

COURSE DESCRIPTIONS—GRADE FIVE HEALTH EDUCATION

COURSE TITLE	Grade 5 Health Education A
COMPUTER TITLE	Health Ed 5A
COMPUTER CODE	HLME01
GRADE LEVEL	5
PREREQUISITE	None
LENGTH OF COURSE	9 weeks

Major Concepts/Content: This course is designed to help upper elementary school students develop their conceptual knowledge, attitudes, and skills related to health issues of the preadolescent. Developmentally appropriate concepts of personal and community health (PCH), safety (SFTY), and nutrition and physical activity (NPA) are taught to fifth grade students in this course. They will utilize health education concepts when applying health information literacy skills, enhancing intrapersonal and interpersonal communications, analyzing internal and external influences, and applying thinking, self-management, and advocacy skills to promote health and wellness and reduce health risks.

Major Instructional Activities: Instruction is based on the needs, interests, strengths, and culture of fifth grade students. Their knowledge, attitudes, and skills are developed along with a focus on the promotion of personal, family, and community health. The emphasis is on the application of health concepts through student self or group directed learning activities. Appropriate resources and technology are used for teaching and learning. Ultimately, parents are viewed as the primary health educators of our young people; along with community resources, they are encouraged to be partners in the school-based health education program.

Major Evaluative Techniques: Multiple authentic assessment strategies are used to enable students to develop their health-related knowledge, attitudes,

and skills; e.g., performance, portfolio, or product assessment by the teacher, self, or peers.

Performance Descriptions: Upon completion of the Grade 5 Health Education A course, the student will:

- Analyze the major determinants of health in terms of one’s personal health profile.
- Describe valid practices and techniques for preventing disease and infection.
- Access valid information about immunizations efficiently.
- Identify and access valid sources for information about HIV/AIDS efficiently.
- Distinguish between natural and acquired immunity.
- Value the importance of self-care and good hygiene.
- Analyze the global impact of communicable diseases on the community and the environment.
- Analyze how to be safe at home.
- Analyze the use of health care products and services.
- Analyze how to be safe in the community.
- Analyze the major environmental health risks in society.
- Recognize hiking and camping safety strategies.
- Summarize personal safety issues related to recognition and reporting of child abuse.
- Communicate personal safety strategies related to reporting child abuse and neglect competently.
- Identify first aid skills for helping a choking victim.
- Simulate a demonstration of first aid skills for helping a choking victim completely, accurately, and safely.
- Evaluate valid sources of information when analyzing options for healthful food choices critically and competently.
- Make food related decisions based on a health and wellness ethic.
- Explain reasons for balancing food intake and physical activity.
- Formulate a plan for maintaining or improving eating nutrient-dense snack foods.
- Recognize how to participate in a workout using the principles of exercise science.
- Describe how to appropriately prepare and protect oneself during physical activity.

- Set, pursue, and designate a reward for reaching goals established in a personalized weeklong exercise workout plan based on a health and wellness ethic.

COURSE TITLE	Grade 5 Health Education B
COMPUTER TITLE	Health Ed 5B
COMPUTER CODE	HLME02
GRADE LEVEL	5
PREREQUISITE	Grade 5 Health Education A is recommended
LENGTH OF COURSE	9 weeks

Major Concepts/Content: This course is designed to help upper elementary school students conceptualize their knowledge, attitudes, and skills related to health issues of the preadolescent. Developmentally appropriate concepts of mental health (MH), alcohol, tobacco, and other drugs (ATOD), and family life and human sexuality (FLHS) are taught in this course. Fifth grade students will learn to utilize health education concepts when applying health information literacy skills, enhancing their intrapersonal and interpersonal communications, analyzing internal and external influences, and applying thinking, self-management, and advocacy skills to promote their health and wellness and reduce health risks.

Major Instructional Activities: Instruction is based on the needs, interests, strengths, and culture of fifth grade students. Their knowledge, attitudes, and skills are developed along with a focus on the promotion of personal, family, and community health. The emphasis is on the application of health concepts through student self or group directed learning activities. Appropriate resources and technology are used for teaching and learning. Ultimately, parents are viewed as the primary health educators of our young people; along with community resources, they are encouraged to be partners in the school-based health education program.

