

COURSE DESCRIPTIONS—GRADE SIX HEALTH EDUCATION

COURSE TITLE	Grade 6 Health Education A
COMPUTER TITLE	Health Ed 6A
COMPUTER CODE	HLMF01
GRADE LEVEL	6
PREREQUISITE	None
LENGTH OF COURSE	9 weeks

Major Concepts/Content: This course is designed to help early adolescent students develop their conceptual knowledge, attitudes, and skills related to important health issues. Developmentally appropriate concepts of personal and community health (PCH), safety (SFTY), and nutrition and physical activity (NPA) are taught to sixth 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 their health and wellness and reduce health risks.

Major Instructional Activities: Instruction is based on the needs, interests, strengths, and culture of sixth 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 6 Health Education A course, the student will:

- Evaluate personal health care actions.
- Pursue and generate information on a self-selected personal health care topic efficiently.
- Relate how determinants of health (heredity, lifestyle choices, access to health care, and environment) are factors in the development of noncommunicable diseases.
- Access valid information about a self-selected disease prevention health issue efficiently.
- Recognize the nature, prevention, and treatment of heart disease, cancer, and diabetes.
- Analyze the physical, intellectual, emotional, spiritual, and social dimensions of wellness.
- Apply inductive reasoning to incorporate the five dimensions of wellness (physical, intellectual, emotional, spiritual, and social) into a vision of a balanced lifestyle.
- Relate the importance of being nurtured to enhanced immunity against disease.
- Describe common health-related fads and fallacies.
- Predict health consequences of increased air pollution.
- Analyze the prevalence of risk-taking behaviors related to accidents and unintentional injuries among adolescents and adults.
- Suggest strategies to diminish risk-taking behaviors associated with physical fighting.
- Analyze the prevalence of risk-taking behaviors related to intentional injuries and violence among adolescents and adults.
- Communicate strategies targeted at avoiding and preventing violence competently.
- Examine and promote safety awareness related to being safe when on the move with conviction and accurate supporting reasons.
- Analyze internal and external influences on making decisions about unsafe bicycling practices critically.
- Communicate strategies for eliminating unsafe bicycling practices competently.
- Promote safety awareness in the use of various motorized vehicles.
- Examine personal safety strategies related to emotional abuse.
- Describe first aid skills for respiratory emergencies.

- Simulate a demonstration of first aid skills for dealing with opening an airway and rescue breathing completely, accurately, and safely.
- Examine options when making food choices.
- Formulate a plan to maintain or improve one's nutritional status.
- Make specific and clear decision statements related to food choices based on a health and wellness ethic.
- Recognize that there are a variety of influences on physical activity.
- Analyze the influences on personal physical activity choices critically.
- Explain how to conduct a workout using the principles of exercise science.
- Demonstrate use of principles of frequency, intensity, and time when working out completely, accurately, and safely.
- Demonstrate ability to monitor heart and respiration rates during an exercise workout completely, accurately, and safely.

COURSE TITLE	Grade 6 Health Education B
COMPUTER TITLE	Health Ed 6B
COMPUTER CODE	HLMF02
GRADE LEVEL	6
PREREQUISITE	Grade 6 Health Education A is recommended
LENGTH OF COURSE	9 weeks

Major Concepts/Content: This course is designed to help early adolescents conceptualize their knowledge, attitudes, and skills related to important health issues. 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. Sixth grade students 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 sixth 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 sixth 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 6 Health Education B course, the student will:

- Recognize factors that contribute to the development of positive self-esteem and healthful relationships.
- Communicate in ways that contribute to healthful relationships competently.
- Communicate respect for self, others, and diverse relationships competently.
- Describe appropriate coping behaviors to deal with the demands of daily living.
- Describe the nature of physical and psychological dependence on alcohol.
- Access valid information about the physical and psychological effects of drinking alcohol, chronic and progressive alcoholism, characteristics, and generic predisposition to alcoholism as a disease efficiently.
- Describe the nature of physical and psychological dependence on tobacco.
- Analyze influences on decisions about alcohol and tobacco use critically.
- Communicate a desire to make healthful choices about alcohol, tobacco, and other illicit drug use competently.
- Advocate for legal and responsible alcohol use and a smoke-free environment with conviction and with accurate supporting reasons.
- Access valid information about growth and development efficiently.
- Analyze influences and decisions regarding healthful sexuality critically.
- Comprehend the structure and function of the human reproductive system.
- Recognize skills necessary for making responsible decisions about family planning and pregnancy prevention.
- Access valid information about pregnancy prevention efficiently.
- Evaluate valid sources for information about HIV/AIDS critically and competently.

