

COURSE DESCRIPTIONS—GRADE SEVEN HEALTH EDUCATION

COURSE TITLE	Grade 7 Health Education A
COMPUTER TITLE	HealthEd 7A
COMPUTER CODE	HLM101
GRADE LEVEL	7
PREREQUISITE	None
LENGTH OF COURSE	9 weeks

Performance Descriptions: Upon completion of the Grade 7 Health Education A course, the student will:

- Access valid information on local, national, and world public health agencies efficiently.
- Evaluate public, private, and voluntary health agencies' resources for health information critically and competently.
- Analyze valid practices for preventing disease and infection.
- Appreciate advances made in public health during the 20th century.
- Investigate links between communicable diseases, their causative agents, and risk reduction.
- Evaluate information on causes and transmission of communicable diseases critically and competently.
- Describe how to choose appropriate health care products and services.
- Use valid information on health care products and services accurately and creatively.
- Make specific and clear decision statements related to health care products and services based on a health and wellness ethic.
- Appreciate the importance of peace and harmony to society and the environment.
- Advocate for harmony in society and the environment with conviction and with accurate supporting reasons.
- Examine community health services.
- Explore various health-related occupations.
- Analyze negative risk taking in relation to injury or harm.
- Describe potential risks of injury or prosecution from carrying or using a weapon.
- Apply analogical thinking related to reducing risks of injury from carrying or using a weapon based on a health and wellness ethic.
- Describe community resources and services that promote safety.
- Describe how laws require reporting of suspected child abuse.
- Analyze personal safety strategies related to physical abuse and physical assault.
- Describe first aid for strains and sprains.
- Simulate a demonstration of first aid skills for treating strains and sprains completely, accurately, and safely.
- Examine careers related to emergency medical services or safety.

Major Concepts/Content: This course is designed to help seventh grade students conceptualize knowledge, attitudes, and skills related to health issues of adolescents and the precursors of adult health problems that have risk factors which may emerge during adolescence. Developmentally appropriate concepts of personal and community health (PCH) and safety (SFTY) are taught in this course. Students 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 the students. Students' knowledge, attitudes, and skills are developed along with a focus on the promotion of personal, family, and community health. The application of health concepts through student self or group directed learning activities and use of appropriate resources and technology are emphasized. 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.

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COURSE TITLE	Grade 7 Health Education B
COMPUTER TITLE	Health Ed 7B
COMPUTER CODE	HLM102
GRADE LEVEL	7
PREREQUISITE	Grade 7 Health Education A is recommended
LENGTH OF COURSE	9 weeks

Major Concepts/Content: This seventh grade health education course is designed to help students conceptualize knowledge, attitudes, and skills related to health issues of adolescents and the precursors of adult health problems that have risk factors which may emerge during adolescence. 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. Students will 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 their health risks.

Major Instructional Activities: Instruction is based on the needs, interests, strengths, and culture of the students. Students' 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 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 7 Health Education B course, the student will:

- Describe characteristics of good mental health.
- Access valid information of mental health issues efficiently.
- Analyze factors contributing to and influences on developing positive self-esteem critically.
- Recognize healthful ways of expressing emotions.
- Simulate a demonstration of effective stress management techniques completely, accurately, and healthfully.
- Communicate about sources available to help persons with depression competently.
- Advocate for seeking help for depression with conviction and accurate supporting reasons.
- Identify mental health prevention, intervention, and treatment resources.
- Examine mental health related career options.
- Conduct evaluation research on the short and long term effects and legal, family, school, and social issues related to alcohol, tobacco, and other illicit drug use completely, accurately, and healthfully.
- Analyze the short- and long-term effects of alcohol, tobacco, and other illicit drug use.
- Evaluate information about the short-term and long-term effects of alcohol, tobacco, and other illicit drug use critically and competently.
- Analyze how media messages can influence the use of alcohol, tobacco, and other illicit drug use critically.
- Examine the relationship between behavior and alcohol, tobacco, and other illicit drug use.
- Analyze how to make healthful decisions about alcohol, tobacco, and other illicit drug use.
- Value healthful choices related to drug use.
- Develop personal goal statements that establish targeted goals with a reward plan for reaching each targeted goal related to choices about alcohol, tobacco, and other illicit drug use clearly and realistically.
- Communicate personal attitudes about alcohol, tobacco, and other illicit drug use competently.
- Advocate for making a personal commitment not to use alcohol, tobacco, and other illicit

drugs with conviction and with accurate supporting reasons.

