

Derry Cooperative School District

Health Curriculum

Grades K-8

--October, 2014--

Health Education Standard #1:

Student will comprehend concepts related to health promotion and disease prevention to enhance health.

Rationale:

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

REF.#	Performance Indicators	Grades K-2	Grades 3-5	Grades 6-8	Content Area
1.2.1	Identify that healthy behaviors impact personal health.	✓		✓	Sci - K& 1 PE Guide FCS
1.2.2	Recognize that there are multiple dimensions of health.	✓	✓	✓	Sci - 4 PE Guide FCS
1.2.3	Describe ways to prevent communicable diseases	✓		✓	PE Sci - 7
1.2.4	List ways to prevent common childhood injuries.	✓			PE
1.2.5	Describe why it is important to seek health care.	✓	✓		Sci - 4
1.5.1	Describe the relationship between healthy behavior and personal health.		✓	✓	Sci - 5 PE Guide FCS
1.5.2	Identify examples of emotional, intellectual, physical, and social health.		✓		Sci - 5 PE
1.5.3	Describe ways in which safe and healthy school and community environments can promote personal health.		✓		PE Nurse

1.5.4	Describe ways to prevent common childhood injuries and health problems.		✓		Sci - 5
1.5.5	Describe when it is important to seek health care.		✓		Sci - 5 Guide
1.8.1	Analyze the relationship between healthy behavior and personal health.			✓	PE Guide FCS
1.8.2	Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.			✓	Guide FCS
1.8.3	Analyze how the environment affects personal health.			✓	PE
1.8.4	Describe how family history can affect personal health.			✓	Guide
1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.			✓	PE
1.8.6	Explain how appropriate health care can promote personal health.			✓	PE Sci - 5
1.8.7	Describe the benefits of and barriers to practicing healthy behaviors.		✓	✓	PE Sci - 5 Guide
1.8.8	Examine the likelihood of injury or illness if engaged in unhealthy behaviors.			✓	PE Guide
1.8.9	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.			✓	PE Guide

Health Education Standard #2:

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

Rationale:

Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.

REF.#	Performance Indicators	Grades K-2	Grades 3-5	Grades 6-8	Content Area
2.2.1	Identify how the family influences personal health practices and behaviors.	✓		✓	PE Guide FCS
2.2.2	Identify what the school can do to support personal health practices and behaviors.	✓			Sci - K & 1 PE Guide
2.2.3	Describe how the media can influence health behaviors.	✓	✓	✓	PE Sci-4 Tech FCS
2.5.1	Describe how family influences personal health practices and behaviors.		✓	✓	PE FCS
2.5.2	Identify the influence of culture on health practices and behaviors.		✓	✓	FCS Tech
2.5.3	Identify how peers can influence healthy and unhealthy behaviors.		✓	✓	Guide FCS Tech
2.5.4	Describe how the school and community can support personal health practices and behaviors.		✓		PE
2.5.5	Explain how media influences thoughts, feelings and health behaviors.		✓	✓	Tech PE
2.5.6	Describe ways that technology can influence personal health.		✓	✓	Tech

2.8.1	Examine how the family influences the health of adolescents.			✓	Guide FCS
2.8.2	Describe the influence of culture on health belief practices, and behaviors.			✓	PE Guide Tech
2.8.3	Describe how peers influence healthy and unhealthy behaviors.		✓	✓	PE Guide Tech
2.8.4	Analyze how the school and community can affect personal health practices and behaviors.			✓	PE Guide
2.8.5	Analyze how messages from media influence health behaviors.			✓	PE Tech Guide
2.8.6	Analyze the influence of technology on personal and family health.			✓	PE Tech Guide
2.8.7	Explain how the perceptions of norms influence healthy and unhealthy behaviors.			✓	PE Guide
2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.			✓	PE Guide FCS
2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.			✓	PE Guide FCS
2.8.10	Explain how school and public health policies can influence health promotion and disease prevention.			✓	Sci - 5 Nurse

Health Education Standard #3:

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

Rationale:

Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

REF.#	Performance Indicators	Grades K-2	Grades 3-5	Grades 6-8	Content Area
3.2.1	Identify trusted adults and professionals who can help promote health.	✓			PE Nurse
3.2.2	Identify ways to locate school and community health helpers.	✓		✓	Sci - K & 1
3.5.1	Identify characteristics of valid health information products, and services.		✓	✓	Sci - 4 FCS
3.5.2	Locate resources from home, school, and community that provide valid health information		✓	✓	Sci - 4 FCS Tech
3.8.1	Analyze the validity of health information, products, and services.		✓	✓	Sci - 4 FCS
3.8.2	Access valid health information from home, school, and community.		✓	✓	Sci - 4 Nurse
3.8.3	Determine the accessibility of products that enhance health.		✓	✓	Sci - 4 Nurse
3.8.4	Describe situations that may require professional health services.			✓	PE Nurse
3.8.5	Locate valid and reliable health products and services.		✓	✓	Sci - 4 Guide Nurse

Health Education Standard #4:

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

Rationale:

Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

REF.#	Performance Indicators	Grades K-2	Grades 3-5	Grades 6-8	Content Area
4.2.1	Demonstrate healthy ways to express needs, wants, and feelings.	✓		✓	PE FCS Guide
4.2.2	Demonstrate listening skills to enhance health.	✓			Sci - K & 1 PE Guide
4.2.3	Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.	✓			Guide
4.2.4	Demonstrate ways to tell a trusted adult if threatened or harmed.	✓			Guide
4.5.1	Demonstrate effective verbal and nonverbal communication skills to enhance health.		✓		PE Guide
4.5.2	Demonstrate refusal skills that avoid or reduce health risks.		✓		PE Guide
4.5.3	Demonstrate nonviolent strategies to manage or resolve conflict.		✓		PE Guide
4.5.4	Demonstrate how to ask for assistance to enhance personal health.		✓		Sci - 4
4.8.1	Apply effective verbal and nonverbal communication skills to enhance health.			✓	PE Guide
4.8.2	Demonstrate refusal and negotiation skills that avoid or reduce health risks.			✓	PE

4.8.3	Demonstrate effective conflict management or resolution strategies.			✓	PE Guide
4.8.4	Demonstrate how to ask for assistance to enhance the health of self and others.			✓	PE

Health Education Standard #5:

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

Rationale:

Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

REF.#	Performance Indicators	Grades K-2	Grades 3-5	Grades 6-8	Content Area
5.2.1	Identify situations when a health-related decision is needed.	✓		✓	Sci-K & 1 PE FCS
5.2.2	Differentiate between situations when a health-related decision can be made individually when assistance is needed.	✓			Sci - K & 1
5.5.1	Identify health related situations that might require a thoughtful decision.		✓	✓	PE Nurse FCS
5.5.2	Analyze when assistance is needed when making a health-related decision.		✓		Sci K & 1
5.5.3	List healthy options to health related issues or problems.		✓	✓	Sci - 4 FCS
5.5.4	Predict the potential outcomes of each option when making a health related decision.		✓	✓	PE FCS
5.5.5	Choose a healthy option when making a decision.		✓	✓	Sci -4 PE FCS Guide
5.5.6	Describe the outcomes of a health related decision.		✓	✓	Sci - 4 FCS
5.8.1	Identify circumstances that can help or hinder healthy decision making.			✓	PE Guide
5.8.2	Determine when health-related situations require the application of a thoughtful decision.			✓	PE FCS

5.8.3	Distinguish when individual or collaborative decision making is appropriate.			✓	PE FCS Guide
5.8.4	Distinguish between healthy and unhealthy alternatives to health-related issues or problems.			✓	PE FCS
5.8.5	Predict the potential short-term impact of each alternative on self and others.			✓	PE
5.8.6	Choose healthy alternatives over unhealthy alternatives when making a decision.			✓	PE FCS
5.8.7	Analyze the outcome of a health related decision			✓	PE FCS