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COURSE TITLE	Grade 6 Health Education AB
COMPUTER TITLE	Health Ed 6AB
COMPUTER CODE	HLMF03
GRADE LEVEL	6
PREREQUISITE	None
LENGTH OF COURSE	18 weeks

Major Concepts/Content: This course is designed to help early adolescent students conceptualize their health –related knowledge, attitudes, and skills. 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. Sixth grade students learn to utilize health education concepts when applying health information literacy skills, enhancing intrapersonal and interpersonal communication, 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 sixth 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 6 Health Education AB course, the student will:

- Evaluate personal health care actions.
- Pursue and generate information on a self-selected personal health care topic efficiently.
- Relate how determinants of health (heredity, lifestyle choices, access to health care, and environment) are factors in the development of noncommunicable diseases.
- Access valid information about a self-selected disease prevention health issue efficiently.
- Recognize the nature, prevention, and treatment of heart disease, cancer, and diabetes.
- Analyze the physical, intellectual, emotional, spiritual, and social dimensions of wellness.
- Apply inductive reasoning to incorporate the five dimensions of wellness (physical, intellectual, emotional, spiritual, and social) into a vision of a balanced lifestyle.
- Relate the importance of being nurtured to enhanced immunity against disease.
- Describe common health-related fads and fallacies.
- Predict health consequences of increased air pollution.
- Analyze the prevalence of risk-taking behavior related to accidents and unintentional injuries among adolescents and adults.
- Suggest strategies to diminish risk-taking behaviors associated with physical fighting.
- Analyze the prevalence of risk-taking behavior related to intentional injuries and violence among adolescents and adults.
- Communicate strategies targeted at avoiding and preventing violence competently.
- Examine and promote safety awareness related to being safe when on the move with conviction and accurate supporting reasons.
- Communicate strategies for eliminating unsafe bicycling practices competently.
- Analyze internal and external influences on making decisions about unsafe bicycling practices critically.
- Promote safety awareness in the use of various motorized vehicles.
- Examine personal safety strategies related to emotional abuse.
- Describe first aid skills for respiratory emergencies.

- Simulate a demonstration of first aid skills for dealing with opening an airway and rescue breathing completely, accurately, and safely.
- Examine options when making food choices.
- Formulate a plan to maintain or improve one's nutritional status.
- Make specific and clear decision statements related to food choices based on a health and wellness ethic.
- Recognize a variety of influences on physical activity.
- Analyze a variety of influences on physical activity choices critically.
- Explain how to conduct a workout using the principles of exercise science.
- Demonstrate use of principles of frequency, intensity, and time when working out completely, accurately, and safely.
- Demonstrate ability to monitor heart and respiration rate during an exercise workout out completely, accurately, and safely.
- Recognize factors that contribute to the development of positive self-esteem and healthful relationships.
- Communicate in ways that contribute to healthful relationships competently.
- Communicate respect for self, others, and diverse relationships competently.
- Describe appropriate coping behaviors to deal with the demands of daily living.
- Describe the nature of physical and psychological dependence on alcohol.
- Access valid information about the physical and psychological effects of drinking alcohol, chronic and progressive alcoholism characteristics, and genetic predisposition to alcoholism as a disease efficiently.
- Analyze influences on decisions about alcohol and tobacco use critically.
- Describe the nature of physical and psychological dependence on tobacco.
- Communicate a desire to make healthful and legal choices about alcohol, tobacco, and other illicit drug use competently.
- Advocate for legal and responsible alcohol use and a smoke-free environment with conviction and with accurate supporting reasons.
- Access valid information about growth and development efficiently.
- Analyze influences and decisions regarding healthful sexuality critically.
- Comprehend the structure and function of the human reproductive system.
- Recognize skills necessary for making responsible decisions about family planning and pregnancy prevention.
- Access valid information about pregnancy prevention efficiently.
- Evaluate valid sources for information about HIV/AIDS critically and competently.