- Access valid information on drug dependency and addiction efficiently.
- Examine careers related to the field of chemical dependency.
- Examine roles and responsibilities of family members related to family health.
- Examine stages of human growth and development.
- Examine how to make decisions regarding healthful sexuality.
- Analyze influences on making decisions regarding healthful sexuality critically.
- Examine how to make responsible decisions about family planning and pregnancy prevention.
- Make specific and clear decision statements related to pregnancy prevention based on a health and wellness ethic.
- Access valid information on the risks and consequences of sexual contact efficiently.
- Analyze valid information about HIV/AIDS and other STDs.
- Communicate refusal strategies related to sexual contact that places one at risk for pregnancy or disease competently.
- Analyze benefits of setting sexual limits.
- Simulate a demonstration of respect for individuals' romantic and sexual limits completely, accurately, and healthfully.
- Examine careers related to the fields of family life and human sexuality.

COURSE TITLE	Grade 7 Health Education AB
COMPUTER TITLE	Health Ed 7AB
COMPUTER CODE	HLM103
GRADE LEVEL	7
PREREQUISITE	None
LENGTH OF COURSE	18 weeks

Major Concepts/Content: This course is designed to help seventh grade students conceptualize knowledge, attitudes, and skills related to health issues of adolescents and the precursors of adult health problems that have risk factors which may emerge during adolescence. Developmentally appropriate concepts of personal and community health (PCH), safety (SFTY), mental health (MH), alcohol, tobacco, and other drugs (ATOD), and family life and human sexuality (FLHS) are taught in this course. At this level nutrition and physical activity are taught primarily in home economics and physical education respectively. Students will utilize health education concepts when applying health information literacy skills, enhancing intrapersonal and interpersonal communication skills, 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 the students. Seventh grade students' 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 7 Health Education AB course, the student will:

- Access valid information on local, national, and world public health agencies efficiently.
- Evaluate public, private, and voluntary health agencies' resources for health information critically and competently.
- Analyze valid practices for preventing disease and infection.
- Appreciate advances made in public health during the 20th century.
- Investigate links between communicable diseases, their causative agents, and risk reduction.
- Evaluate information on causes and transmission of communicable diseases critically and competently.
- Describe how to choose appropriate health care products and services.
- Use valid information on health care products and services accurately and creatively.
- Make specific and clear decision statements related to health care products and services based on a health and wellness ethic.
- Appreciate the importance of peace and harmony to society and the environment.
- Advocate for harmony in society and the environment with conviction and with accurate supporting reasons.
- Examine community health services.
- Explore various health-related careers.
- Analyze negative risk taking in relation to injury or harm.
- Describe potential risks of injury or prosecution from carrying or using a weapon.
- Apply analogical thinking related to risks of injury from carrying or using a weapon based on a health and wellness ethic.
- Describe community resources and services that promote safety.
- Describe how laws require reporting of suspected child abuse.
- Analyze personal safety strategies related to physical abuse and physical assault.
- Describe first aid for strains and sprains.
- Simulate a demonstration of first aid skills for treating strains and sprains completely, accurately, and safely.