Major Evaluative Techniques: Multiple authentic assessment strategies are used to enable fifth grade students to develop their health-related knowledge, attitudes, and skills; e.g., performance, portfolio, or product assessment by the teacher, self, or peers.

Performance Descriptions: Upon completion of the Grade 5 Health Education B course, the student will:

- Recognize factors contributing to the development of positive self-esteem and healthful relationships.
- Formulate a plan for maintaining or improving emotional health.
- Demonstrate skills that contribute to emotional health completely, accurately, and healthfully.
- Communicate how to build and maintain friendships and adult relationships competently.
- Conduct evaluation research on the effects of use of alcohol, tobacco, and other drugs.
- Access valid information about the psychological and physiological effects of stimulants and depressants efficiently.
- Describe the psychological and physical effects of using stimulants (uppers); depressants (downers), and hallucinogens (marijuana, LSD, etc.).
- Recognize the effects of a selected drug on the body and associate it with the appropriate category; i.e., stimulants, depressants, or hallucinogens.
- Recognize most inhalants (being medicated with a vapor or intoxicated with a volatile organic solvent like glue, cleaning or lighter fluid, nail polish remover, lacquer thinner, or gasoline) and steroids (hormones, body constituents, and drugs) as stimulants.
- Recognize the toxic effects of alcohol, tobacco, and other illicit drug use.
- Analyze the influences of body size, setting, and the substance itself on the variable toxic effects of tobacco and alcohol critically.
- Communicate a clear desire to make healthful and legal choices competently.
- Make drug related decisions based on a health and wellness ethic.
- Develop wise and healthful targeted goals that are clear and realistic and have a plan and reward for reaching targeted goals.
- Analyze differences in family structures and customs in various cultures.
- Examine early adolescence as a stage of human growth and development.
- Access valid information when analyzing changes of puberty efficiently.

- Advocate for acceptance of individual differences during puberty with conviction and with accurate supporting reasons.
- Formulate a plan for giving and receiving care and affection in healthful ways.

COURSE TITLE	Grade 5 Health Education AB
COMPUTER TITLE	Health Ed 5AB
COMPUTER CODE	HLME03
GRADE LEVEL	5
PREREQUISITE	None
LENGTH OF COURSE	18 weeks

Major Concepts/Content: This course is designed to help students conceptualize their knowledge, attitudes, and skills related to health issues of preadolescents. Developmentally appropriate concepts of personal and community health (PCH), safety (SFTY), nutrition and physical activity (NPA), mental health (MH), alcohol, tobacco, and other drugs (ATOD), and family life and human sexuality (FLHS) are taught in this course. Fifth grade students learn to utilize health education concepts when applying health information literacy skills, enhancing intrapersonal and interpersonal communications, analyzing internal and external influences, and applying thinking, self-management, and advocacy skills to promote health and wellness and reduce health risks.

Major Instructional Activities: Instruction is based on the needs, interests, strengths, and culture of fifth grade students. Their knowledge, attitudes, and skills are developed along with a focus on the promotion of personal, family, and community health. The emphasis is on the application of health concepts through student self or group directed learning activities. Appropriate resources and technology are used for teaching and learning. Ultimately, parents are viewed as the primary health educators of our young people; along with community resources, they are encouraged to be partners in the school-based health education program.

Major Evaluative Techniques: Multiple authentic assessment strategies are used to enable students to develop their health-related knowledge, attitudes, and skills; e.g., performance, portfolio, or product assessment by the teacher, self, or peers.

Performance Descriptions: Upon completion of the Grade 5 Health Education AB course, the student will:

- Analyze the major determinants of health in terms of one’s personal health profile.
- Describe valid practices and techniques for preventing disease and infection.
- Access valid information about immunizations efficiently.
- Identify and access valid sources for information about HIV/AIDS efficiently.
- Distinguish between natural and acquired immunity.
- Value the importance of self-care and good hygiene.
- Analyze the major environmental health risks in society.
- Analyze the global impact of communicable diseases on the community and the environment.
- Analyze the use of health care products and services.
- Analyze being safe at home.
- Analyze being safe in the community.
- Recognize hiking and camping safety strategies.
- Summarize personal safety issues related of recognition and reporting child abuse.
- Communicate personal safety strategies related to reporting child abuse and neglect competently.
- Identify first aid skills for helping a choking victim.
- Simulate a demonstration of first aid skills for helping a choking victim completely, accurately, and safely.
- Evaluate valid sources of information when analyzing options for healthful food choices critically and competently.
- Make food related decisions based on a health and wellness ethic.
- Explain reasons for balancing food intake and physical activity.
- Formulate a plan for maintaining or improving eating nutrient-dense snack foods.
- Recognize how to participate in a workout using the principles of exercise science.
- Describe how to appropriately prepare and protect oneself during physical activity.
- Set, pursue, and designate a reward for reaching goals established in a personalized weeklong exercise plan that is based on a health and wellness ethic.

- Recognize factors contributing to positive self-esteem and healthful relationships.
- Formulate a plan for maintaining or improving emotional health.
- Demonstrate skills that contribute to emotional health completely, accurately, and healthfully.
- Communicate how to build and maintain friendships and adult relationships competently.
- Conduct evaluation research on the effects of use of alcohol, tobacco, and other drugs.
- Access valid information about the psychological and physiological effects of stimulants and depressants efficiently.
- Describe the psychological and physical effects of using stimulants (uppers); depressants (downers), and hallucinogens (marijuana, LSD, etc.).
- Recognize the effects of a selected drug on the body and associates it with the appropriate category, i.e., stimulants, depressants, or hallucinogens.
- Recognize most inhalants (being medicated with a vapor or intoxicated with a volatile organic solvent like glue, cleaning or lighter fluid, nail polish remover, lacquer thinner, or gasoline) and steroids (hormones, vitamins, body constituents, and drugs) as stimulants.
- Recognize the toxic effects of alcohol, tobacco, and other illicit drug use.
- Analyze the influences of body size, setting, and the substance itself on the variable toxic effects of tobacco and alcohol critically.
- Communicate a clear desire to make healthful choices competently.
- Make drug related decisions based on a health and wellness ethic.
- Develop wise and healthful targeted goals that are clear and realistic and have a plan and reward for reaching targeted goals.
- Analyze differences in family structures and customs in various cultures.
- Examine early adolescence as a stage of human growth and development.
- Access valid information when analyzing the changes of puberty efficiently.
- Advocate for acceptance of individual differences during puberty with conviction and with accurate supporting reasons.
- Formulate a plan for giving and receiving care and affection in healthful ways.

HE1 Health Education Concepts

In the fifth grade, students are assuming more responsibility for their own behavior and safety. They are becoming acutely aware of and interested in the changes in their physical development. The onset of puberty is of particular importance during these years. At this level, students are more inclined to take responsibility for their work if their opinions are considered and if they are involved in the decision-making process. Learning opportunities should focus on facilitating students' initiative and self-directed actions toward enhanced understanding of basic health concepts.

The student synthesizes health promotion and risk reduction concepts and attitudes; that is, the student:

HE1a Conceptualizes health promotion and risk reduction knowledge and attitudes related to **personal and community health**.

HE1b Conceptualizes health promotion and risk reduction knowledge and attitudes related to **safety**.

HE1c Conceptualizes health promotion and risk reduction knowledge and attitudes related to **nutrition and physical activity**.

HE1d Conceptualizes health promotion and risk reduction knowledge and attitudes related to **mental health**.

HE1e Conceptualizes health promotion and risk reduction knowledge and attitudes related to **alcohol, tobacco, and other drugs**.

HE1f Conceptualizes health promotion and risk reduction knowledge and attitudes related to **family life and human sexuality**.