HE1 Health Education Concepts

Sixth grade students 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. Wide variations in growth and development occur among peers. During this time, many students experience pressure to act more like teenagers or adults. Their heightened curiosity, greater independence, and desire for peer acceptance may leave them vulnerable to poor health choices. Learning opportunities should focus on facilitating students' initiative and self-directed actions toward enhanced acquisition of health concepts and attitudes. 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.

The student synthesize 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**.

- Evaluates personal health care actions.
1a
 - ◇ distinguishing among proper actions to care for teeth with braces;
 - ◇ examining body changes that occur during puberty;
 - ◇ analyzing skin care practices that prevent and treat pimples and acne.
- Relates how determinants of health (heredity, lifestyle choices, access to health care, and environment) are factors in the development of non-communicable diseases. **1a**
 - ◇ identifying short- and long-term impact of lifestyle choices;
 - ◇ identifying common non-communicable diseases of children and youth;
 - ◇ recognizing common non-communicable diseases of adults;
 - ◇ analyzing current health statistics related to determinants of health (from local and national public health sources).
- Recognizes the nature, prevention, and treatment of heart disease, cancer, and diabetes. **1a**

- Analyzes the physical, intellectual, emotional, spiritual, and social dimensions of wellness. **1a**
 - ◊ analyzing physical dimensions: rest, nutrition, physical activity, and hygiene;
 - ◊ analyzing intellectual dimensions: stress-management, academic self-esteem, literacy, and lifelong learning;
 - ◊ analyzing emotional dimensions: positive intrapersonal and interpersonal relationships and feelings, anger management, and conflict resolution;
 - ◊ analyzing spiritual dimensions: inquiry into the meaning and purpose of life;
 - ◊ analyzing social dimensions: friendships, courtesy, wholesome leisure pursuits, and having fun.
- Relates the importance of being nurtured to enhanced immunity against disease. **1a**
- Describes common health-related fads and fallacies. **1a**
- Predicts health consequences of increased air pollution. **1a**
- Analyzes the prevalence of risk-taking behavior related to accidents and unintentional injuries among adolescents and adults. **1b**
 - ◊ identifying accurate sources of school and governmental data about accidents and unintentional injuries;
 - ◊ researching the true prevalence of risk-taking behavior related to accidents and unintentional injuries;
 - ◊ developing a statistical and verbal analysis of a selected cause of risk-taking behavior related to accidents or unintentional injuries;
 - ◊ synthesizing recommendations for reducing these risk-taking behaviors related to accidents and unintentional injuries.
- Suggests strategies to diminish risk-taking behaviors associated with physical fighting. **1b**
 - ◊ identifying risk-taking behaviors associated with physical fighting;
 - ◊ developing strategies to diminish risk-taking behaviors associated with physical fighting.
- Analyzes the prevalence of risk-taking behaviors related to intentional injuries and violence among adolescents and adults. **1b**
 - ◊ identifying accurate sources of school and governmental data about intentional injuries and violence;
 - ◊ researching the true prevalence of risk-taking behavior related to intentional injuries and violence;
 - ◊ developing a statistical and verbal analysis of a selected cause of risk-taking behavior related to intentional injuries and violence;
 - ◊ synthesizing recommendations for reducing risk-taking behaviors related to intentional injuries and violence.
- Examines aspects of being safe on the move. **1b**
 - ◊ exploring suggestions for eliminating unsafe bicycling and skating practices;
 - ◊ exploring suggestions for promoting consistent seat belt use;
 - ◊ promoting the use of protective equipment in vehicles, sports, and leisure activities.
- Examines personal safety strategies related to emotional abuse. **1b**
 - ◊ assessing situations related to emotional abuse;