- Examine careers related to emergency medical services or safety.
- Describe characteristics of good mental health.
- Access valid information of mental health issues efficiently.
- Analyze factors contributing to and influences on developing positive self-esteem critically.
- Recognize healthful ways of expressing emotions.
- Simulate a demonstration of effective stress management techniques completely, accurately, and healthfully.
- Communicate about sources available to help persons with depression competently.
- Advocate for seeking help for depression with conviction and accurate supporting reasons.
- Identify mental health prevention, intervention, and treatment resources.
- Examine mental health related career options.
- Conduct evaluation research on the short- and long-term effects and legal, family, school, and social issues related to alcohol, tobacco, and other illicit drug use completely, accurately, and healthfully.
- Analyze the short-term and long-term effects of alcohol, tobacco, and other illicit drug use.
- Evaluate information about the short-term and long-term effects of alcohol, tobacco, and other illicit drug use critically and competently.
- Analyze how media messages can influence the use of alcohol, tobacco, and other illicit drug use critically.
- Examine the relationship between behavior and alcohol, tobacco, and other illicit drug use.
- Analyze how to make healthful decisions about alcohol, tobacco, and other illicit drug use.
- Value healthful choices related to drug use.
- Develop personal goal statements that establish targeted goals with a reward plan for reaching each targeted goal related to choices about alcohol, tobacco, and other illicit drug use clearly and realistically.
- Communicate personal attitudes about alcohol, tobacco, and other illicit drug use competently.
- Advocate for making a personal commitment not to use alcohol, tobacco, and other illicit drugs with conviction and with accurate supporting reasons.
- Access valid information on drug dependency and addiction efficiently.
- Examine careers related to the field of chemical dependency.
- Examine roles and responsibilities of family members related to family health.
- Examine stages of human growth and development.
- Examine how to make decisions regarding healthful sexuality.
- Analyze influences on making decisions regarding healthful sexuality critically.
- Examine how to make responsible decisions about family planning and pregnancy prevention.
- Make specific and clear decision statements related to pregnancy prevention based on a health and wellness ethic.
- Access valid information on the risks and consequences of sexual contact efficiently.
- Analyze valid information about HIV/AIDS and other STDs.
- Communicate refusal strategies related to sexual contact that places one at risk for pregnancy or disease competently.
- Analyze benefits of setting sexual limits.
- Simulate a demonstration of respect for individuals' romantic and sexual limits completely, accurately, and healthfully.
- Examine careers related to the fields of family life and human sexuality.

HE1 Health Education Concepts

Seventh grade students are developing the capacity to perform more complex functions and assume new educational demands. Parents and teachers have many opportunities to educate and motivate students to pursue meaningful knowledge about healthful lifestyles and about interpersonal and decision-making skills. Developmentally appropriate practices require teachers to build on students’ desires to explore, help students strengthen their level of cognition, and guide them toward developing health-promoting strategies to negotiate successfully through the transition to become healthful, responsible teenagers.

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 valid practices for preventing disease and infection. **1a**
 - ◇ analyzing frequency of and issues related to immunizations;
 - ◇ recognizing measures for personal prevention of disease and infection;
 - ◇ recognizing the potential for over-use of antibiotics;
 - ◇ recognizing strategies for enhancing the immune system;
 - ◇ recognizing measures for control of disease and infection epidemics.
- Appreciates advancements made in public health during the 20th century. **1a**
 - ◇ appreciating advancements in vaccinations;
 - ◇ appreciating advancements in safer workplaces;
 - ◇ appreciating advancements in safer and healthier foods;
 - ◇ appreciating advancements in motor vehicle safety;
 - ◇ appreciating advancements in control of infectious diseases;
 - ◇ appreciating advancements in the decline in deaths from coronary heart disease and stroke;
 - ◇ appreciating advancements in family planning;
 - ◇ appreciating advancements in the recognition of tobacco use as a health hazard;

