastery level will: describe why all components of total wellness must be present in order for one to achieve total well-being;

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describe the risk factors leading to and the impacts of teen pregnancy, HIV/AIDS and other STDs; and describe the risk factors of poor nutrition as they apply to disease prevention.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health promotion and disease prevention. Eighth grade students performing at the mastery level will: identify all of the components of total wellness that must be present in order for one to achieve total well-being; list the risk factors leading to and the impacts of teen pregnancy, HIV/AIDS and other STDs and recall the risk factors of poor nutrition as they apply to disease prevention.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health promotion and disease prevention standard. Performance needs further development. Eighth grade students performing at the partial mastery level will with encouragement: identify all of the components of total wellness that must be present in order for one to achieve total well-being; list the risk factors leading to and the impacts of teen pregnancy, HIV/AIDS and other STDs and recall the risk factors of poor nutrition as they apply to disease prevention.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health promotion and disease prevention standard. Performance needs considerable development. Eighth grade students performing at the novice level will with guidance and assistance: identify all of the components of total wellness that must be present in order for one to achieve total well-being; list the risk factors leading to and the impacts of teen pregnancy, HIV/AIDS and other STDs and recall the risk factors of poor nutrition as they apply to disease prevention.

## **Standard 2: Health Information and Services (HE.S.2)**

Students will:

- demonstrate the ability to access valid health information and health-promoting products and services.

### **Health Information and Services Objectives**

Students will:

HE.8.2.1 identify ways to access current health information and services (e.g., internet).

HE.8.2.2 investigate resources related to ATOD, dating violence, STD's, and harassment.

### **Performance Descriptors (HE.S.2)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health information and services. Eighth grade students performing at the distinguished level will analyze, evaluate, and report appropriate health service information related to teen issues.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health information and services. Eighth grade students performing at the above mastery level will collect, interpret, and report appropriate health service information related to teen issues.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health information and services. Eighth grade students performing at the mastery level will collect and report appropriate health service information related to teen issues.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health information and services standard. Performance needs further development. Eighth grade students performing at the partial mastery

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level will with encouragement collect and report appropriate health service information related to teen issues.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health information and services standard. Performance needs considerable development. Eighth grade students performing at the novice level will with guidance and assistance collect and report appropriate health service information related to teen issues.

### **Standard 3: Health Behaviors (HE.S.3)**

Students will:

- demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

### **Health Behaviors Objectives**

Students will:

- HE.8.3.1 identify and list ways to prevent pregnancy, emphasizing abstinence.
- HE.8.3.2 describe safety guidelines for preventing various intentional and unintentional injuries (e.g., pedestrian, motor vehicle, bicycle, ATV, violent situation).
- HE.8.3.3 describe examples of harassment, bullying and intimidation and the legal ramifications in the school, community, and job setting.
- HE.8.3.4 recognize and report signs of self-destructive behaviors (e.g., suicide, eating disorder, gang membership, anger, depression, anxiety) in others.

### **Performance Descriptors (HE.PD.8.3)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health behaviors. Eighth grade students at the distinguished level will: compare, contrast and draw conclusions about safety guidelines for preventing unintentional and intentional injuries; independently explain appropriate procedures to prevent pregnancy with emphasis on abstinence; research the laws and policies related to harassment in the school, community and job setting and report findings; and describe the signs of various self-destructive behaviors and develop case-study scenarios of such situations.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health behaviors. Eighth grade students at the above mastery level will: compare and contrast safety guidelines for preventing unintentional and intentional injuries; explain appropriate procedures to prevent pregnancy with emphasis on abstinence; review research on the laws and policies related to harassment in the school, community and job setting and present a report; and describe the signs of various self-destructive behaviors and identify those behaviors in scenarios.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health behaviors. Eighth grade students at the mastery level will: compare safety guidelines for preventing unintentional and intentional injuries; list appropriate procedures to prevent pregnancy with emphasis on abstinence; review the laws and policies related to harassment in the school, community and job setting and recall school rules related to harassment; and identify the signs of various self-destructive behaviors.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health behaviors standard. Performance needs further development. Eighth grade students performing at the partial mastery level will with encouragement: compare safety guidelines for preventing unintentional and intentional injuries; list appropriate procedures to prevent pregnancy with emphasis on abstinence; review the laws and policies related to harassment in the school, community and job setting and recall school rules related to harassment; and identify the signs of various self-destructive behaviors.