- Analyzes the major determinants of health in terms of one's personal health profile. **1a**
 - ◇ analyzing lifestyle choice as a determinant;
 - ◇ analyzing heredity as a determinant;
 - ◇ analyzing access to health care as a determinant;
 - ◇ analyzing environmental influences as a determinant.
- Demonstrates valid practices and techniques for preventing disease and infection. **1a**
 - ◇ avoiding contact with potential sites of infectious agents, e.g., water fountains, other inanimate objects, and syringes ("dirty" needles);
 - ◇ avoiding transmission of head lice and other parasitic infections.
- Identifies valid sources for information about HIV/AIDS. **1a**
 - ◇ recognizing HIV/AIDS as a disease not transmitted through casual contact but through exchange of body fluids and "dirty" needles.;
 - ◇ deciding appropriate use of prescribed medicines.
- Distinguishes between natural and acquired immunity. **1a**

- ◇ recognizing natural defenses (high level of wellness and the body's natural defenses);
- ◇ recognizing acquired defenses (immunizations and natural production of antibodies);
- ◇ recognizing the role of the immune system in combating disease.
- Values the importance of self-care and nurturing others. **1a**
 - ◇ giving self-care (positive affirmations);
 - ◇ giving care to others in need.
- Analyzes the global impact of communicable disease on the community and the environment. **1a**
 - ◇ recognizing types of professionals who protect health and safety at local, national, and global levels;
 - ◇ analyzing the role of government in protecting the community and the environment;
 - ◇ distinguishing among modes of disease transmission.
- Analyzes the use of health care products and services. **1a**
 - ◇ determining the value of regular health screenings;
 - ◇ deciding on the appropriate use of over-the-counter supplements and other drugs;
 - ◇ differentiating among roles of various health care providers;
 - ◇ examining advertising influences;
 - ◇ identifying potential side effects of prescribed and over-the-counter medicines.
- Analyzes the major environmental health risks in society. **1a**
- Analyzing how to be safe at home. **1b**
 - ◇ examining safety in the home; e.g., medicine cabinets, exposed wires, overloaded plugs;
 - ◇ analyzing safe self-management when home alone;
 - ◇ analyzing safe use of home appliances;
 - ◇ examining the causes of home fires and developing a prevention strategy for each cause.
- Analyzing how to be safe in the community. **1b**
 - ◇ describing water safety precautions. **1b**
 - ◇ describing safe modes of entering and being around water;
 - ◇ describing techniques for ice rescue;
 - ◇ appreciating being safe around water.
- Recognizes hiking and camping related safety strategies. **1b**
 - ◇ wearing proper clothing;
 - ◇ using proper equipment;
 - ◇ starting and putting out campfires;
 - ◇ notifying someone about one's destination;
 - ◇ bringing proper supplies;
 - ◇ cleaning-up the camp site.
- Summarizes personal safety in relation to recognizing and reporting child abuse or neglect. **1b**
 - ◇ recognizing physical abuse or assault;
 - ◇ recognizing sexual abuse or assault;
 - ◇ recognizing potential abuse and sexually explicit safety problems with using the Internet;
 - ◇ recognizing child neglect;
 - ◇ describing how to prevent all forms of child abuse;

- ◇ describing how to report any form of child abuse.
- Identifies first aid skills for helping a choking victim. **1b**
- Analyzes options when making healthful food choices. **1c**
 - ◇ analyzing information on food labels;
 - ◇ examining moderation in fat intake;
 - ◇ examining moderation in cholesterol intake;
 - ◇ examining moderation in sodium intake;
 - ◇ examining moderation in sugar intake;
 - ◇ examining patterns of eating five a day (fruits and vegetables);
 - ◇ examining consumption of a healthful breakfast;
 - ◇ examining consumption of healthful meals and snacks.
- Explains reasons for balancing food intake and physical activity. **1c**
 - ◇ recognizing nutrients and foods containing them;
 - ◇ predicting the relationships among eating, physical activity, and health.
- Formulates a plan for maintaining or improving eating nutrient-dense snack foods. **1c**
- Recognizes how to participate in a workout using the principles of exercise science. **1c**
 - ◇ recognizing principles of sound biomechanics when performing health-related physical fitness activities;
 - ◇ recognizing how physiological responses to physical activity are calculated (energy expenditure, heart rate during activity, resting heart rate, respiratory rate, etc.).
- Describes how to appropriately prepare and protect oneself during physical activity. **1c**
 - ◇ using protective equipment;
 - ◇ recognizing unsafe settings;
 - ◇ wearing appropriate attire for activity.
- Recognizes factors contributing to the development of positive self-esteem and healthful relationships. **1d**
 - ◇ examining behavioral indicators of positive self-esteem;
 - ◇ recognizing that one's level of self-esteem can fluctuate;
 - ◇ identifying the importance of being resilient;
 - ◇ identifying the importance of building and maintaining friendships and relationships with adults;
 - ◇ identifying the importance of respecting diversity;
 - ◇ developing strategies to compliment self and others.
- Formulates a plan for maintaining or improving emotional health. **1d**
 - ◇ recognizing the importance of humor;
 - ◇ recognizing the importance of expressing wants, needs, and feelings;
 - ◇ describing ways of assessing emotional health;
 - ◇ describing how to use data to plan for maintaining or improving emotional health.
- Describes the psychological and physical effects of using stimulants (uppers), depressants (downers) and; hallucinogens (marijuana, LSD, etc.). **1e**
- Recognizes a description of the effects of a selected drug on the body and associates it with the appropriate