- ◇ appreciating advancements in healthier mothers and babies;
- ◇ appreciating advancements in the fluoridation of drinking water.
- Investigates links between communicable diseases, their causative agents, and risk reduction. **1a**
 - ◇ identifying the cause of strep throat as a bacteria;
 - ◇ identifying the cause of mononucleosis as a virus;
 - ◇ identifying the cause of athlete's foot as a fungus;
 - ◇ identifying the cause of lice as a parasite;
 - ◇ identifying the cause of pinworms as a worm;
 - ◇ linking risk reduction strategies to the prevention of specific diseases.
- Describes how to choose appropriate health care products and services. **1a**
 - ◇ evaluating claims related to health-care products and services;
 - ◇ recognizing the benefits of regular dental check-ups and screenings;
 - ◇ using prescribed and over-the-counter medicines appropriately;
 - ◇ communicating with qualified health-care providers about health history and personal conditions;
 - ◇ recognizing the potential side effects of medicines.
- Appreciates the importance of peace and harmony to society and the environment. **1a**
 - ◇ appreciating the uniqueness and diversity of others;
 - ◇ valuing global responsibility and cooperation among people.
- Examines community health services. **1a**
 - ◇ recognizing home, school, and community health resources;
 - ◇ distinguishing among roles of public, military, private, and voluntary health agencies;
 - ◇ identifying local, national, and world public health agencies and their roles;
 - ◇ recognizing dependence on government funding for public health services;
- Explores various health-related careers. **1a**
- Analyzes negative risk taking in relation to injury or harm **1b**
- Describes potential risks of injury or prosecution from carrying or using a weapon. **1b**
- Describes community resources and services that promote safety. **1b**
- Describes how laws require reporting of suspected child abuse. **1b**
- Analyzes personal safety strategies related to physical abuse and physical assault. **1b**
- Describes first aid procedures for strains and sprains. **1b**
 - ◇ treating shock;
 - ◇ treating strains and sprains;
 - ◇ applying the RICE principle, e.g., rest, ice, compression, and elevation.
- Examines careers related to emergency medical services or safety. **1b**
- Recognizes factors contributing to the development of positive self-esteem. **1d**
 - ◇ analyzing the effect that others have on one's self-esteem;
 - ◇ developing strategies for enhancing one's self-esteem.
- Recognizes healthful ways of expressing emotions. **1d**
 - ◇ distinguishing between positive and negative ways to express needs, wants, and feelings;
 - ◇ identifying appropriate ways to handle/express emotions in various

- ◊ situations; e.g., mood swings, hurt feelings, loneliness, and sadness;
 - ◊ recognizing the effects of developmental changes on emotions and behavior.
- Describes characteristics of good mental health, to include: **1d**
 - ◊ increasing independence;
 - ◊ increasing sense of personal control;
 - ◊ increasing self-mastery;
 - ◊ communicating effectively;
 - ◊ having a positive outlook;
 - ◊ learning ways to meet new people;
 - ◊ developing healthful friendships;
 - ◊ overcoming shyness;
 - ◊ developing resiliency.
- Identifies mental health prevention, intervention, and treatment resources. **1d**
 - ◊ recognizes sources of mental health help for self and others.
- Examines mental health related career options. **1d**
- Analyzes the short-term and long-term effects of alcohol, tobacco, and other illicit drug use. **1e**
 - ◊ recognizing the effects of tobacco use on body systems and behavior (smoking and chewing);
 - ◊ recognizing the effects of inhalant use on body systems and behavior;
 - ◊ recognizing the effects of marijuana use on body systems and behavior;
 - ◊ recognizing the effects of binge drinking on body systems and behavior;
 - ◊ recognizing the effects of cocaine use on body systems and behavior;
 - ◊ identifying effects of maternal alcohol, tobacco, and other illicit drug use and dependence on a developing fetus;
 - ◊ synthesizing the physical, intellectual, emotional, social, legal, and financial effects of alcohol, tobacco, and other illicit drug use on family and friends.
- Analyzes how to make healthful decisions about alcohol, tobacco, and other illicit drug use. **1e**
 - ◊ self-assessing attitudes about being alcohol, tobacco, and other illicit drug free;
 - ◊ examining peer attitudes and pressure related to drug abuse;
 - ◊ examining the concept of “gateway drugs” to potential hard drug use;
 - ◊ recognizing family, school, and community expectations and values related to drug abuse;
 - ◊ evaluating the impact of media, entertainment, and advertising on influencing alcohol, tobacco, and other illicit drug use.
- Examines the relationship between behavior and alcohol, tobacco, and other illicit drug use. **1e**
 - ◊ citing valid data on traffic injuries related to alcohol, tobacco, and other illicit drug use;
 - ◊ citing valid data related to chemical dependency;
 - ◊ recognizing other injuries resulting from alcohol, tobacco, and other illicit drug use;
 - ◊ associating the application of resistance skills with decreased alcohol, tobacco, and other illicit drug use;
 - ◊ relating alcohol, tobacco, and other illicit drug use to one's mental health and human development.
- Values the importance of making healthful choices related to drug use. **1e**
 - ◊ accepting personal responsibility for choices about alcohol, tobacco, and other illicit drug use;
 - ◊ making a personal commitment not to use alcohol and other illicit drugs;