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### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health behaviors standard. Performance needs considerable development. Eighth grade students performing at the novice level will with guidance and assistance: compare safety guidelines for preventing unintentional and intentional injuries; list appropriate procedures to prevent pregnancy with emphasis on abstinence; review the laws and policies related to harassment in the school, community and job setting and recall school rules related to harassment; and identify the signs of various self-destructive behaviors.

### **Standard 4: Culture, Media and Technology (HE.S.4)**

Students will:

- analyze the influence of culture, media, technology, and other factors on health.

### **Culture, Media and Technology Objectives**

Students will:

- HE.8.4.1 recognize bias in advertising and misleading media communication about health information, products and services.
- HE.8.4.2 identify and interpret the effect of media messages on health and nutrition.
- HE.8.4.3 identify the effect of culture and media messages on dating relationships.

### **Performance Descriptors (HE.PD.8.4)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in culture, media, and technology. Eighth grade students performing at the distinguished level will independently explain and analyze information and the effects of advertising strategies as they apply to health information and consumer products.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in culture, media, and technology. Eighth grade students performing at the above mastery level will identify and construct advertising strategies as they apply to health information and consumer products.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in culture, media, and technology. Eighth grade students performing at the mastery level will identify advertising strategies as they apply to health information and consumer products.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the culture, media, and technology standard. Performance needs further development. Eighth grade students performing at the partial mastery level will with encouragement: identify advertising strategies as they apply to health information and consumer products.

#### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the culture, media, and technology standard. Performance needs considerable development. Eighth grade students performing at the novice level will with guidance and assistance: identify advertising strategies as they apply to health information and consumer products.

### **Standard 5: Communication (HE.S.5)**

Students will:

- demonstrate the ability to use interpersonal communication skills to enhance health.

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### Communication Objectives

Students will:

- HE.8.5.1 demonstrate ways to communicate care, consideration and respect of self and others (e.g., peer mediation, conflict resolution).
- HE.8.5.2 demonstrate refusal skills to protect personal health against risky and harmful behaviors (e.g., pregnancy, drunk driving, STDs, ATOD, dating violence, harassment).

### Performance Descriptors (HE.PD.8.5)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in communication. Eighth grade students performing at the distinguished level will rationalize, explain and demonstrate effective communication skills that apply to interpersonal and intra-personal behaviors.
- **Above Mastery**  
The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in communication. Eighth grade students performing at the above mastery level will explain and demonstrate effective communication skills that apply to interpersonal and intra-personal behaviors.
- **Mastery**  
The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in communication. Eighth grade students performing at the mastery level will explain effective communication skills that apply to interpersonal and intra-personal behaviors.
- **Partial Mastery**  
The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the communication standard. Performance needs further development. Eighth grade students performing at the partial mastery level will, with encouragement, explain effective communication skills that apply to interpersonal and intra-personal behaviors.
- **Novice**  
The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the communication standard. Performance needs considerable development. Eighth grade students performing at the novice level will, with guidance and assistance, explain effective communication skills that apply to interpersonal and intra-personal behaviors.

### Standard 6: Goal Setting and Decision Making (HE.S.6)

Students will:

- demonstrate the ability to use goal-setting and decision-making skills to enhance health.

### Goal Setting and Decision Making Objectives

Students will:

- HE.8.6.1 identify personal health goals and choose strategies regarding nutrition and alcohol, tobacco, drug use and personal safety to achieve optimal personal health.
- HE.8.6.2 explain the effects that different choices, regarding sexual behaviors, can have on their personal future.
- HE.8.6.3 describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities.

