

PRE-K -12 HEALTH FRAMEWORKS

April 2007



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MISSION STATEMENT

The mission of health education in the Millard Public Schools is to assist individuals to make informed decisions about matters affecting their physical, emotional and social well-being. The long-range goal of health instruction is to assist individuals in developing and applying healthy attitudes and behaviors throughout their lives. This will be accomplished by:

- Clearly defined and measured learner outcomes
- Developmentally appropriate sequence of study
- Effective teaching
- Innovative and diverse programs
- Current health concepts & societal issues

Beliefs:

Students will:

- Participate in a quality health education program.
- Comprehend concepts related to health promotion and disease prevention.
- Practice health-enhancing behaviors to reduce health risks.
- Use interpersonal communication skills to enhance health.
- Use goal-setting and decision-making skills to enhance health.
- Advocate for personal, family and community health.

INTRODUCTION

The goals of health education are accomplished by incorporating comprehensive Pre-K - 12 health curriculum and by supporting a coordinated school health program. The comprehensive program represents developmentally appropriate classroom instruction related to health promoting behaviors. Comprehensive health instruction is one of the components of a coordinated school health program. In addition to health instruction, a coordinated school health program includes the following:

- Physical education
- Health services (school nurse)
- Nutrition services
- Counseling, psychological & social services
- Healthy school environment
- Health promotion for staff
- Family/community involvement

These components are part of the environment of Millard Public Schools and should continue to be supported. These components cultivate Internal and External Developmental Assets for Millard students. Students who have Assets in their lives are more likely to make appropriate health related decisions. Thus, each outcome in the Health Framework cultivates development of the Internal Assets.

The Health Framework is designed to encourage the development of health-literate individuals who are critical thinkers, self-directed learners, effective communicators, and responsible productive citizens. Staff members have aligned the proposed framework with State and National Health Education Standards to create a comprehensive Pre-K -12 health program. Each of the proposed outcomes addresses one or more of the following State and National Standards.

1. Students will comprehend concepts related to healthy lifestyles and disease prevention.
2. Students will demonstrate the ability to access valid health information and health-promoting, products and services.
3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4. Students will analyze the influence of culture, media, technology and other factors on health.
5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6. Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7. Students will demonstrate the ability to advocate for personal, family and community health.

In addition, instruction will answer one or more of the following essential questions:

What is the relationship between physical, emotional and social well-being?

- How does physical well-being impact one's health?
- How does emotional well-being impact one's health?
- How does social well-being impact one's health?

The proposed framework identifies the outcomes and enabling objectives that are necessary to address the principles as they are developmentally and conceptually appropriate for students. In addition, the framework incorporates Millard Board of Education Policy and State of Nebraska Policy related to risky behaviors and sexuality education. Both policies identify abstinence as the approach to risk behaviors associated with tobacco, alcohol, drugs and sexual activity. Each course or level framework identifies the parameters for which these topics are addressed.

Nebraska Health Education Frameworks, Kindergarten through Grade Twelve.
(1998). Lincoln, NE: Nebraska Department of Education.

National Health Education Standards, Achieving Health Literacy. (1998).
Joint committee on National Health Education Standards. Association for Advancement of Health Education, American School Health Association, American Public Health Association, American Cancer Society.

Search Institute. 40 Developmental Assets. (2006). Minneapolis, MN.

Telljohann, Symons, Miller. Health Education, Elementary & Middle School Applications. (2001). McGraw-Hill.

Nebraska Revised Statutes, Chapter 79

Section 79-712 Public school; health education; requirements.

Provisions shall be made by the proper local school authorities for instructing the pupils in all public schools in a comprehensive health education program which shall include instruction (1) as to the physiological, psychological, and sociological aspects of drug use, misuse, and abuse and (2) on mental retardation and other developmental disabilities, such as cerebral palsy, autism, and epilepsy, their causes, and the prevention thereof through proper nutrition and the avoidance of the consumption of drugs as defined in this section. For purposes of this section, drugs means any and all biologically active substances used in the treatment of illnesses or for recreation or pleasure. Special emphasis shall be placed upon the commonly abused drugs of tobacco, alcohol, marijuana, hallucinogenics, amphetamines, barbiturates, and narcotics.

Source:

Laws 1885, c. 83, § 1, p. 332
R.S.1913, § 6878
C.S.1922, § 6446
C.S.1929, § 79-1409
R.S.1943, § 79-1408
Laws 1949, c. 256, § 370, p. 815
Laws 1971, LB 51, § 1
Laws 1982, LB 423, § 1
R.S.1943, (1987), § 79-1270

Laws 1989, LB 15, § 4
R.S.1943, (1994), § 79-4,140.17
Laws 1996, LB 900, § 386
~Reissue Revised Statutes of Nebraska

Nebraska Department of Education, Rule 10. Regulations and procedures for the accreditation of schools. Title 92, Nebraska Administrative Code.

The Elementary Instructional Program

004.02A5 Health. The curriculum helps children develop an understanding of the body systems, nutrition, wellness (including physical activity,) and healthy living habits.

The Middle Grades Instructional Program

004.03A6 Health. The curriculum includes the study of body systems and those factors which affect health, including natural and man-made threats and individual choices.

Required High School Program

004.04B7 Personal Health and Physical Fitness

Twenty instructional units or two years of daily classes in personal health and physical fitness. The personal health and physical fitness curriculum includes content to emphasize life-long wellness habits. The curriculum emphasizes non-participation in high risk behavior. The physical fitness curriculum includes an active program of health-related physical fitness, including cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition. Practice for and participation in interscholastic athletic activities are not accepted as a substitute for any part of the personal health and physical fitness requirement.

MILLARD ESSENTIAL LEARNER OUTCOMES

CITIZENSHIP • CONSUMER ECONOMICS • FINE AND PERFORMING ARTS • HUMAN RELATIONS • LITERACY AND COMMUNICATION • MATHEMATICS • READINESS FOR WORK • READINESS FOR LIFE-LONG LEARNING
• SCIENCE • SOCIAL STUDIES • TECHNOLOGY • WELLNESS

ACADEMIC SKILLS AND APPLICATIONS	LIFE SKILLS AND PERFORMANCES
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Students will demonstrate proficiency on these twelve indicators by meeting established standards on District-wide assessments. This proficiency, along with the successful completion of 225 credits for the class of 2004 and beyond, is used for diploma granting or denial. Students in the Millard Public Schools will:

LITERACY AND COMMUNICATION

1. Demonstrate competencies in reading to understand and evaluate a variety of texts.
2. Demonstrate competencies in writing in a variety of modes.