- ◇ exploring “natural high” alternatives to alcohol and other illicit drug use;
- ◇ identifying resources for supporting healthful choices to abstain from illicit drug use;
- ◇ describing protective and resiliency factors needed for maintaining healthful choices about alcohol, tobacco, and other illicit drug use;
- ◇ developing the ability to support other teenagers in being free from alcohol and other illicit drug use.
- Examines chemical dependency related careers. **1e**
- Examines roles and responsibilities of family members related to family health. **1f**
 - ◇ examining how external forces influence family relationships; e.g., media, job pressures, finances;
 - ◇ evaluating the impact of love and loyalty on family health.
- Examines stages of human growth and development. **1f**
 - ◇ analyzing stages of human growth and development; e.g., infant, toddler, child, adolescent, adult, and senior citizen stages;
 - ◇ describing differences among early (11-13), mid (14-18), and late (19-23) stages of adolescence;
 - ◇ discussing implications of individual differences in adolescence;
 - ◇ recognizing physical and psychological factors that contribute to gender identity.
- Examines how to make decisions regarding healthful sexuality. **1f**
 - ◇ expressing sexuality in ways that match personal and family’s values;
 - ◇ recognizing that it is normal to give and receive affection;
 - ◇ describing how the giving and receiving of affection can be undertaken in healthful and safe ways; e.g., no contact with body fluids and with good judgement;
- ◇ dealing with pressures to be sexually active.
- Examines how to make responsible decisions about family planning and pregnancy prevention. **1f**
 - ◇ analyzing how individual, family, societal, and religious values influence family planning;
 - ◇ advocating for abstinence as the most effective method to prevent teen pregnancy;
 - ◇ examining health and economic considerations which influence family planning during adulthood;
 - ◇ examining natural methods of family planning; e.g., abstinence and rhythm;
 - ◇ examining artificial methods of family planning; e.g., mechanical (condoms and diaphragms) and chemical (birth control pills).
- Analyzes valid information about HIV/AIDS and other STDs. **1f**
 - ◇ analyzing risks of HIV and other sexually transmitted diseases (STDs);
 - ◇ analyzing signs and symptoms of HIV and other major STDs;
 - ◇ analyzing routes of transmission of HIV and other major STDs;
 - ◇ analyzing HIV prevention strategies;
 - ◇ recognizing that HIV infection can be asymptomatic;
 - ◇ examining the consequences of untreated HIV and other STD infection;
 - ◇ explaining treatment options for HIV and other STDs;
 - ◇ describing where to get help for HIV and other STDs.
- Analyzes the benefits of setting sexual limits, to include: **1f**
 - ◇ staying in school;

- ◇ preserving one’s reputation;
- ◇ fulfilling family and societal expectations;

- ◇ achieving future goals.
- Examines careers related to the fields of family life and human sexuality. **1f**

HE2 Health Information Literacy

Seventh grade students are engaged more fully and immersed in broader learning, building on the current health information, knowledge base, and personal experiences that they bring to the health education classroom. Students should engage in information-gathering activities directed toward meaningful knowledge about health that makes sense to them and is important in their life. With the teacher as vigilant coach and facilitator, students can readily engage in open-ended tasks that allow them to use their creativity and resourcefulness to go beyond the surface of knowledge.