### Performance Descriptors (HE.PD.8.6)

- **Distinguished**  
The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in goal setting and decision-making. Eighth grade students performing at the distinguished level will collect, analyze and evaluate

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information on ATOD, STDs, abusive relationships, personal safety and self-destructive behaviors and apply this information by developing scenarios to be role-played by themselves and other students.

### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in goal setting and decision-making. Eighth grade students performing at the above mastery level will collect information on ATOD, STDs, abusive relationships, personal safety and self-destructive behaviors and apply this information by participating in role play activities.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in goal setting and decision-making. Eighth grade students performing at the mastery level will participate in role-play activities on ATOD, STDs, abusive relationships, personal safety and self-destructive behaviors.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the goal setting and decision making standard. Performance needs further development. Eighth grade students performing at the partial mastery level will, with encouragement, participate in role-play activities on ATOD, STDs, abusive relationships, personal safety and self-destructive behaviors.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the goal setting and decision making standard. Performance needs considerable development. Eighth grade students performing at the novice level will, with guidance and assistance, participate in role-play activities on ATOD, STDs, abusive relationships, personal safety and self-destructive behaviors.

## **Standard 7: Advocacy (HE.S.7)**

Students will:

- demonstrate the ability to advocate for personal, family, and community health.

### **Advocacy Objectives**

Students will:

- HE.8.7.1 identify community resources that advocate against dating, violence, harassment, bullying, intimidation and discrimination.
- HE.8.7.2 recognize and promote environmental practices that will preserve natural resources for personal and community health.
- HE.8.7.3 explain why personal safety is everyone's responsibility and describe his or her personal role.
- HE.8.7.4 explain the need for legislation to protect and promote personal safety and health.

### **Performance Descriptors (HE.PD.8.7)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in advocacy. Eighth grade students performing at the distinguished level will: acquire and analyze information from a variety of community resources that advocate for the prevention of dating violence and harassment and report findings; and research and create a report based on environmental practices in the community that preserve natural resources.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in advocacy. Eighth grade students performing at the above mastery level will: acquire information from a variety of community resources that advocate for the prevention of dating violence and harassment; and investigate environmental practices in the community that preserve natural resources and present findings.

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### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in advocacy. Eighth grade students performing at the mastery level will: identify community resources that advocate for the prevention of dating violence and harassment; and list at least three environmental practices in the community.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the advocacy standard. Performance needs further development. Eighth grade students performing at the partial mastery level will with encouragement: identify community resources that advocate for the prevention of dating violence and harassment; and list at least three environmental practices in the community.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the advocacy standard. Performance needs considerable development. Eighth grade students performing at the novice level will with guidance and assistance: identify community resources that advocate for the prevention of dating violence and harassment; and list at least three environmental practices in the community.

## High School Health Content Standards and Objectives

This program of study builds on the foundation established in the K-8 health education curriculum and prepares students to become wise health care consumers and responsible, productive citizens. The relationships among personal, community and world health and economic, cultural, sociological and biological factors are examined in interdisciplinary discussions, debates and class projects. Students examine personal health choices and the connection to the world of work and assumption of adult roles. In-depth analysis of current health issues and concepts coupled with school-wide opportunities that promote and reinforce the importance of good health and positive choices need to be coordinated to have the greatest impact on adolescent behavior. Instruction continues to focus on prevention of all risk behaviors, however instruction must also emphasize limiting the negative consequences of high risk behavior and promote values and norms that are age-appropriate and realistic. Students should have a personal perception of risk, the ability to recognize and resist social pressures and the skills to build positive social relationships.

**Note: In accordance with West Virginia Code §18-2-9, the West Virginia Department of Education shall provide a standardized health education assessment to be administered in high school health education classes in order to measure student health knowledge and program effectiveness.**

### **Standard 1: Health Promotion and Disease Prevention (HE.S.1)**

Students will:

- comprehend concepts related to health promotion and disease prevention.