- category, i.e., stimulants, depressants, or hallucinogens. **1e**
- Recognizes most inhalants (being medicated with a vapor or intoxicated with a volatile organic solvent like glue, cleaning or lighter fluid, nail polish remover, lacquer thinner, or gasoline) and steroids (hormones, vitamins, body constituents, and drugs) as stimulants. **1e**
 - Recognizes the toxic effects of alcohol, tobacco, and other illicit drug use. **1e**
 - ◊ defining chemical dependency;
 - ◊ identifying physical, emotional, social, legal, and financial effects of illicit use;
 - ◊ recognizing the dangers of using inhalants and steroids for other than approved medical purposes;
 - ◊ recognizing the risks associated with operating vehicles while under the influence of alcohol or other drugs;
 - ◊ recognizing varying effects on the host (person, medical condition, history, body size, and gender);
 - ◊ recognizing that effects can vary by setting (where you are, who is there, and the environment);
 - ◊ recognizing that effects can vary by substance (quantity and quality), and potentiation (mixing of drugs).
 - Analyzes differences in family structures and customs in various cultures.
 - Examines early adolescence as a stage of human growth and development. **1f**
 - ◊ analyzing the major developmental stages; e.g., childhood, adolescence, and adulthood;
 - ◊ describing differences in young children and early adolescents (ages 11-13);
 - ◊ discussing affects of hormonal changes on adolescent behavior;
 - ◊ appreciating the scope of individual differences and range of early adolescent growth rates.
 - Analyzes changes related to puberty. **1f**
 - ◊ differentiating among physical changes;
 - ◊ differentiating among intellectual changes;
 - ◊ differentiating among emotional changes;
 - ◊ differentiating among social changes;
 - ◊ valuing personal hygiene during puberty.
 - Formulates a plan for giving and receiving care and affection in healthful ways. **1f**

HE2 Health Information Literacy

Fifth grade students are learning to judge the accuracy of information and make decisions based on prior knowledge and experience. They are able to reflect and ask thoughtful questions about what they hear, see, and read. They are versatile, independent, and fluent readers able to explore increasingly diverse materials. Teachers should create an intellectually engaging and responsive learning environment. Such an environment should enable students to recognize and access appropriate adults, health professionals, peers, cross-age tutors, and printed and technological resources to aid and support them in their thinking about health issues.

The student develops health information literacy concepts, attitudes, and skills, that is, the student:

HE2a Demonstrates the ability to use health **information literacy** skills.

- Accesses valid information about immunizations efficiently. **1a**
- Accesses valid information about HIV/AIDS efficiently. **1a**
- Evaluates valid sources of information when considering options for healthful food choices critically and competently. **1c**
- Accesses valid information about the psychological and physiological effects of stimulants and depressants efficiently. **1e**
- Accesses valid information on changes during puberty efficiently. **1f**

HE3 Health Communications and Influences

In a caring community of learners, students engage in many forms of communications; e.g., reading, writing, speaking, listening, viewing, and visual interpretation. In health education, these intrapersonal and interpersonal communication activities are designed to enhance emerging adolescents' sense of pride, self-responsibility, and respect for self. They should also foster respect for others and the development of constructive and meaningful relationships. Communication skills, fundamental to success in the workplace, are established in early childhood and continue to receive a major emphasis in fifth grade. Through demonstrations, facilitation, and modeling, students are guided by the teacher to use appropriate eye contact, voice tone, and body language to communicate clear messages that reduce risks and enhance their health and well-being. As they develop their views of the world, students develop increased self-identity and a sense of self-worth by learning that they can analyze situations, make judgements, and communicate their ideas and feelings to others in healthful ways. Students who do not learn to question and analyze situations become more vulnerable to negative pressure from peers or others and to advertising, entertainment, and other media campaigns that promote risky behaviors.