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

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

- Evaluates information on causes and transmission of communicable diseases critically and competently. **1a**
- Uses valid information on health care products and services accurately and creatively. **1a**
- Evaluates public, private, and voluntary health agencies’ resources for health information critically and competently. **1a**
- Accesses valid information on local, national, and world public health agencies efficiently. **1a**
- Accesses valid information on mental health issues efficiently. **1d**
- Evaluates information about the short-term and long-term effects of alcohol, tobacco, and other illicit drug use critically and competently. **1e**
- Accesses valid information on drug dependency and addiction efficiently. **1e**
- Accesses valid information on the risks and consequences of sexual contact efficiently. **1f**

HE3 Health Communications and Influences

In a caring middle school community of learners, adolescents 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 their 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 should continue to be strengthened. 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 advertisement, 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 about sources available to help persons with depression competently. **1d**
- Analyzes factors contributing to and influences on the development of positive self-esteem critically. **1d**
- Communicates personal attitudes about alcohol, tobacco, and other illicit drug use competently. **1e**
- Analyzes how media messages can influence the use of alcohol, tobacco, and other illicit drugs critically. **1e**
- Communicates refusal strategies related to sexual contact that places one at risk for pregnancy or disease competently. **1f**
- Analyzes influences on making decisions regarding healthful sexuality critically. **1f**

HE4 Healthful Choices

Students continue to acknowledge that they have control over their health and are responsible for incorporating health-related knowledge and attitudes into everyday behavior. They can deal with more complex decision-making as they improve their knowledge of ways that they can help protect their health. They are able to understand that certain behaviors have undesirable consequences and should see connections between what they have learned in the health education classroom and the greater health management of their lives. They should be increasingly capable of using their knowledge, attitudes, and skills to positively influence others.

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.

- Makes specific and clear decision statements related to health care products and services based on a health and wellness ethic. **1a**
 - ◊ reflecting on decisions that promote health and wellness as being good for a person's health;
 - ◊ making specified decisions based on a health and wellness ethic (evaluating claims related to health care products and services, recognizing benefits of regular checkups and dental screenings, using prescribed over the counter medicines appropriately, recognizing the potential side effects of medicines, and communicating with qualified health care providers about health history and personal conditions);
 - ◊ reflecting on the decision-making process after the task is performed.
- Advocates for harmony in society and the environment with conviction and with accurate supporting reasons. **1a**
- Applies analogical thinking related to reducing risks of injury from carrying a weapon based on a health and wellness ethic. **1a**
 - ◊ reflecting on analogical thinking that promote health and wellness as being right and good;
 - ◊ applying analogical thinking based on a health and wellness ethic (the risk of injury from carrying or using a weapon);
 - ◊ reflecting on the analogical thinking process after the task is performed.
- Simulates a demonstration of first aid skills for treating strains and sprains completely, accurately, and safely. **1b**
- Simulates a demonstration of effective stress management techniques completely, accurately, and healthfully. **1d**
- Advocates for seeking help for depression with conviction and accurate supporting reasons. **1d**
- Conducts evaluation research on the short- and long-term effects and legal, family, school, and social issues related to alcohol, tobacco, and other illicit drug use completely, accurately, and healthfully. **1e**
- Develops personal goal statements that establish targeted goals with a reward plan for reaching each targeted goal related to choices about alcohol, tobacco, and other illicit drug use clearly and realistically. **1e**
 - ◊ recognizing personal responsibility for choices about alcohol, tobacco, and other illicit drug use;
 - ◊ supporting others to be alcohol, tobacco, and other illicit drug free. **1e**
- Advocates for making a personal commitment not to use alcohol, tobacco, and other illicit drugs with conviction and with accurate supporting reasons. **1e**
- Makes specific and clear decision statements related to pregnancy prevention based on a health and wellness ethic. **1f**
 - ◊ reflecting on decisions that promote health and wellness;
 - ◊ making specified decisions based on a health and wellness ethic (staying in school, preserving one's reputation, fulfilling family and societal expectations, and achieving future goals as reason one is not ready to be a parent);
 - ◊ reflecting on the decision-making process after the task is performed.
- Simulates a demonstration of respect for individuals' romantic and sexual limits completely, accurately, and healthfully. **1f**