- ◇ responding to situations related to emotional abuse.
- Describes first aid skills for respiratory emergencies. **1b**
 - ◇ recognizing respiratory emergencies;
 - ◇ describing how to open an airway and perform rescue breathing;
 - ◇ identifying potential modifications to mouth to mouth resuscitation, if needed.
- Examines options when making food choices using the Food Guide Pyramid. **1c**
 - ◇ differentiating among food groups;
 - ◇ determining portions and variety for each food group;
 - ◇ recognizing the importance of water and fiber in the diet;
 - ◇ preparing simple healthful meals and snacks;
 - ◇ recognizing healthful eating patterns.
- Formulates a plan to maintain or improve one's nutritional status. **1c**
- Recognizes that many internal factors influence body differences and physical activity interests and choices. **1c**
 - ◇ identifying hereditary factors;
 - ◇ respecting diversity of body types;
 - ◇ relating changes to growth and development.
- Recognizes a variety of external influences on physical activity interests and choices. **1c**
 - ◇ examining social influences, e.g., family, peers, media, and others.
- Explains how to conduct a workout using the principles of exercise science. **1c**
 - ◇ monitoring the practice of exercise frequency, intensity, and time;
 - ◇ recognizing physiological responses to physical activity, e.g., energy expenditure, heart and respiratory rate during activity, and resting heart and respiration rate.
- Analyzes the impact of peer-pressure on the development of healthful relationships and self-esteem. **1d**
- Describes appropriate coping behaviors to deal with the demands of daily living. **1d**
 - ◇ recognizing specific coping behaviors;
 - ◇ examining the impact of specific coping behaviors on self and others;
 - ◇ respecting diversity, e.g., mental and physical disabilities, culture, gender, and race/ethnicity;
 - ◇ describing attentive listening;
 - ◇ describing ways to resist peer pressure.
- Describes the nature of physical and psychological dependence on alcohol. **1e**
 - ◇ differentiating between psychological and physiological dependence on alcohol;
 - ◇ recognizing alcoholism as a chronic and progressive disease;
 - ◇ recognizing genetic factors which increase one's risk of alcoholism.
- Describes the nature of physical and psychological dependence on tobacco. **1e**
 - ◇ differentiating between psychological and physiological dependence on tobacco;
 - ◇ recognizing the addictive substance in tobacco (nicotine);
 - ◇ recognizing genetic factors which increase one's risk of using tobacco.
- Examines influences related to decisions about alcohol and tobacco use. **1e**
 - ◇ examining anxiety and stress;
 - ◇ connecting personal and family expectations and values;

- ◇ examining parent, peer, role model, media, entertainment, and other influences;
- ◇ examining communication strategies for refusing to use alcohol and tobacco.
- Examines how to make decisions regarding healthful sexuality. **1f**
 - ◇ recognizing that all people are sexual beings;
 - ◇ recognizing that sexual feelings are normal;
 - ◇ recognizing that sexual urges do not need to be acted upon;
 - ◇ analyzing peer, media, religious, and cultural influences.
- Comprehends the structure and function of the human reproductive system. **1f**
 - ◇ reviewing the anatomy and physiology of the human reproductive system;
 - ◇ describing the process of conception, fetal development, and birth.
- Recognizes knowledge and skills necessary for making responsible decisions about family planning and pregnancy prevention. **1f**
 - ◇ recognizing how individual and family values influence family planning;
 - ◇ recognizing abstinence as the most effective method to prevent pregnancy.
- Describes valid information about the prevention of HIV/AIDS. **1f**
 - ◇ recognizing risks of HIV;
 - ◇ recognizing routes of transmission of HIV;
 - ◇ recognizing signs and symptoms of HIV/AIDS;
 - ◇ distinguishing between natural (abstinence) and artificial (condoms) means of preventing HIV infection;
 - ◇ describing where to get help for HIV/AIDS issues.