The student applies effective communication skills to analyze and enhance personal, family, and community health and wellness; that is, the student:

HE3a Demonstrates the ability to use **intrapersonal and interpersonal communication** skills to enhance health.

HE3b **Analyzes influences** of the family, peers, laws, culture, media, technology, and other factors on health.

- Communicates a specified fire escape plan competently. **1b**
- Communicates personal safety strategies related to reporting child abuse or neglect competently. **1b**

- Communicates how to build and maintain friendships and adult relationships competently. **1d**
- Communicates a clear desire to make healthful and legal alcohol, tobacco, or illicit drug use choices competently. **1e**
 - ◊ refusing alcohol, tobacco, and other illicit drug use;
 - ◊ encouraging others not to use alcohol, tobacco, and other illicit drugs;
 - ◊ communicating how to get help for dealing with pressure to use illicit drugs.
- Analyzes the influences of body size, setting, and the substance itself on variable individual toxic effects of tobacco and alcohol critically. **1e**

HE4 Healthful Choices

Fifth grade students should assume responsibility for their personal care, self-grooming, and safety practices. At school and at home, they have many opportunities to demonstrate their ability to take responsibility for maintaining health habits. Students are also learning how to handle complex emotions. They can be expected to identify a situation that requires a decision; recognize that there may be several ways to solve a problem; decide on a plan of action to follow; and evaluate the effectiveness of their plan. Current health issues become more relevant to fifth grade students as they gain knowledge of the interrelationship of body systems, an ability to identify topics of sustained interest, and skill in asking questions and investigating matters of personal interest.

The student demonstrates the ability to self-manage by thinking then choosing behaviors which promote health and reduce health risks; that is, the student:

HE4a Demonstrates the ability to apply critical and creative **thinking skills** to enhance health.

HE4b Demonstrates **self-management** by developing the ability to practice health enhancing behaviors and reduce health risks.

HE4c Demonstrates the ability to **advocate** for personal, family, and community health.

- Simulates a demonstration of first aid skills for helping a choking victim completely, accurately, and safely. **1b**
- Makes food related decisions based on a health and wellness ethic. **1c**
 - ◊ reflecting on decisions that promote health and wellness;
 - ◊ making specified decisions based on a health and wellness ethic (moderating intake of fats, cholesterol, sodium, and sugar; eating a healthful breakfast and five fruits and vegetables a day; and choosing healthful meals and snacks);
 - ◊ reflecting on their decision making process after the task is performed.
- Develops a plan and designates a reward for reaching goals established in a personalized weeklong exercise workout plan based on a health and wellness ethic. **1c**
 - ◊ reflecting on goal setting that promotes health and wellness as being good for a person's health;

- ◇ setting goals based on a health and wellness ethic (establishing a personalized week-long exercise workout plan);
- ◇ pursuing the established goals;
- ◇ designating a reward for reaching an established goal;
- ◇ reflecting on their goal setting process after the task is performed.
- Demonstrates skills that contribute to positive emotional health completely, accurately, and healthfully. **1d**
- Conducts evaluation research on the effects of use of alcohol, tobacco, and other illicit drugs completely, accurately, and based on a health and wellness ethic. **1e**
- Makes drug related decisions based on a health and wellness ethic. **1e**
 - ◇ reflecting decisions that promote health and wellness as being right and good;
 - ◇ making specified decisions based on a health and wellness ethic (not to use alcohol, tobacco and other illicit drugs);
 - ◇ reflecting on their decision-making process after the task is performed.
- Develops wise and healthful targeted goals that are related to recognizing responsibility to self, family, and community; making a personal commitment not to use; and getting help to deal with pressure to use alcohol, tobacco, and/or other illicit drugs that are clear and realistic and have a plan and reward for reaching each targeted goal. **1e**
 - ◇ reflecting on setting goals that promote health and wellness;
 - ◇ developing specific goals based on a health and wellness ethic (recognizing responsibility to self, family, and community; making a personal commitment not to use; and getting help to deal with pressure to use alcohol, tobacco, and/or other drugs);
 - ◇ reflecting on their goal setting process after the task is performed.
- Advocates for acceptance of individual differences during puberty with conviction and with accurate supporting reasons. **1f**