MATHEMATICS

4. Represent numbers and relationships between numbers, compute fluently, and make reasonable estimates.
5. Understand and use attributes of geometric figures and systems of measurement.
6. Demonstrate knowledge of and use coordinate systems and algebraic concepts.
7. Select, organize, display and analyze data.
8. Apply appropriate mathematical strategies to solve problems.

SCIENCE

9. Use scientific processes to understand the unifying concepts of the natural world.
10. Demonstrate understanding of life, physical, earth and space sciences.

SOCIAL STUDIES

11. Demonstrate understanding of structure, operations and relationships among local, state, national and international governments.
12. Demonstrate practical knowledge of history, economics and geography.
13. Understand global interdependence.

Course outcomes and assessments will determine program and building accountability in the areas of clarity (what is to be taught), competence (what is to be learned), consistency (among buildings), continuity (articulation) and communication (among teachers and with parents). The following indicators are not used for diploma-granting or denial.

LITERACY AND COMMUNICATION

3. Demonstrate appropriate speaking and listening skills for a variety of settings.

CONSUMER ECONOMICS

- Demonstrate skills in managing money.
- Make sound financial choices by using appropriate resources.

HUMAN RELATIONS

- Understand ethnic and cultural differences.
- Understand human differences.

TECHNOLOGY

- Obtain information electronically and organizes it successfully.
- Convey information using technology.
- Use a variety of technological resources to solve problems.

FINE AND PERFORMING ARTS

- Experience and evaluate a variety of music, art, or drama.

WELLNESS

- Understand human growth and development.
- Identify the values of good nutrition and physical activity.
- Evaluate the impact of addictive substances and behaviors.

Within the school setting, students in the Millard Schools will:

READINESS FOR WORK

- Demonstrate the ability to manage time.
- Demonstrate the ability to follow directions.
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals.
- Demonstrate essential knowledge of good work habits.
- Demonstrate responsibility.

READINESS FOR LIFE-LONG LEARNING

- Demonstrate ability to set and pursue short term and long term goals.
- Obtain, organize and evaluate information successfully.
- Develop the attributes of:
 - integrity,
 - self-discipline,
 - positive attitude,
 - perseverance.

CITIZENSHIP

- Participate in community and/or school organization.
- Respect diversity.
- Respect the rights of others.
- Treat others in a considerate and non-demeaning manner.

Revised: Strategic Planning
December 5, 1996
T-Chart Approved: Millard Board of
Education
January 13, 1997

Rule Adopted: May 3, 1999
Revised: June 18, 2001; July 21, 2003; December 4,
2006

Millard Public Schools
Omaha, NE

RELATIONSHIP OF FRAMEWORKS TO ACADEMIC AND LIFE SKILLS ESSENTIAL LEARNER OUTCOMES

Academic Skills and Applications

The following Academic Essential Learner Outcomes are the primary focus for Health Instruction:

- Understands human growth and development
- Identifies the value of good nutrition and physical activity
- Evaluates the impact of addictive substances and behaviors

The following Academic Essential Learner Outcomes are supported by Health Instruction:

- Demonstrates appropriate speaking and listening skills for a variety of settings
- Understands ethnic and cultural differences
- Understands human differences.
- Obtains information electronically and organizes it successfully.
- Conveys information using technology
- Uses a variety of technological resources to solve problems.

Life Skills and Performances

- Demonstrate the ability to manage time
- Demonstrate the ability to follow directions
- Solve problems by processing available information pertinent to a given situation, making decisions as appropriate.
- Develop ability to work with others to accomplish tasks/goals
- Demonstrate knowledge of good work habits
- Demonstrate ability to set and pursue short term and long term goals
- Obtains, organize and evaluate information successfully.
- Develop the attributes of:
 - Integrity,
 - Self-discipline
 - Positive attitude
 - Perseverance
- Respect diversity of others
- Respect the rights of others
- Treat others in a considerate and non-demeaning manner.

INSTRUCTIONAL APPROACHES

Health education provides the tools for students to make health enhancing decisions that will affect the quality of their lives and enable learning. One of the critical components of health education is to develop skills to prevent risky behaviors. This is accomplished by including developmentally appropriate strategies that support the skills necessary to prevent risky behaviors. These strategies are identified below:

Recommended prevention practices	Pre-K -5 instructional approaches	6-12 instructional approaches
<p><u>Social skills for preventing risky behaviors:</u> Youth begin using drugs because of social influences (peers, parents, siblings, and media).</p> <ul style="list-style-type: none"> • The ability to understand internal and external pressures • The ability to identify inaccurate perceptions of social norms • Refusal skills to resist risky behaviors 	<ul style="list-style-type: none"> • Incorporate critical thinking skills in all PreK-5 content • Practice observing and perceiving feelings • Helping others feel included • Empower children to say “no” or to avoid unsafe situations. Saying “no” to friends, saying “no” to self <p>Lower elementary students can apply these skills to personal safety and injury prevention.</p> <p>Upper elementary students can apply these skills to the gateway drugs, alcohol and tobacco.</p>	<ul style="list-style-type: none"> • Analyze social norms (most teens don’t use drugs, have sex, etc.) • Analyze social influences for specific messages (drugs, sex) • Practice recognizing manipulative messages and statements • Role play and practice refusal strategies <p>Middle school and high school youth can apply these skills to all forms of drug abuse and sexual activity.</p>
<p><u>Affective skills for preventing risky behaviors:</u></p> <ul style="list-style-type: none"> • Cope with unpleasant feelings • Recognize causes of stress • Recognize qualities of good friendships • Skills to be assertive • Develop the motivation to resist risky behaviors • The ability to create short and long term goals 	<ul style="list-style-type: none"> • Identify qualities of a good friend • Practice being a good friend • Practice creating short term goals • Practice recognizing feelings <p>These skills can be developed within grade level content. They do not have to be applied to drug abuse.</p>	<ul style="list-style-type: none"> • Role play and case study situations to identify stress and depression • Create short term and long term goals • Analyze the impact of risky behaviors on short and long term goals • Apply concepts to all forms of drug abuse and sexual activity