#### **Health Promotion and Disease Prevention Objectives**

Students will:

- HE.HS.1.1 compare and contrast the components of total wellness (e.g., social, physical, intellectual, emotional, spiritual).
- HE.HS.1.2 discriminate between the positive and potentially negative effects of local and global environmental health problems (e.g., pollution—air, land, water, noise, exposure to sun, pesticides, food production).
- HE.HS.1.3 analyze and interpret how public health and social policies, along with government regulations (e.g., local, state, federal, world health organizations), influence health promotion and disease prevention.
- HE.HS.1.4 differentiate between the causes of communicable and noncommunicable diseases.

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HE.HS.1.5 identify and apply skills to prevent communicable and noncommunicable diseases.

### Performance Descriptors (HE.HS.PD. 1)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health promotion and disease prevention. High school students performing at the distinguished level will: apply and evaluate the components of total wellness; explore positive and potentially negative effects of environmental health issues; differentiate between the causes of and the prevention skills for communicable and non-communicable diseases; and make connections on how public health and social policies, along with government regulations influence healthy lifestyles.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health promotion and disease prevention. High school students performing at the above mastery level will: compare and contrast the components of total wellness; identify and discriminate between positive and potentially negative effects of environmental health issues; differentiate between the causes of and the prevention skills for communicable and non-communicable diseases; and explain how public health and social policies, along with government regulations influence healthy lifestyles.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health promotion and disease prevention. High school students performing at the mastery level will: list the components of total wellness; identify positive and potentially negative effects of environmental health issues; recognize the causes of and the prevention skills for communicable and non-communicable diseases; and list public health and social policies that influence healthy lifestyles.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health promotion and disease prevention standard. Performance needs further development. High school students performing at the partial mastery level will with encouragement: list the components of total wellness; identify positive and potentially negative effects of environmental health issues; recognize the causes of and the prevention skills for communicable and non-communicable diseases; and list public health and social policies that influence healthy lifestyles.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health promotion and disease prevention standard. Performance needs considerable development. High school students performing at the novice level will with guidance and assistance: list the components of total wellness; identify positive and potentially negative effects of environmental health issues; recognize the causes of and the prevention skills for communicable and non-communicable diseases; and list public health and social policies that influence healthy lifestyles.

### Standard 2: Health Information and Services (HE.S.2)

Students will:

- demonstrate the ability to access valid health information and health-promoting products and services.

#### Health Information and Services Objectives

Students will:

- HE.HS.2.1 identify and evaluate resources that provide accurate health information in regard to the National Standards of Health Education.
- HE.HS.2.2 identify the factors (e.g., quackery, food labels, media, peers, family) that influence personal choices on health promoting products based on current information.

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- HE.HS.2.3 locate and utilize resources (e.g., speakers, hotlines, internet, yellow pages) to identify health care services advantageous for optimal health care.

### Performance Descriptors (HE.HS.PD.2)

#### ■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health information and services. High school students performing at the distinguished level will: locate, utilize, and evaluate health services; and analyze factors that influence personal choices on health promotion products and services.

#### ■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health information and services. High school students performing at the above mastery level will: locate and utilize health services; and identify factors that influence personal choices on health promotion products and services.

#### ■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health information and services. High school students performing at the mastery level will: locate health services; and list factors that influence personal choices on health promotion products and services.

#### ■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health information and services standard. Performance needs further development. High school students performing at the partial mastery level will with encouragement: locate health services; and list factors that influence personal choices on health promotion products and services.

#### ■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health information and services standard. Performance needs considerable development. High school students performing at the novice level will with guidance and assistance: locate health services; and list factors that influence personal choices on health promotion products and services.