Examples of activities through which students might demonstrate achievement of the health education standards include having the students:

- ◆ Create a time line of immunizations given during childhood. For homework, have this validated by family records and revise the timeline. Maintain this information in a personal health portfolio. **HE1a, HE2a**
- ◆ Draw a diagram of a family's house and their fire escape plan, including where the family will meet outside. Share plans with a small group and receive feedback. Revise the plan based on feedback. **HE1b, HE3a**
- ◆ Listen to a social worker present an overview to issues related to child abuse and neglect. Be oriented to and view a video on types of child abuse that includes a focus on indicators of physical abuse and assault, sexual abuse and assault, and child neglect. Contribute to a follow-up discussion by identifying strategies for reporting child abuse and neglect. **HE1b, HE3a**

- ◆ Create a personalized weeklong exercise workout plan, using a planning log, journal, fitness calendar, or computer program. Include information about the principles and components of physical fitness; e.g., FIT formula (frequency, intensity, and time for each activity); the pace, time, and phases of the workout (warm-up, stretch, workout, stretch, cardiorespiratory endurance, flexibility, and strength activities) It should be appropriate, health-enhancing, and in the correct order. For each activity, cite its physical fitness component (s) and the relationship to health. **HE1c, HE4a** *
- ◆ Create and use a script (in a dialog, role-play, skit, puppet show, or video presentation) that is organized and clearly expresses appropriate communication techniques between two or more people. Scripts must include a situation and problem solving techniques involving (1) building and maintaining friendships, (2) respecting diversity, or (3) building relationships with family members or other adults. In illustrating several strategies, use respect and effective communications skills; "put-downs" are not allowed. Draw conclusions about what constitutes a positive relationship and the differences between positive versus confrontational communication techniques. **HE1d, HE3a** *
- ◆ Using a graphic organizer, create a diagram of the psychological and physiological effects of uppers and downers. **HE1e, HE2a**
- ◆ Given a specific scenario, use the decision-making process to assist in making a healthful decision not to use illicit drugs. **HE1e, HE4a**
- ◆ Create a song, rhyme, or rap encouraging nonuse of alcohol, tobacco, and other illicit drugs. **HE1e, HE3a**
- ◆ Cut out tobacco and alcohol advertisements from magazines and newspapers and analyze how body size, setting, and the substance itself can affect the people pictured in the ads differently. **HE1e, HE3a, HE3b**

*Note: Work samples and commentaries for this activity are being developed.

- ◆ In a small group, develop a project involving a student who is having difficulty making friends because of the physical changes of puberty. Include valid information about the changes of puberty, a position of acceptance of individual differences stated with conviction, and conclusions about developing healthful and meaningful relationships with others. **HE1f, HE4c**

Work Sample and Commentary: *“Drug Free”, That’s For Me*

The task

Students constructed a scenario, using a role-play/skit, computer presentation, advice column, games, or other projects, in which they had to apply the decision-making process to assist them in making a healthful choice not to use illicit drugs. Students followed the steps of the decision-making process, stated their personal decision not to use illicit drugs, and defended the decision citing valid health-related reasons.

Circumstances of performance

This sample of student work was produced under the following conditions:

- | | |
|-------------------------|--------------------------|
| ✓ alone | ✓ in a group |
| ✓ in class | as homework |
| ✓ with teacher feedback | ✓ with peer feedback |
| timed | opportunity for revision |

What the work shows

HE1e The project includes comprehensive and accurate information regarding a variety of illicit drugs. The work shows relationships when examining all aspects of illicit drug use, including legal issues, health issues, and social consequences. Conclusions are drawn.