<p><u>Knowledge of risky behaviors:</u> Drug prevention programs should target substances that are used first and most widely by young people.</p> <ul style="list-style-type: none"> • Consequences of substance abuse • Consequences of sexual intercourse 	<p>Upper elementary:</p> <ul style="list-style-type: none"> • Identify negative effects of gateway drugs 	<ul style="list-style-type: none"> • Identify negative effects of all risky behaviors. (drug use and sexual activity)
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It is necessary to recognize and meet individual needs to allow for maximum learning in health instruction. Differentiation for instruction is a natural part of health instruction. Health instruction facilitates learning through a variety of learning styles. Given any one concept, students may read and/or write about it, observe a teacher or student presentation, and participate in discussion and experiments. This type of instruction creates an environment in which learning occurs and is reinforced for students of all abilities and backgrounds.

In addition, health instruction creates opportunities that address student strengths in each area of intelligence. Examples of the application of each intelligence include:

Logical/Mathematical	Diet analysis, nutrient counts
Body/Kinesthetic	Safety, First aid procedures, Demonstrations, Role Play
Spatial	Environmental issues, personal relationships
Interpersonal	Cooperative work in all areas
Intrapersonal	Set goals, decision-making process
Linguistic	Journals, written work, technical reading
Musical	Music and lyrics related to human relationships and human development

Instruction uses the problem solving, practical reasoning process to analyze issues related to personal, community and environmental health concepts. This process connects students to real life problems that relate to all backgrounds and abilities. This also makes authentic assessment an integral part of instruction.

Although differentiated instruction has traditionally been incorporated in health instruction, teachers can make a conscious use of these strategies by continuing to pursue and apply information related to learning styles, multiple intelligences, cultural and ethnic differences, and physical and intellectual abilities. This will ensure success for all students.

Suggested references:

Armstrong, Thomas. (2000) Multiple Intelligences in the Classroom Alexandria, VA: Association for Supervision and Curriculum Development.

Hunter, Robin. (2004) Mastery Teaching. Thousand Oaks, California. Corwin Press.

Millard Public Schools, Board Policy 6240 and Rule 6240.1, Controversial Issues.

Nebraska Health Education Frameworks, Kindergarten through Grade Twelve. (1998). Lincoln, NE: Nebraska Department of Education.

National Health Education Standards, Achieving Health Literacy. (1998). Joint committee on National Health Education Standards. Association for Advancement of Health Education, American School Health Association, American Public Health Association, American Cancer Society.

Project Alert. (2004). BEST Foundation for A Drug-Free Tomorrow. Los Angeles, California.

Rigor and Relevance Handbook. 2002. International Center for Leadership in Education. Rexford, New York.

McTighe, Jay and Wiggins. (1998) Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development

PRE-K -12 OUTCOME ARTICULATION CHART

	Pre-K-2 Health	3-5 Health	6 Health	7 Health	8 Know Your Self	10-11 Everyday Living
Environmental Health						
The learner will understand how the environment impacts physical, emotional and social health by explaining the relationship between health issues and the environment.			X	X	X	X
Human Growth & Development						
The learner will recognize that adolescence is a period of physical, social and emotional change.		X 5th grade only	X			
Emotional Health						
The learner will demonstrate knowledge of emotional health by recognizing the positive and negative influences in their daily lives.	X	X				
The learner will demonstrate knowledge of emotional health by recognizing positive and negative indicators of well-being for self and others.			X	X	X	X
The learner will demonstrate knowledge of emotional health by identifying resources/help.			X	X	X	X
Social Health						
The learner will demonstrate knowledge of the family unit by recognizing qualities needed to maintain healthy relationships.	X	X				
The learner will analyze characteristics of relationships by examining interpersonal behaviors.			X	X	X	X
The learner will demonstrate knowledge of interpersonal skills by identifying strategies used to maintain healthy relationships.			X	X	X	X

Pre-K -12 Outcome Articulation Chart

	Pre-K-2 Health	3-5 Health	6 Health	7 Health	8 Know Your Self	10-11 Everyday Living
Injury Prevention						
The learner will demonstrate an understanding of good health practices, safety habits and related community resources.	X	X				
The learner will examine choices regarding safety and injury prevention by hypothesizing how to eliminate/reduce negative consequences to self and others.			X	X	X	X
Nutrition						
The learner will demonstrate the ability to practice health-enhancing behaviors and reduce health risks by accessing valid health information and health promoting products and services.	X	X				
The learner will demonstrate understanding of nutrition by identifying how food choices impact physical, emotional and social health.			X	X	X	X
Personal Health						
The learner will demonstrate the ability to make positive personal health choices by practicing healthy behaviors.	X	X				
The learner will apply knowledge of self care by explaining the relationship between physical, emotional and social well being.			X	X	X	X
Prevention & Disease Control						
The learner will explore how healthy habits help prevent disease by identifying risk factors.		X				
The learner will demonstrate understanding of communicable and non-communicable diseases by explaining their impact on one's social, emotional and physical health and by identifying prevention strategies.			X	X	X	X

Pre-K -12 Outcome Articulation Chart

	Pre-K-2 Health	3-5 Health	6 Health	7 Health	8 Know Your Self	10-11 Everyday Living
Substance Abuse						
The learner will demonstrate the ability to practice health enhancing behaviors and eliminate and/or reduce health risks.	X	X				
The learner will demonstrate the ability to practice health-enhancing behaviors (regarding substance abuse) and reduce risky behaviors by accepting responsibility for physical, emotional and social well being.			X	X	X	X
Consumer Health						
The learner will demonstrate the ability to use interpersonal communication skills to enhance health.			X	X	X	X
The learner will analyze influences such as culture, media and technology on physical, emotional and social health.			X	X	X	X

PRE-K - 2 HEALTH

Outcome 1: Environmental Health not included in Pre-K -2

Outcome 2: Human Growth & Development not included in Pre-K -2

Outcome 3: Emotional Health

The learner will demonstrate knowledge of emotional health by recognizing the positive and negative influences in their daily lives.