### Standard 3: Health Behaviors (HE.S.3)

Students will:

- demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

#### Health Behaviors Objectives

Students will:

- HE.HS.3.1 complete a personal health assessment and detail behavioral changes and strategies to enhance health and reduce risk.
- HE.HS.3.2 recognize and demonstrate the positive effects of nutrition and physical activity on health.
- HE.HS.3.3 list examples and explain short and long term impacts of health decisions (e.g., smoking, good diet, wearing seat belts) on the individual, family and community (e.g., lung cancer, heart disease, STDs).
- HE.HS.3.4 identify signs of stress and common stressors and develop effective stress management.
- HE.HS.3.5 identify causes, warning signs and prevention strategies of depression and suicide.
- HE.HS.3.6 identify ways to develop good character and improve self-esteem.
- HE.HS.3.7 identify causes (e.g., accidents, natural disasters), preventions (e.g., CPR, first aid, in-school emergency plan) and treatments for injuries and list responsible actions to create a safe and healthy environment (e.g., boating, bicycling, firearms, seatbelts, fire safety).

**Performance Descriptors (HE.HS.PD.3)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in health behaviors. High school students performing at the distinguished level will: relate safe and risky health behaviors to their consequences; and analyze, use, and apply appropriate methods of managing stress in a variety of stressful situations.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in health behaviors. High school students performing at the above mastery level will: compare and contrast safe and risky health behaviors and identify the consequences of each to one's total health; and apply and use appropriate methods of managing stress in a variety of stressful situations.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in health behaviors. High school students performing at the mastery level will: list safe and risky health behaviors; and recognize appropriate methods of managing stress in a variety of stressful situations.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the health behaviors standard. Performance needs further development. High school students performing at the partial mastery level will with encouragement: list safe and risky health behaviors; and recognize appropriate methods of managing stress in a variety of stressful situations.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the health behaviors standard. Performance needs considerable development. High school students performing at the novice level will with guidance and assistance: list safe and risky health behaviors; and recognize appropriate methods of managing stress in a variety of stressful situations.

**Standard 4: Culture, Media and Technology (HE.S.4)**

Students will:

- analyze the influence of culture, media, technology, and other factors on health.

**Culture, Media and Technology Objectives**

Students will:

- HE.HS.4.1 recognize cultural diversities and their influences on health behaviors (e.g., ATOD, life expectancy, risky behaviors).
- HE.HS.4.2 evaluate how media perspectives of health impact on personal, family and community health.
- HE.HS.4.3 explore technology (e.g., exercise equipment, virtual reality, computers, computerized equipment) and its influence on personal, family, and community health.
- HE.HS.4.4 identify factors in the community (e.g., religion, traditions, socio-economic, geography, values) that influence health.

**Performance Descriptors (HE.S.4)**

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in culture, media, and technology. High school students performing at the distinguished level will: compare and contrast the influences of culture on health behaviors; evaluate the motives/causes of media impact on health behaviors; and compare and contrast the positive and negative impacts of technology and other factors on health behavior.

- **Above Mastery**

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The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in culture, media, and technology. High school students performing at the above mastery level will: analyze the influences of culture on health behaviors; identify the motives/causes of media impact on health behaviors; and differentiate between positive and negative impacts of technology and other factors on health behavior.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in culture, media, and technology. High school students performing at the mastery level will: identify the influences of culture on health behaviors; identify motives of media impact on health behavior; and list positive and negatives of technology and other factors on health behavior.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the culture, media, and technology standard. Performance needs further development. High school students performing at the partial mastery level will with encouragement: identify the influences of culture on health behaviors; identify motives of media impact on health behavior; and list positive and negatives of technology and other factors on health behavior.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the culture, media, and technology standard. Performance needs considerable development. High school students performing at the novice level will with guidance and assistance: identify the influences of culture on health behaviors; identify motives of media impact on health behavior; and list positive and negatives of technology and other factors on health behavior.

## **Standard 5: Communication (HE.S.5)**

Students will:

- demonstrate the ability to use interpersonal communication skills to enhance health.