HE4b The project demonstrates the steps necessary to reach a healthful decision not to use illicit drugs. The decision is stated in a personal, health enhancing, complete, and comprehensive manner. Options and consequences of each are included. The work demonstrates reflection on the decision not to use illicit drugs.

Scale	Score	Commentary
Concept	2	Good information about the drug (illegal, effects on body, possible consequences) but major misconceptions/inaccuracies (only associated with poor areas and gangs, effect on grades, sports).
Thinking Skills Application	3	Evidence that options and consequences considered; no real goal statement.

Stimulus Prologue

Narrator - Nosmo King (age 12) lives in the poorest town in New York City. One day he was walking down the alley when a 13 year old gang member offered Nosmo some cocaine, an illegal drug made out of the cocoa leaf. The teen said to try some

decision making process you have to do. Here are the steps: First realize the problem exists. Then list the possible choices. Next list the consequences of each choice. Last, decide which is better. I'd like you to think about that and come back tomorrow with your answer. Bye! Next!

Scene 2

Next Day Dr. Doctor's office.

Narrator - The next day...

Dr. Doctor - Nosmo King! You're back! Come, come, come on in! You're not shaking! Have you decided yet?

NSK - I realized that my problem was that I have a very serious drug problem, because of a gang member. And another reason is that I got bored with alcohol, which I've stopped.

Dr. Doctor - Good. Now tell me three choices.

NSK - Well I could stop, I could continue, or I could slowly stop.

Dr. Doctor - What are the consequences?

NSK -

Dr. Doctor - You're sure it's right?

NSK - Of course. Remember that weird voice, earlier on?

Dr. Doctor - Give it some time to recover.

NSK - Thank u Mr. Doctor! Bye!

Work Sample and Commentary:

Peer Power

The task

Students developed projects using a role-play/skit, storybook, comic, letter, or other idea, that included a specific scenario involving a student who was having difficulty making friends or being accepted because of the physical changes of puberty that they were experiencing. The project advocated for positive relationships with others and respect for individual differences and rates of maturation.

Circumstances of performance

This sample of student work was produced under the following conditions:

✓ alone

✓ in a group

✓ in class

as homework

with teacher feedback

with peer feedback

timed

opportunity for revision

What the work shows

HE1f The work includes comprehensive and accurate information regarding emotional, physical, and social changes during puberty. It shows the relationship between respect for self and others and healthful relationships. Conclusions about developing relationships with others are drawn.

HE4c The work includes a position of acceptance of individual differences that is stated with conviction. The position is supported by valid data, rationale, accurate information, and audience awareness. The work is persuasive and takes a clear stand that is stated in a positive manner. Students demonstrate a strong belief in the chosen position.

Scale	Score	Commentary
Concept	1	Only alludes to possible physical changes associated with puberty; no real information provided.
Advocacy	3	Sincere, polite; shows empathy; position supported by reason, "...he is a true friend."

Dear Mary

Would you please stop picking on Bob he is just going through a period in life that is why he is short. and anyway you meet of used to by sort. he is just growing slower than everyone. If you get to know him he is a true friend thank you for listening sean

Scale	Score	Commentary
Concept	2	Provides some information about puberty, but is incomplete.
Advocacy	3	Shows some conviction, but could be stronger. Shows audience awareness.

Dear Mary,

Please stop teasing Susan because she is developing faster than you are. Everybody goes through this stage even you.

All girls must go through this stage. It's only one of the steps of becoming a grown woman. And I'm here friend and this has to stop.

Susan wants you to be her friend but every time you tease her she gets unsure about you being her friend.

Sincerely,

Stephanie

Scale	Score	Commentary
Concept	2	Good relationship shown. Identifies physical change in puberty and rate of growth difference. Could include more information on puberty.
Advocacy	4	Strong position on acceptance of individual differences. Attempts to persuade ("How would you feel?")

Dear Mary,

I would like you to stop picking on Sue and making fun of her because her breasts are developing faster than every body else. It still doesn't give you the right to pick on her. There is nothing wrong with her its just that she is going through Puberty earlier than you and me. You are going to go through the same thing in you life and body. She may look different but she still has the same feelings as you and me.

You may think its funny picking on her but its not, it hurts her feelings. How would you like being in her shoes and being picked on. Every body else goes through Puberty at a different time

Thank you