Objectives:

- The learner will recognize and express feelings.
- The learner will recognize appropriate and inappropriate touch.
- The learner will identify different ways to handle conflict.

Assessment:

Role-play strategies to demonstrate ways to avoid inappropriate feelings and touch

Outcome 4: Social Health

Students will demonstrate knowledge of the family unit by recognizing qualities needed to maintain healthy relationships.

Objective:

- The learner will describe what makes a family.
- The learner will describe roles in a family.
- The learner will practice effective communication skills.

Assessment:

Collage representing family roles

Outcome5: Injury Prevention

The learner will demonstrate an understanding of good health practices, safety habits and related community resources.

Objective:

- The learner will recognize stranger danger.
- The learner will know how and when to call 911.
- The learner will use safe playground practices.

Assessment:

“What would you do if _____?” (Apply to various dangerous situations) i.e., role play, draw, select appropriate options

Outcome 6: Nutrition

The learner will demonstrate the ability to practice health-enhancing behaviors and reduce health risks by accessing valid health information and health-promoting products and services.

Objectives:

- The learner will recognize components of the food pyramid.
- The learner will recognize the importance of balance between rest, physical activity and nutrition.

Assessment:

Place food pictures in a food pyramid

Outcome 7: Personal Health

The learner will demonstrate the ability to make positive personal health choices by practicing healthy behaviors.

Objective:

- The learner will identify and use good personal hygiene.
- The learner will recognize the danger of tobacco and alcohol use.

Assessment:

Demonstrate good personal hygiene skills

Outcome 8: Prevention and Disease Control not included in Pre-K -2

Outcome 9: Substance Abuse

The learner will demonstrate the ability to practice health enhancing behaviors and eliminate and/or reduce health risks.

Objective:

- The learner will distinguish between helpful medicines and illegal use of drugs.
- The learner will know who can give a child medicine.
- The learner will practice saying “no” to negative influences.

Assessment:

“What would you do if _____?” (Apply to various dangerous situations) i.e., role play, draw, select appropriate options

Outcome 10: Consumer Health not included in Pre-K -2

Primary Resource:

Instructional resources will be reviewed during 2007-08 and purchased for implementation in 2008-09.

3-5 HEALTH

Outcome 1: Environmental Health

The learner will understand how the environment impacts social, emotional and physical health by explaining the relationship between health issues and the environment.

Objective:

- The learner will identify how the various types of pollution affect your overall health and well-being.

Assessment:

Participate in Earth Day activities.

Outcome 2: Human Growth and Development (grade 5 only)

The learner will recognize that adolescence is a period of physical, social and emotional change.

Objectives:

- The learner will recognize that adolescence is a period of physical, social and emotional change.
- The learner will recognize puberty is a period of physical and emotional maturation which follows a universal pattern, the timing of which varies from individual to individual as to the specific characteristics.
- The learner will recognize that becoming a physically-mature person is a normal process.
- The learner will recognize heredity is a biological heritage.
- The learner will recognize that heredity and environment play an important part in an individual's growth and development.
- The learner will recognize that AIDS is a disease.

Outcome 3: Emotional Health

The learner will demonstrate knowledge of emotional health by recognizing the positive and negative influences in daily life.

Objective:

- The learner will demonstrate healthy ways to express needs, wants and feelings.
- The learner will demonstrate ways to communicate care, consideration and respect of self and others.
- The learner will practice different ways to handle conflict situations.

Assessment:

Graphic representation of positive and negative influences on mental health

Outcome 4: Social Health

Students will demonstrate knowledge of the family unit by recognizing qualities needed to maintain healthy relationships.

Objective:

- The learner will describe characteristics and responsibilities of families.
- The learner will demonstrate communication skills necessary to build and maintain healthy relationships.
- The learner will describe how change affects family dynamics.

Assessment:

Write a paragraph that describes traits of positive family relationships

Outcome 5: Injury Prevention

The learner will demonstrate an understanding of good health practices, safety habits and related community resources.

Objective:

- The learner will explain how childhood injuries can be prevented or treated.
- The learner will demonstrate the ability to locate school and community health helpers.

Assessment:

Create poster representing safe practices for an activity of choice

Outcome 6: Nutrition

The learner will demonstrate the ability to practice health-enhancing behaviors and reduce health risks by accessing valid health information and health-promoting products and services.

Objective:

- The learner will identify characteristics of valid health information and health-promoting products and services
- The learner will demonstrate strategies to improve or maintain personal health
- The learner will explain how media influences the selection of health information, products and services
- The learner will differentiate between healthy and unhealthy nutritional choices

Assessment:

Evaluate a health or nutritional advertisement or infomercial

Outcome 7: Personal Health

The learner will demonstrate the ability to make positive personal health choices by practicing healthy behaviors.

Objective:

- The learner will identify personal health needs and behaviors.
- The learner will identify strategies to improve and/or maintain personal and emotional health.

- The learner will distinguish between safe and harmful behaviors to reduce personal health risks.

Assessment:

“What would you do if _____?” (Apply to various dangerous situations) i.e., role play, draw, select appropriate options

Outcome 8: Prevention and Disease Control

The learner will explore how healthy habits help prevent disease by identifying risk factors.

Objective:

- The learner will describe relationships between personal health behaviors and individual well being including mental, emotional and social health during childhood.
- The learner will explain how childhood injuries and illnesses can be prevented.
- The learner will describe the basic structure and functions of the human body systems.
- The learner will explore how healthy habits help prevent disease by identifying risk factors.
- The learner will describe common health problems of children that can be detected and treated early.

Assessment:

Describe or draw a representation of one body system

Outcome 9: Substance Abuse

The learner will demonstrate the ability to practice health enhancing behaviors and eliminate and/or reduce health risks.

Objective:

- The learner will identify and describe environmental influences that promote personal health and wellness.
- The learner will recognize, avoid and respond to negative influences and pressure to use harmful substances.
- The learner will demonstrate the ability to use goal-setting and responsible decision-making skills to enhance health.