### **Communication Objectives**

Students will:

- HE.HS.5.1 utilize skills for effective communication in discussions concerning ATOD, nutrition, sexuality, and relationships with peers, family and others.
- HE.HS.5.2 exhibit healthy ways to express feelings, needs and desires in different situations (e.g., good sportsmanship, ending relationships, death and dying, stages of grief).
- HE.HS.5.3 demonstrate a variety of communication skills (e.g., verbal, non-verbal, listening, writing, technology, workplace).
- HE.HS.5.4 identify potentially harmful situations (e.g., domestic violence, dating violence) and devise strategies and develop skills to avoid such situations through refusal, negotiation and collaboration skills (e.g., peer mediation, conflict resolution, support groups, constructive "I" statements).

### **Performance Descriptors (HEHS.5)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in communication. High school students performing at the distinguished level will: implement the skills outlined in the peer mediation/conflict resolution models; and demonstrate appropriate ways to express feelings in a variety of situations.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in communication. High school students performing at the above mastery level will: employ the skills outlined in the peer

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mediation/conflict resolution models; and describe and exhibit appropriate ways to express feelings in a variety of situations.

### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in communication. High school students performing at the mastery level will: recall the skills outlined in the peer mediation/conflict resolution models; and describe appropriate ways to express feelings in a variety of situations.

### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the communication standard. Performance needs further development. High school students performing at the partial mastery level will with encouragement: recall the skills outlined in the peer mediation/conflict resolution models; and describe appropriate ways to express feelings in a variety of situations.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the communication standard. Performance needs considerable development. High school students performing at the novice level will with guidance and assistance: recall the skills outlined in the peer mediation/conflict resolution models; and describe appropriate ways to express feelings in a variety of situations.

## **Standard 6: Goal Setting and Decision Making (HE.S.6)**

Students will:

- demonstrate the ability to use goal-setting and decision-making skills to enhance health.

### **Goal Setting and Decision Making Objectives**

Students will:

- HE.HS.6.1 apply a decision-making process to set goals for various life situations (e.g., food choices, weight control, relationships, health care providers, making purchases, education and career options).
- HE.HS.6.2 identify and discuss health concerns that require collaborative decision-making (e.g., sexuality, STD transmission/prevention, refusal skills).
- HE.HS.6.3 analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on their family, community and self (ATOD use, STD transmission, pregnancy prevention, teen parenting).

### **Performance Descriptors (HE.HS.6)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in goal setting and decision-making. High school students performing at the distinguished level will use and apply a decision-making model by developing reasonable and attainable health related goals.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in goal setting and decision-making. High school students performing at the above mastery level will use and employ a decision-making model in setting reasonable and attainable goals relating to health.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in goal setting and decision-making. High school students performing at the mastery level will use a decision-making model by setting reasonable and attainable health related goals.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the goal setting and decision making standard.

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Performance needs further development. High school students performing at the partial mastery level will with encouragement: use a decision-making model by setting reasonable and attainable health related goals.

### ■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the goal setting and decision making standard. Performance needs considerable development. High school students performing at the novice level will with guidance and assistance: use a decision-making model by setting reasonable and attainable health related goals.

## **Standard 7. Advocacy (HE.S.7)**

Students will:

- demonstrate the ability to advocate for personal, family, and community health.

### **Advocacy Objectives**

Students will:

- HE.HS.7.1 use written, audio and visual communication methods to express health messages (e.g., posters, reports, role playing).
- HE.HS.7.2 demonstrate the ability to adapt health messages to characteristics of a particular audience.
- HE.HS.7.3 promote the use of personal, family and community resources in health care situations.
- HE.HS.7.4 identify school support staff (e.g., counselors, nurses, professionals) and community health services (e.g., Big Brothers, mental health facilities, ministerial counseling) and describe the impact this service has on individual school and community health.
- HE.HS.7.5 demonstrate that he/she is a responsible and a productive citizen who helps ensure the health, safety and security of the community.

### **Performance Descriptors (HE.HS.PD.7)**

#### ■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in advocacy. High school students performing at the distinguished level will: analyze and compare community resources that promote health information and ideas; and create and assess a health advocacy plan for personal/family/community that employs the use of positive health messages and school/community support services.