HE2 Health Information Literacy

Sixth grade students 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, responsive learning environment that enables students to recognize and access appropriate adults, health professionals, peers, cross-age tutors, and printed and technological resources. These resources, which may be found within the classroom, school, home, or community, will aid and support students as they gather, organize, and use information to think about and problem-solve around 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.

- Pursues and generates information on a self-selected personal health care topic efficiently. **1a**
- Accesses valid information about a self-selected disease prevention health issue efficiently. **1b**
- Accesses valid information about the physical and psychological effects of

- drinking alcohol, chronic and progressive alcoholism characteristics, and genetic predisposition to alcoholism as a disease efficiently. **1e**
- Accesses valid information about growth and development efficiently. **1f**
- Accesses valid information about pregnancy prevention efficiently. **1f**
- Evaluates valid sources for information about HIV/AIDS critically and competently. **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 be developed in sixth grade. Through demonstrations, facilitation, and modeling, students are guided by the teacher to reflect on health-related issues and practices. They should 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 healthfully communicate their ideas and feelings to others. Students who do not learn to question and analyze situations become more vulnerable to negative pressure from peers and 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 communications skills** to enhance health.

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

- Communicates strategies targeted at avoiding and preventing violence competently. **1b**
- Communicates strategies for eliminating unsafe bicycling practices competently. **1b**
- Analyzes internal and external influences on making decisions about unsafe bicycling practices critically. **1b**
- Analyzes a variety of influences on physical activity choices critically. **1c**
- Communicates in ways that contribute to healthful relationships competently. **1d**
- Analyzes influences that contribute to the development of positive self-esteem critically. **1d**
- Communicates a desire to make healthful choices about alcohol, tobacco, and other illicit drug use competently. **1e**
 - ◊ resisting pressure to use illicit drugs;

- ◇ communicating how to get help for dealing with pressure to use;
- ◇ communicating personal attitudes about alcohol, tobacco, and other illicit drugs.
- Analyzes influences on decisions about alcohol and tobacco use critically. **1e**
 - ◇ dealing with external and internal positive influences to be alcohol and tobacco use free;
- ◇ dealing with peer attitudes and pressure to use alcohol and/or tobacco.
- Communicates respect for self, others, and diverse relationships competently. **1f**
- Analyzes influences and decisions regarding healthful sexuality critically. **1f**

HE4 Healthful Choices

Sixth grade students are assuming responsibility for their personal care, self-grooming, and safety practices and are learning how to handle complex emotions. Parents and teachers should reinforce the relationship between personal behavior and health as the changing personal care needs of the young adolescent emerge. Students can be expected to identify a situation that requires a decision; recognize that there may be several ways to solve the problem; decide on a plan of action to follow; and evaluate the effectiveness of their plan. Health issues become more relevant to students as they gain understanding of the interrelationship of body systems, increase their ability to identify topics of sustained interest, and increase their skill in asking questions and investigating matters of personal interest. Teachers should provide opportunities for students to gather and evaluate facts about important and relevant health issues.

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.

- Applies inductive reasoning to incorporate the five dimensions of wellness (physical, intellectual, emotional, spiritual, and social) into a vision of a balanced lifestyle. **1a**
 - ◇ reflecting on applying inductive reasoning (conclusions based on what is known from our experiences) to promote health and wellness;
 - ◇ applying inductive reasoning to incorporate the five dimensions of wellness into a vision of a balanced lifestyle;
 - ◇ reflecting on the inductive reasoning process as the task is performed (incorporating the five dimensions of wellness into a vision of a balanced lifestyle).
- Promotes safety awareness related to being safe when on the move with

conviction and accurate supporting reasons. **1b**

- Simulates a demonstration of first aid skills for dealing with opening an airway and rescue breathing completely, accurately, and safely. **1b**
- Demonstrates use of principles of frequency, intensity, and time when working out completely, accurately, and safely. **1c**
- Demonstrates ability to monitor heart and respiration rates during an exercise workout out completely, accurately, and safely. **1c**
- Makes specific and clear decision statements related to food choices based on a health and wellness ethic. **1c**
 - ◊ reflecting on right decisions that promote health and wellness;

◊ making specified decisions based on a health and wellness ethic (using the Food Guide Pyramid; including variety in choices from each food group; including foods with fiber; and preparing simple healthful meals and snacks;

◊ reflecting on the decision-making process as the task is performed.