Health Education Standard #6:

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

Rationale:

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

REF.#	Performance Indicators	Grades K-2	Grades 3-5	Grades 6-8	Content Area
6.2.1	Identify a short-term personal health goal and take action toward achieving the goal.	✓	✓	✓	Sci - 4 PE FCS
6.2.2	Identify who can help when assistance is needed to achieve a personal health goal.	✓			Sci - K & 1
6.5.1	Set a personal health goal and track progress toward its achievement.		✓		PE
6.5.2	Identify resources to assist in achieving a personal health goal.		✓		Sci - 4
6.8.1	Assess personal health practices.			✓	PE FCS
6.8.2	Develop a goal to adopt, maintain, or improve a personal health practice.			✓	PE
6.8.3	Apply strategies and skills needed to attain a personal health goal.			✓	PE
6.8.4	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities			✓	PE

Health Education Standard #7:

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

Rationale:

Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

REF.#	Performance Indicators	Grades K-2	Grades 3-5	Grades 6-8	Content Area
7.2.1	Demonstrate healthy practices and behaviors to maintain or improve personal health.	✓			Sci - K & 1 PE
7.2.2	Demonstrate behaviors that avoid or reduce health risks.	✓			Sci - K & 1 PE
7.5.1	Identify responsible personal health behaviors.		✓		Sci - 4 PE
7.5.2	Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.		✓		Sci - 4 PE
7.5.3	Demonstrate a variety of behaviors to avoid or reduce health risks.		✓		Sci - 4 PE Guide
7.8.1	Explain the importance of assuming responsibility for personal health behaviors.			✓	PE FCS Guide
7.8.2	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.			✓	PE FCS Guide
7.8.3	Demonstrate behaviors to avoid or reduce health risks to self and others.			✓	PE FCS

Health Education Standard #8:

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

Rationale:

Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

REF.#	Performance Indicators	Grades K-2	Grades 3-5	Grades 6-8	Content Area
8.2.1	Make requests to promote personal health.	✓			Sci - K & 1 PE
8.2.2	Encourage peers to make positive health choices	✓			Sci - K & 1 PE
8.5.1	Express opinions and give accurate information about health issues.		✓		Sci - 4 PE Nurse
8.5.2	Encourage others to make positive health choices		✓		Sci - 4 PE
8.8.1	State a health-enhancing position on a topic and support it with accurate information.			✓	PE
8.8.2	Demonstrate how to influence and support others to make positive health choices.			✓	PE
8.8.3	Work cooperatively to advocate for healthy individuals, families, and schools.			✓	PE Nurse
8.8.4	Identify ways in which health messages and communication techniques can be altered for different audiences.			✓	Tech

*** The performance indicators articulate specifically what students should *know or be able to do* in support of each standard by the conclusion of each of the following grade spans: K–Grade 2; Grade 3–Grade 5; Grade 6–Grade 8. The performance indicators serve as a blueprint for organizing student assessment.**

Content Area Abbreviations:

FCS = Family & Consumer Science

Sci = Science

PE = Physical Education

Tech = Computers/Technology

Guid = Guidance

Nurse = Nurse

SS = Social Studies

6 = 6th grade

7 = 7th grade

8 = 8th grade

References:

National Health Education Standards, National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention, Division of Adolescent and School Health and National Center for Chronic Disease Prevention and Health Promotion, Division of Population Health. (2013, February 27). *Centers for Disease Control and Prevention*. Retrieved July 8, 2014, from <http://www.cdc.gov/healthyyouth/sher/standards/index.htm>

Committee Members:

1. Mitchell Edwards -- Grinnell Elementary School -- Physical Education
2. David Brown -- Gilbert H. Hood Middle School -- Physical Education
3. Cindy McNally -- Barka Elementary School -- Physical Education
4. Joseph Bruns -- West Running Brook Middle School -- Physical Education
5. Cynthia Cleary -- West Running Brook Middle School -- Family & Consumer Science
6. Stephanie Burke -- West Running Brook Middle School -- Science