Assessment:

Create an ad that promotes a drug-free lifestyle

Outcome 10: Consumer Health not included in Pre-K -2

Primary Resource:

Instructional resources will be reviewed during 2007-08 and purchased for implementation in 2008-09.

SIXTH GRADE HEALTH

6th Grade Health

6 weeks

Description:

This course provides an introduction to the promotion of good health and well-being. Activities emphasize the positive choices one makes related to personal health, nutrition, fitness, safety and first aid, drugs, environmental health, and human growth and development.

Outcome 1: Environmental Health

The learner will understand how the environment impacts physical, emotional and social health by explaining the relationship between the health issue and the environment.

- The learner will explain impact of the following on physical, emotional and social health:
 - Skin: care and sun safety
 - Sound: ear care and volume
 - Air: pollution, tobacco, second hand smoke, emphysema, asthma
 - Water: pollution, fluoride, chlorine, lead
 - Environmental causes of cancer

Assessment:

Graphic representation of personal health triangle to show the relationship between physical, emotional and social health.

Outcome 2: Human Growth & Development

The learner will recognize that adolescence is a period of physical, social and emotional change.

Objectives:

- The learner will identify stages of physical change.
- The learner will identify psychological changes which accompany physical changes.
- The learner will identify the individual differences which may account for varied maturation rates.
- The learner will understand the function of the endocrine system with the onset of puberty.
- The learner will understand the function of the reproductive system and its role in creating a new life.
- The learner will use and understand appropriate vocabulary associated with human growth and development.
- The learner will know sources of help when seeking sexual information (parents, physician, nurse, clergy, teacher, counselor, etc.).
- The learner will explain that a human being is a product of its heredity and environment.

Assessment:

Graphic representation of personal health triangle to identify the impact of puberty on physical, emotional and social health.

Outcome 3: Emotional Health

The learner will demonstrate knowledge of emotional health by recognizing positive and negative indicators of well-being for self and others.

The learner will demonstrate knowledge of emotional health by identifying resources/help.

Objectives:

- The learner will identify causes and effects of positive and negative stress for self and others.
- The learner will recognize that change causes stress.
- The learner will demonstrate strategies to manage and cope with stress.
- The learner will identify resources available in order to seek help for self and others. (Parent, teacher, counselors).

Assessment:

Graphic representation of personal health triangle to incorporate the added dimension of emotional health.

Outcome 4: Social Health

The learner will analyze characteristics of relationships by examining interpersonal behaviors. (Positive and negative)

The learner will demonstrate knowledge of interpersonal skills by identifying strategies used to maintain healthy relationships.

Objectives:

- The learner will demonstrate knowledge of positive relationships by identifying appropriate interpersonal skills and behaviors.
- The learner will demonstrate understanding of the influence of cultural diversity on interpersonal relationships by explaining differences in cultural beliefs.
- The learner will demonstrate appropriate strategies to stop inappropriate actions.
- The learner will demonstrate knowledge of cliques by describing/citing ways to avoid and reduce the negative impact of cliques.

Assessment:

Graphic representation of personal health triangle to incorporate the added dimension of social health.

Outcome 5: Injury Prevention

The learner will examine choices regarding safety and injury prevention by hypothesizing how to eliminate/reduce negative consequences to self and others.

Objectives:

- The learner will demonstrate knowledge of the relationship between personal fitness, nutrition and exercise by creating a personal fitness plan.

- The learner will develop injury prevention and management techniques for personal and family health.
 - First Aid basics (choking, poisoning, bleeding, burns, shock, fractures, sprains & strains)
 - Weather emergency
 - Accident chain
 - Sports, warm-up

Assessment:

Graphic representation of personal health triangle to incorporate the added dimension of injury.

Outcome 6: Nutrition

The learner will demonstrate understanding of nutrition by identifying how food choices impact physical, emotional and social health.

Objectives:

- The learner will demonstrate knowledge of current nutrition guidelines by making healthy food choices.
- The learner will demonstrate knowledge of serving sizes by identifying serving examples.
- The learner will analyze food label by using information provided on a label.

Assessment:

Graphic representation of personal health triangle to incorporate the added dimension of nutrition.

Outcome 7: Personal Health

The learner will apply knowledge of self care by explaining the relationship between physical, emotional and social well being.

Objectives:

- The learner will demonstrate knowledge of personal responsibility by recognizing appropriate self care practices.
 - Hygiene/ social interactions
 - Self care routine (effects/impact)
- The learner will recognize the qualities of personality by explaining how it is acquired and how it impacts life balance.
 - Relationships: friends

Assessment:

Graphic representation of personal health triangle to incorporate the added dimension of personal health.

Outcome 8: Prevention & Disease Control

The learner will demonstrate understanding of communicable and non-communicable diseases by explaining their impact on one's social, emotional and physical health and by identifying prevention strategies.

Objectives:

- The learner will define difference between communicable and non-communicable diseases.
- The learner will identify the health risks and impact of communicable and non-communicable diseases.
- The learner will explain how to prevent communicable and non-communicable diseases.

Assessment:

Graphic representation of personal health triangle to incorporate the added dimension of disease.

Outcome 9: Substance Abuse

The learner will demonstrate the ability to practice health-enhancing behaviors (regarding substance abuse) and reduce risky behaviors by accepting responsibility for physical, emotional and social well being.

Objectives:

- The learner will analyze factors in making responsible decisions regarding substance use/abuse.
- The learner will recognize the consequences of substance use/abuse.
 - Tobacco, alcohol, inhalants
 - Distinguish between legal/illegal and over the counter and prescription drugs
- The learner will practice decision making/refusal skills

Assessment:

Graphic representation of personal health triangle to incorporate the added dimension of substance abuse.

Outcome 10: Consumer Health

The learner will demonstrate the ability to use interpersonal communication skills to enhance health.

The learner will analyze influences such as culture, media and technology on physical, emotional and social health.