- Advocates for legal and responsible alcohol use and a smoke-free environment with conviction and with accurate supporting reasons. **1e**

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

- ◆ Produce a fact-based media presentation on a health care topic (braces, acne, etc.) of importance to fellow students. **HE1a, HE2a**
- ◆ Select a disease prevention health issue (importance of immunizations, risks of overuse of antibiotics, importance of using sunscreen, or risks of body piercing or tattooing) to research by gathering and evaluating appropriate information. Create a cartoon, art project, script a role-play, skit, radio commercial, or television commercial that provides accurate, comprehensive information. Conclude the media campaign with an analysis of how the chosen behavior affects health. Ensure that information sources and the rationale for their use are identified. Evaluate the validity of these sources. **HE1a, HE2a ***
- ◆ Design a safety pamphlet about a favorite sport or leisure time activity. Present an examination of valid safety information on the topic and persuade the reader to use the proper protective equipment. **HE1b, HE2a, HE4c**
- ◆ Create a debate on the safety issue of eliminating unsafe bicycling practices. In the debate, include various influences (internal and external) that affect decisions. Cite valid sources to justify claims. **HE1b, HE2a, HE3a, HE3b**
- ◆ Script and perform a role-play or create a video presentation of an emergency situation where they are the first to respond to an injury scene where victims have no respiration, some are choking and can't speak, and others are bleeding profusely. The information provided must be accurate and comprehensive. Describe and demonstrate the ordered sequence of first-aid steps and procedures to follow, starting with surveying the scene.

Portray the first responder simulating needed skills and functioning where no greater harm will occur. **HE1b, HE4b***

- ◆ Write a newspaper story aimed at teenagers, describing the psychological and physiological characteristics of alcohol dependence. This could include chronic and progressive characteristics as well as genetic risk factors. **HE1e, HE2a**
- ◆ Respond to a letter from someone who views a student as a responsible role model and is thinking of trying alcohol or tobacco because they have the impression that the student thinks it is “cool.” **HE1e, HE3a, HE4c**
- ◆ Design a room sign that effectively communicates an expectation that the space remain alcohol and tobacco free. **HE1e, HE4c**
- ◆ Analyze protective and resiliency factors that influence healthful behaviors about alcohol and tobacco. Choose a medium to clarify and effectively communicate your personal expectations to others. Describe a variety of external and internal positive influences. Communicate your personal decision in a convincing and respectful tone. **HE1e, HE3a, HE3b**

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

Work Sample and Commentary:

Resisting Pressure



The task

Students analyzed protective and resiliency factors for maintaining healthful behaviors about alcohol, tobacco, and other illicit drugs and effectively clarified and communicated their personal expectations to others. After analyzing the factors influencing their own health choices about alcohol, tobacco, and other illicit drugs, students dramatized a situation in which they successfully resisted the pressure to use these substances. Students used communication skills and strategies that effectively counteracted pressures to make poor choices. Students were asked to create a cartoon, other art project, role play, skit, media presentation, panel discussion, or scripted interview to dramatize the situation.

Circumstances of performance

The 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 Project includes accurate information about alcohol, tobacco, or other illicit drug use, showing the relationship of use to personal health decisions. Work is comprehensive, including analysis of personal reasons not to use, reasons to influence choices of others not to use, effects of habitual drug use on quality of life, and risk factors contributing to addiction. Conclusions about a personal commitment and drug choices are drawn.

HE3b Student work shows introspection about a personal choice not to use alcohol, tobacco, or other illicit drugs. The work is organized and clear. A variety of influences are described. Presentation and analysis of at least one influence is presented in the dialog. Both external (family, peers, media, society) and internal (values, desires, curiosity, fears) influences are examined.