#### ■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in advocacy. High school students performing at the above mastery level will: identify and evaluate community resources that promote health information and ideas; and create a health advocacy plan for personal/family/community that employs the use of positive health messages and school/community support services.

#### ■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in advocacy. High school students performing at the mastery level will: locate community resources that promote health information and ideas; compile positive health messages; and list school/community support services.

#### ■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in the advocacy standard. Performance needs further development. High school students performing at the partial mastery level will with encouragement:

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locate community resources that promote health information and ideas; compile positive health messages; and list school/community support services.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in the advocacy standard. Performance needs considerable development. High school students performing at the novice level will with guidance and assistance: locate community resources that promote health information and ideas; compile positive health messages; and list school/community support services.

**FISCAL NOTE WORKSHEET**  
(Submit 4 Copies)

HD NO \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

SUBJECT Policy 2520.5: Health Content Standards and Objectives for West Virginia Schools FUND \_\_\_\_\_

SOURCE OF REVENUE:  GENERAL FUND  SPECIAL  OTHER (SPECIFY) \_\_\_\_\_

COST OF ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

INCOME ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

**SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT**

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$0	\$0	\$0	\$0	\$0
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$0	\$0	\$0	\$0	\$0
2. ESTIMATED TOTAL REVENUES	\$0	\$0	\$0	\$0	\$0

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):    There will be no monetary value attached to this policy revision.

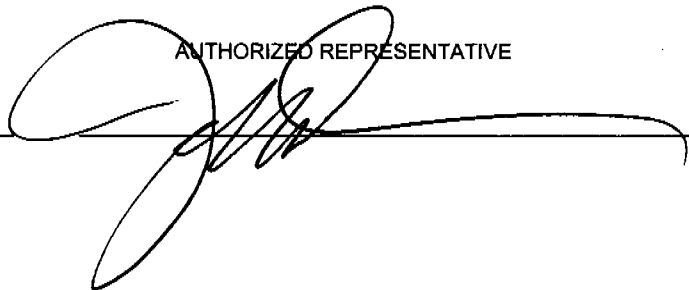
DATE

8/1/05

AGENCY

West Virginia Department of Education

AUTHORIZED REPRESENTATIVE



126CSR44E

**POLICY 2520.5: Health Content Standards and Objectives for West Virginia Schools**

**COMMENT PERIOD ENDS: September 12, 2005**

**COMMENT RESPONSE FORM**

The following form is provided to assist those who choose to comment on Policy 2520.5: Health Content Standards and Objectives for West Virginia Schools . Additional sheets may be attached, if necessary.

Name : \_\_\_\_\_ Organization: \_\_\_\_\_

Title: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Please check the box below that best describes your role.

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> School System Superintendent | <input type="checkbox"/> School System Staff | <input type="checkbox"/> Parent/Family     |
| <input type="checkbox"/> Principal                    | <input type="checkbox"/> Teacher             | <input type="checkbox"/> Business/Industry |
| <input type="checkbox"/> Professional Support Staff   | <input type="checkbox"/> Service Personnel   | <input type="checkbox"/> Community Member  |

**COMMENTS/SUGGESTIONS**

**§126-44E-1. General.**

**§126-44E-3. Incorporation by Reference (Health Content Standards and Objectives for**

**126CSR44E**

**West Virginia Schools).**

The following new language located under Sixth Grade Health Content Standards and Objectives, Eighth Grade Health Content Standards and Objectives, and High School Health Content Standards and Objectives is open for comment: Note: In accordance with West Virginia Code §18-2-9, the West Virginia Department of Education shall provide a standardized health education assessment to be administered in sixth grade (eighth grade, high school) health education classes in order to measure student health knowledge and program effectiveness.

Please direct all comments to:

Don Chapman, Assistant Director  
Office of Student Services and Health Promotion  
West Virginia Department of Education  
Capitol Building 6, Room 309  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305-0330  
E-Mail Address: [dchapman@access.k12.wv.us](mailto:dchapman@access.k12.wv.us)  
Fax No.: (304) 558-8830