Objectives:

- The learner will describe the influence of cultural beliefs on health behaviors and the use of health services.
- The learner will analyze how messages from media and other sources influence health behaviors.
- The learner will analyze the influence of technology on personal and family health.
- The learner will analyze how information from peers influences health.
- The learner will demonstrate communication skills to build and maintain healthy relationships.
- The learner will demonstrate ways to communicate care, consideration and respect of self and others
- The learner will demonstrate refusal and negotiation skills to enhance health.

Assessment:

Graphic representation of personal health triangle the added dimension of consumer health.

Primary Textbook:

Teen Health, Course 2. Glencoe- McGraw-Hill. 2007. Blacklick, OH

SEVENTH GRADE HEALTH

7TH Grade Health

6 weeks

Description:

This course helps students develop and maintain health lifestyles. Emphasis is placed on information and the positive choices they can make to promote good health, now and throughout their life. Health class focuses on personal wellness, stress management, diseases, nutrition, physical fitness, drug misuse and abuse, and body systems.

Outcome 1: Environmental Health

The learner will understand how the environment impacts physical, emotional and social health by explaining the relationship between the health issue and the environment.

Objectives:

- The learner will recognize the impact of the social environment on decisions regarding risky behaviors.
- The learner will recognize environmental causes of disease.

Assessment:

The learner will complete a disease project that identifies the relationship between disease and all components of health.

Outcome 2: Human Growth & Development not included in Seventh Grade Health

Outcome 3: Emotional Health

The learner will demonstrate knowledge of emotional health by recognizing positive and negative indicators of well-being for self and others.

The learner will demonstrate knowledge of emotional health by identifying resources/help.

Objectives:

- The learner will demonstrate knowledge of the body's response to change by identifying physical signs of stress. (Flight/fight response, relationship to body systems.)
- The learner will demonstrate knowledge of resources by identifying how to access assistance for self or others

Assessment:

The learner will complete a disease project that identifies the relationship between disease and all components of health.

Outcome 4: Social Health

The learner will analyze characteristics of relationships by examining interpersonal behaviors. (Positive and negative)

The learner will demonstrate knowledge of interpersonal skills by identifying strategies used to maintain healthy relationships.

Objectives:

- The learner will demonstrate knowledge of bullying by describing/citing ways to avoid and reduce threatening situations

Assessment:

The learner will create a health advocacy statement.

Outcome 5: Injury Prevention not included in Seventh Grade Health

Outcome 6: Nutrition not included in Seventh Grade Health

Outcome 7: Personal Health

The learner will apply knowledge of self care by explaining the relationship between physical, emotional and social well being.

Objectives:

- The learner will recognize the qualities of personality by explaining how it is acquired and how it impacts life balance.
 - Self concept/Self esteem (negative and positive influences)
 - Empowerment
 - Relationships: family

Assessment:

The learner will create a health advocacy statement.

Outcome 8: Prevention & Disease Control

The learner will demonstrate understanding of communicable and non-communicable diseases by explaining their impact on one's social, emotional and physical health and by identifying prevention strategies.

Objectives:

- The learner will explain the impact of common communicable and non-communicable diseases on physical, emotional and social health by completing a project that describes a disease and methods of prevention.

Examples of diseases:

Communicable

Pink eye
Mononucleosis
Bird Flu
HIV (teacher research)

Non-communicable

Forms of cancer
Diabetes
Arthritis
A.L.S.
Heart Disease

Psychological

Eating disorders
Alcoholism
Cutting
Depression

Assessment:

The learner will complete a disease project that identifies the relationship between disease and all components of health.

Outcome 9: Substance Abuse

The learner will demonstrate the ability to practice health-enhancing behaviors (regarding substance abuse) and reduce risky behaviors by accepting responsibility for physical, emotional and social well being.

Objectives:

- The learner will analyze factors in making responsible decisions regarding substance use/abuse.
- The learner will recognize the consequences of substance use/abuse.
- The learner will identify the risks of substance use/abuse.
 - Marijuana
 - Amphetamines
 - Hallucinogenic
 - Barbiturates
 - Narcotics
 - Reinforce alcohol, tobacco, inhalants.
- The learner will practice decision making/refusal skills

Assessment:

The learner will create a health advocacy statement.

Outcome 10: Consumer Health

The learner will demonstrate the ability to use interpersonal communication skills to enhance health.

The learner will analyze influences such as culture, media and technology on physical, emotional and social health.

Objectives:

- The learner will analyze how messages from media and other sources influence health behaviors.
- The learner will demonstrate refusal and negotiation skills to enhance health.

Assessment:

The learner will create a health advocacy statement.

Primary Textbook:

Teen Health, Course 2. Glencoe- McGraw-Hill. 2007. Blacklick, OH

KNOW YOUR SELF

8th Grade Health

6 weeks

Description:

This class gives students the opportunity to learn more about themselves in units covering personality/self-concept, communication, family, friends/cliques, eating disorders, and human sexuality. The unit on human sexuality focuses on seven basic values: equality, honesty, respect, responsibility, promise-keeping, self-control and social justice. The theme throughout the human sexuality unit is abstinence.

Outcome 1: Environmental Health

The learner will understand how the environment impacts physical, emotional and social health by explaining the relationship between the health issue and the environment.

Objectives:

- The learner will identify environmental factors that affect fetal development

Assessment:

The learner will identify a life goal and analyze factors that enhance or detract from goal attainment.

Outcome 2: Human Growth & Development not included in Know Your Self

Outcome 3: Emotional Health

The learner will demonstrate knowledge of emotional health by recognizing positive and negative indicators of well-being for self and others.

The learner will demonstrate knowledge of emotional health by identifying resources/help.

Objectives:

- The learner will demonstrate knowledge of suicide prevention and destructive behaviors by identifying warning signs.
- The learner will demonstrate knowledge of resources by identifying how to access assistance for self or others.

Assessment:

The learner will provide a written response to short answer questions.

Outcome 4: Social Health

The learner will analyze characteristics of relationships by examining interpersonal behaviors. (Positive and negative)

The learner will demonstrate knowledge of interpersonal skills by identifying strategies used to maintain healthy relationships.

Objectives:

- The learner will demonstrate knowledge of controlling behaviors by describing/citing ways to avoid and reduce threatening situations (bullying, cliques, and sexual harassment).
- The learner will analyze personal relationships to identify healthy choices related to sexuality.
- The learner will understand the factors in making responsible decisions regarding sexual activity vs. abstinence and its consequences.