HE3a A dialog between two or more people provides evidence of the ability to communicate opinions about avoiding alcohol, tobacco, or other illicit drug use. Interpersonal communications strategies demonstrate a clear, organized belief statement about a personal decision. Work includes a dialog using a convincing respectful tone, I-messages, and a refusal strategy, as appropriate.

Scale	Score	Commentary
Concept		Not an exemplar for concepts
Analyzing Internal and External Influences		Not an exemplar for analysis of internal and external influences
Interpersonal Communications	3	Shows clear strategy; tone respectful; good demonstration of refusal skills.

Story That Goes With Essay

One day my friend asked me to go outside. I had gone to a school to learn how to say no, keep my friends, and stay out of trouble before so I knew exactly what to do. I said, "Why do you want me to go outside?" She answered, "I have some cigarettes. You could try them."

"That's trouble. I could get grounded and so would you. I'd tell my mom and my mom will tell yours. Why don't we eat a snack at my house instead?"

"No," my friend said.

"Come on. You wouldn't get addicted if I stop you now," I said.

"Well, okay."

Essay

How To Say No

Of course you could just say, "no," but you won't keep your friends. There are five easy steps to help you say no, keep your friends, and stay out of trouble. The five easy steps are:

1. Ask questions.

2. Name the trouble.

3. Name the consequences.

4. Suggest something else.

5. If you must say no, leave the door open.

Scale	Score	Commentary
Concept	2	Shows relationships, "lowers activity of nervous system," difficulties in pregnancy, marriage, child care; contains inaccuracies, "treatment...called withdrawal."
Analyzing Internal and External Influences	2	Some recognition of influences but no analysis.
Interpersonal Communications		<i>Not an exemplar of interpersonal communications</i>

Alcoholism

Alcoholism is a disease in which a person has an overwhelming desire to drink alcohol. These people are also called alcoholics. An alcoholic may get drunk a lot and may feel forced to drink. Alcoholism is one of the leading causes of death in the US each year. Over $\frac{2}{3}$ of alcoholics are men. Alcoholism has a greater effect.

Research says that the causes of alcoholism has a genetic origin. In other words the desire to drink is passed down from parents to children. Also alcoholism can be the effect from a lack of endorphins. Alcohol cannot increase the number of endorphins but it can lower the number.

The effect of alcoholism is that it lowers the activity of the nervous system and also the control centers of the brain.

There is treatment for alcoholism which is called withdrawal. During withdrawal all alcoholic beverages are withheld so that the alcoholic cannot drink.

Alcoholism has affected more than 1% of the population of America. Although there is treatment, alcoholics must face difficulties in every day life. Alcohol can cause difficulties in pregnancy, marriage, and child care.

Scale	Score	Commentary
Concept	3	Shows relationships between alcohol and health problems, related automobile accidents, personal, and social problems. Contains inaccuracies, "More than three drinks over a few weeks causes destructive changes to the liver".
Analyzing Internal and External Influences	1	Little mention of internal or external influences.
Interpersonal Communications		<i>Not an exemplar for interpersonal communications</i>

My Report on Alcoholism

Alcohol is very bad for you. Alcoholism is a overwhelming desire to drink an alcoholic beverage. It is the most widespread drug abuse in the United States. Drunk drivers are the cause of about half of the automobile accidents in the United States. Drinking is the leading cause of loss of income and of social and personal problems. Alcoholism also creates many physical problems. More than three drinks over a few weeks causes destructive changes to the liver. One ounce of a hard liquor, four ounces of wine, or 12 ounces of beer can be considered a drink. About fifteen percent of heavy drinkers develop cirrhosis, which can be fatal. Changes in the Brain and nervous system result to hostile behavior, loss of mental sharpness, and poor judgement. One third of babies born to mothers who drink heavily, especially during the trimester, have birth defects or retardation. Sexual potency and sperm count are greatly reduced in alcoholic men, and alcoholic women often produce no fertile eggs. A family or individual with an alcoholism problem is in serious troubles. The alcoholic's main goal is going to be to get a drink. Drunkenness inhibits the alcoholic's control of normal behavior and depresses the ability to perform even the simplest functions. It is hard to break the alcoholic cycle, but, it is