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

- ◆ Write and illustrate a story for primary level elementary school students on how disease can be communicated to others. **HE1a, HE2a**
- ◆ Imagine that someone at the school is talking about bringing a weapon to school. What should a student do? Write an essay to answer this question. **HE1b, HE4a**
- ◆ Use available health resources (library, phone books, or health professionals) to access accurate and comprehensive information to use in compiling an index of facilities in the community that deal with adolescent mental health issues (depression, sexual assault, physical assault, substance abuse, and suicide threats). Thoughtfully consider adolescent needs in a hypothetical peer crisis; e.g., moving, death in the family, or loss of a close friend. Develop a media presentation, letter to the school nurse, oral presentation, school sign or poster, or brochure which demonstrates use of the index in creating an adolescent mental health directory that describes various mental health facilities and their services, and includes each address and telephone number, including hotlines, as appropriate. In your demonstration of work, include (1) provision of a rationale for accessing information about mental health resources, (2) identification of specific community sources for accessing assistance to meet specific needs, and (3) an evaluation of the validity of accessed information sources. **HE1d, HE2a***
- ◆ Use a metacognitive scrapbook, journal, survey, or written report to develop and complete a self-inventory of "positive" versus "negative" image of self, as perceived being seen by others. List the reason/source for labeling each image as positive or negative as well as all sources of influence that have affected personal self-esteem. Label each source and draw conclusions regarding the validity of the source. Following teacher instructions, re-assess each image and present each image from an internal view free from outside influences. Compare the original "external views" with the subsequent "internal views". Show (1) thoughtful consideration of issues, (2) comprehensiveness, (3) the relationship between internal and external influences and the resulting impact on self-esteem, and (4) generate a conclusion that targets improved self-esteem. **HE1d, HE3b***
- ◆ Create a response to a "Dear Abby" type letter written by someone who is very depressed. Identify sources available to help this person and encourage this person to get help. **HE1d, HE2a, HE3a, HE4c**
- ◆ Use a written report, letter to a friend or other dramatization, diary, or journal to analyze several examples of entertainment, media, and advertisement messages that influence choices about alcohol and evaluate the messages to see if they promote or glorify alcohol use. Provide accurate information and concrete examples of health issues related to alcohol use, including dependence, liver problems, legal problems, and risks when driving. Also provide examples of (1) a variety of ways that subtle and overt messages promote alcohol use, (2) a means for documenting, over time, the influences observed, (3) suggestions to counter the negative influences, (4) a time frame for collecting data, (5) a systematic way to organize data and monitor the volume of messages, (6) a summary of findings, and (6) a conclusion about the relationship between media messages and alcohol-related health issues. **HE1e, HE3b ***

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

- ◆ Write a fairy tale about a fictitious character who is chemically dependent. Include a description of the effects of the drug on this character's body systems and behavior. **HE1e, HE2a**
- ◆ Investigate and generate a multimedia information presentation about a selected commonly used drug. **HE1e, HE2a, HE4c**
- ◆ Be assigned to one of four cooperative learning groups to research and make a group presentation about the consequences of alcohol, tobacco, or other illicit drug use by a hypothetical middle school student. As a group, research and present information on one of these assigned topics: legal issues, family issues, physical health issues, or school/social issues. Expect to become a subject matter expert who shows the relationship of alcohol, tobacco, or other illicit drug use to negative consequences in students lives. Analyze personal reasons not to use and the effects of use on the assigned topic (legal issues, family issues, physical health issues, or school/social issues). Draw conclusions about a personal commitment related to alcohol, tobacco, or other illicit drug use choices. Following the group presentation, compose and write a descriptive paper that comprehensively evaluates all four issues presented and make a personal decision reflecting on assessment of consequences. **HE1e, HE4a***
- ◆ Write a scenario depicting a situation that places a person at risk for pregnancy or an STD. Include a dialog demonstrating effective use of refusal skills based on valid sources of information about the risks and consequences of sexual contact. **HE1f, HE2a, HE3a**
- ◆ Produce a written or illustrated project that answers the question "Are you ready to be a parent?" Develop a media presentation, scripted role-play, letter to a friend, oral presentation, cartoon, or written report to provide accurate and comprehensive information about the relationships between raising children and the realization of other life goals. Consider at least four factors, including risks for disease that affect the decision and demonstrate at least two ways to refuse sex effectively in an interpersonal exchange. State conclusions about career choices and the effect of child rearing on this realization. Use respect, firmness, clarity of communications, and "I-messages" in the project. **HE1f, HE3a, HE4a***

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

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