Assessment:

The learner will identify a life goal and analyze factors that enhance or detract from goal attainment.

Outcome 5: Injury Prevention

The learner will examine choices regarding safety and injury prevention by explaining how to eliminate/reduce negative consequences to self and others.

Objectives:

- The learner will distinguish between safe and risky or harmful behaviors in relationships.
- The learner will demonstrate ways to avoid and reduce threatening situations.
 - Internet, sexual assault
 - Passive, assertive, aggressive
 - Sexism, sex role stereotypes
 - Sexually transmitted diseases
 - Pregnancy
 - Abstinence/refusal skills

Assessment:

The learner will complete a teen parenting simulation project.

Outcome 6: Nutrition not included in Know Your Self

Outcome 7: Personal Health

The learner will apply knowledge of self care by explaining the relationship between physical, emotional, and social well being.

Objectives:

- The learner will recognize the qualities of personality by explaining how it is acquired and how it impacts life balance.
 - Empowerment, build and maintain confidence
 - Personality
 - Dating/sexuality, peers, family
- The learner will comprehend the impact of goals on one's health by summarizing the impact on physical, emotional and social well being.
 - Decision Making/Values

Assessment:

The learner will identify a life goal and analyze factors that enhance or detract from goal attainment.

Outcome 8: Prevention & Disease Control

The learner will demonstrate understanding of communicable and non-communicable diseases by explaining their impact on one's social, emotional and physical health and by identifying prevention strategies.

Objectives:

- The learner will demonstrate comprehension of the relationship between risky behaviors and sexually transmitted diseases by summarizing their impact on physical, emotional and social health.
- The learner will demonstrate understanding of abstinence by identifying factors to support decisions to abstain from risky behaviors.
- The learner will recognize risk factors that impact sexual health.
 - Examples of risk factors:
 - Substance abuse
 - Peer group
 - Personal safety practices
 - Sexual activity

Assessment:

The learner will identify a life goal and analyze factors that enhance or detract from goal attainment.

Outcome 9: Substance Abuse

The learner will demonstrate the ability to practice health-enhancing behaviors and reduce risky behaviors by accepting responsibility for physical, emotional and social well being.

Objectives:

- The learner will recognize the relationship between substance abuse and risky sexual behaviors.
- The learner will identify influences on risky behavior
- The learner will practice decision making/refusal skills

Assessment:

The learner will identify a life goal and analyze factors that enhance or detract from goal attainment.

Outcome 10: Consumer Health

The learner will demonstrate the ability to use interpersonal communication skills to enhance health.

The learner will analyze influences such as culture, media and technology on physical, emotional and social health.

Objectives:

- The learner will describe the influence of cultural beliefs on health behaviors and the use of health services.
- The learner will analyze the influence of technology on personal and family health.
- The learner will analyze how information from peers influences health.

- The learner will analyze how messages from media and other sources influence health behaviors.

Assessments:

The learner will identify a life goal and analyze factors that enhance or detract from goal attainment.

Primary Textbook:

Health and Wellness, Grade 8. Glencoe, McGraw-Hill. 2005. Blacklick, OH

EVERYDAY LIVING

Everyday Living

5 credits S

Description:

Everyday Living is a semester course in health education and human growth and development, available to 10th or 11th grade students to fulfill graduation requirements. This course addresses the emotional, intellectual, and physical needs of the adolescent—information, guidance, and support in making responsible life decisions.

The curriculum is designed to meet local, state and federal mandates for drug education and comprehensive health education as well as the needs of this age of adolescence. It is a comprehensive study of self-concept, drug use and abuse, divorce, death and loss, suicide, violence, stress, aging, friendships, dating, and understanding human sexuality. Information will be used by students as they practice critical thinking regarding their personal lives, apply problem solving and decision-making skills, and deal with peer pressure. A pro-abstinence approach is taken in the understanding of sexuality unit.

Throughout this course, the seven core values of the eighth grade comprehensive health course are again highlighted. Those values—self-control, social justice, promise keeping, respect, equality, honesty and responsibility—are incorporated into lessons and student activities. Communications with families and use of community resources will be encouraged.

Current Board policy enables parents/guardians to request, for philosophical or ideological reasons, that their son/daughter be excused from this graduation requirement. Students excused from Everyday Living would register for one of the Human Resource Courses as a replacement. This replacement course, along with the current requirement that all students take one of the Human Resource Courses, means that students excused from Everyday Living will be required to take two of the Human Resource Courses to fulfill the graduation requirement. Parent/Guardians should contact the principal's office for direction and assistance.

Prerequisites: 10th Grade Standing

Outcome 1: Environmental Health

The learner will understand how the environment impacts physical, emotional and social health by explaining the relationship between the health issue and the environment.

The learner will analyze components of a healthy culture by identifying environmental issues.

Objectives:

- Recognize the impact of the environment on the following:
 - Pregnancy and fetal development
 - Stress
 - Communication
 - Nutrition
 - Goal Setting
 - Self-concept/self-esteem
 - Substance use and abuse
 - Conflict resolution
 - Grief/loss
 - Sexuality
 - Violence (child, domestic, sexually, family, school, peer)\
 - Sexually transmitted diseases

Assessment:

The learner will complete a written project that identifies the relationship between physical, emotional and social health and a course topic. (*See above*)

Outcome 2: Human Growth & Development not included in Everyday Living

Outcome 3: Emotional Health

The learner will demonstrate knowledge of emotional health by recognizing positive and negative indicators of well-being for self and others.

The learner will demonstrate knowledge of emotional health by identifying resources/help.

Objectives:

- The learner will demonstrate positive and negative strategies to manage stress.
- The learner will understand personal health and demonstrate ways to reduce risky and threatening situations
- The learner will develop strategies and ways to manage change, loss and grief
- The learner will recognize the emotional cycle of loss.
- The learner will recognize warning signs and identify interventions for suicide prevention.

Assessment:

Project to identify causes of stress and seek solutions to stress.

Outcome 4: Social Health

The learner will analyze characteristics of relationships by examining interpersonal behaviors. (Positive and negative)

The learner will demonstrate knowledge of interpersonal skills by identifying strategies used to maintain healthy relationships.

Objectives:

- The learner will discuss the behavior and emotional expectations for friendship, dating and intimate relationships

- The learner will list the options for family planning and explain the advantages and risks of each to support the decision for abstinence
- The learner will understand the factors in making responsible decisions regarding sexual activity and its consequences vs. abstinence.
- The learner will demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
- The learner will understand sexuality is an integral part of life

Assessment:

The learner will complete a written test and respond to case situations related to social issues.

Outcome 5: Injury Prevention

The learner will examine choices regarding safety and injury prevention by explaining how to eliminate/reduce negative consequences to self and others.

Objectives:

- The learner will distinguish between safe and risky or harmful behaviors in relationships.
- The learner will demonstrate ways to avoid and reduce threatening situations.
 - Internet
 - Sexual assault
 - Child abuse
 - Passive, assertive, aggressive
 - Sexually transmitted diseases
 - Pregnancy
 - Abstinence/refusal skills
 - Sport, warm-up
 - Sports nutrition
 - Depression, suicide
 - Self-mutilation

Assessment:

The learner will complete a written project that identifies the relationship between physical, emotional and social health and a course topic. *(See above*

Outcome 6: Nutrition

The learner will demonstrate understanding of nutrition by identifying how food choices impact physical, emotional and social health.

Objectives:

- The learner will synthesize nutrition information to develop a personalized nutrition plan.
- The learner will evaluate nutrition messages by critiquing for accuracy.
- The learner will demonstrate knowledge of nutrition by explaining the effects on physical, emotional and social health.

Assessment:

The learner will complete a diet analysis.

Outcome 7: Personal Health

The learner will apply knowledge of self care by explaining the relationship between physical, emotional, and social well being.

Objectives:

- The learner will demonstrate knowledge of personal responsibility for health by recognizing appropriate self care practices.
 - Relationships: health, unhealthy
 - Manipulative behaviors
 - Sustaining relationships
- The learner will assess the quality of a relationship by making a decision to maintain or end the relationship.
 - Power
 - Abuse
- The learner will comprehend the impact of goals on one's health by summarizing the impact on physical, emotional and social well being.
- The learner will apply knowledge of healthy behaviors by predicting the impact on the future.
 - Goals (develop a centeredness of purpose)
 - Career
 - Lifestyle
- The learner will recognize the affects of personality by explaining how it is acquired and it impacts life balance.
 - Dating relationships
 - Life experiences (positive and negative
 - Graduation
 - Grief/loss
 - Crisis
 - Stress
 - Success

Assessment:

The learner will complete a written project that identifies the relationship between physical, emotional and social health and a course topic. (*See above*)

Outcome 8: Prevention & Disease Control

The learner will demonstrate understanding of communicable and non-communicable diseases by explaining their impact on one's social, emotional and physical health and by identifying prevention strategies.

Objectives:

- The learner will recognize that drug use and sexual activity can transmit communicable diseases.
- The learner will recognize that drug use and sexual activity can make a person vulnerable to non-communicable diseases.
- The learner will demonstrate knowledge of reasons to practice and support abstinence by explaining the relationship to physical, emotional and social health.

Assessment:

The learner will complete a written project that identifies the relationship between physical, emotional and social health and a course topic. (*See above*)

Outcome 9: Substance Abuse

The learner will demonstrate the ability to practice health-enhancing behaviors and reduce risky behaviors by accepting responsibility for physical, emotional and social well being.

Objectives:

- The learner will analyze factors in making responsible decisions regarding substance use/abuse.
- The learner will recognize the consequences of substance use/abuse.
- The learner will identify the risks of substance use/abuse.
 - Categories of chemicals and chemical abuse
 - Codependence
- The learner will practice decision making/refusal skills.

Assessments:

The learner will complete a decision making project related to substance abuse.

Outcome 10: Consumer Health

The learner will demonstrate the ability to use interpersonal communication skills to enhance health.

The learner will analyze influences such as culture, media and technology on physical, emotional and social health.

Objectives:

- The learner will analyze how cultural diversity enriches and challenges health behaviors.
- The learner will evaluate the effect of media and other factors on personal, family and community health.
- The learner will evaluate the impact of technology on personal, family and community health.
- The learner will analyze how information from the community influences health.

- The learner will demonstrate skills for communicating effectively with family, peers and others.
- The learner will analyze how interpersonal communication affects relationships.
- The learner will demonstrate healthy ways to express needs, wants and feelings.
- The learner will demonstrate ways to communicate care, consideration and respect of self and others.
- The learner will demonstrate strategies for solving interpersonal conflicts without harming self and others.
- The learner will demonstrate refusal, negotiation and collaboration skills to avoid potentially harmful situation.
- The learner will analyze the possible causes of conflict in schools, families, and communities.
- The learner will demonstrate strategies used to prevent conflict.

Assessment:

The learner will complete a written project that identifies the relationship between physical, emotional and social health and a course topic. (*See above*)

Primary Textbook:

Pruitt, Allegrante, Prothrow-Stith. Health. Prentice Hall. 2007. Boston, MA.

**PROJECTED TIMELINE FOR MILLARD EDUCATION PROGRAM
Pre-K -Health Education**

Phase	Task	Year
Phase I	<ul style="list-style-type: none"> • Establish core committee • Research by staff • Develop mission 	Fall 2006
Phase II	<ul style="list-style-type: none"> • Create scope & Sequence for curriculum alignment • Write course outcomes, objectives & assessments • Select instructional materials • Approve framework • Create curriculum guides 	2006-2007
Phase III	<ul style="list-style-type: none"> • Implement new curriculum, purchase new resources • Staff Development on new instructional practices & resources 	6-12 th Grade Fall 2007 Pre-K -5 Fall 2008
Phase IV	<ul style="list-style-type: none"> • Monitor, collect student & program assessment data 	2008-2009 2009-2010 2010-2011 2011-2012
Phase I	<ul style="list-style-type: none"> • Establish core committee • Research by staff • Develop mission 	2012