



Indiana Department of Education  
SUPPORTING STUDENT SUCCESS

# Indiana Academic Standards for Health & Wellness

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2010



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## Introduction:

### Indiana Academic Standards for Health & Wellness

The updated Indiana Academic Standards for Health & Wellness were approved unanimously by the Indiana State Board of Education on October 3, 2007. Work on the standards began in 2006 with a review of the 2002 Indiana Health Education Standards; and standards used by other state departments of education. The standards were updated for all grades, K – 12, and were aligned to the 2007 National Health Education Standards. Early drafts of the updated standards were reviewed by teachers, community health educators and university health education faculty. The standards were also posted online for review by Indiana teachers, administrators, school nurses, parents, physicians and community members. In the final step, the updated standards were again reviewed by national content reviewers for content, rigor, specificity, and comprehensiveness.

The 2002 standards title of Health Education was changed to Health & Wellness to align with the language used in the Core 40 course titles and the state and federal legislation focusing on promoting student health. Wellness is an interactive process of becoming aware of and practicing healthy choices to create a more successful and balanced lifestyle.

The Indiana Academic Standards for Health & Wellness:

- Support learning of appropriate skills for health promotion and disease prevention to enhance health and wellness.
- Are developmentally appropriate and identify what knowledge and skills students should have and be able to achieve.
- Are applicable to multiple health-related issues and cultures.
- Support learning of appropriate decision-making and goal-setting skills to enhance health.
- Will help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors.
- Provide a framework for curriculum development, instruction, and student assessment for students in K – 12.

### Literacy Standards for Health & Wellness

In 2010, the Indiana State Board of Education adopted the Common Core State Standards for English Language Arts, Mathematics, and Literacy in History/Social Studies, Science and Technical Subjects in an effort to help prepare students with the knowledge and skills they need to succeed in education and training after high school. In this context, Health and Wellness instruction is classified as a “technical subject.”



The Literacy Standards provide a consistent, clear understanding of what students are expected to learn in all content areas; thus allowing teachers the ability to better serve their students. They set requirements for literacy in all content areas, including health and wellness instruction. The Literacy Standards are predicated on teachers in all content areas using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the Literacy Standards are **not** meant to replace content standards, but rather supplement them.

Part of the motivation behind the disciplinary approach to literacy, promulgated by the Literacy Standards, is the extensive research establishing the need for students to be proficient in reading complex informational text independently in a variety of content areas. Significant reading of informational texts should, and does take place outside English language arts (ELA) classrooms. There is a need for students to be proficient in reading these complex texts because most of the required reading in college and workforce training programs is informational in structure and challenging in content. Being proficient will then better prepare students for college or a career. Beginning in 2014-15, assessments over these standards will replace ISTEP+, and will cover all reading and writing students do in a grade, not just their reading and writing in the ELA context.

The Literacy Standards also cultivate the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. College and career readiness requires that writing focus significantly on writing to argue, to inform or explain.

At the elementary level, the Common core State Standards for English Language Arts in reading and writing should be implemented using texts which develop students' content knowledge including health and wellness. At the secondary level, the Literacy Standards for Health and Wellness are organized in the following grade bands: 6-8 and 9-12. Within each grade band, the Literacy Standards ask students to read and write within the discipline of health and wellness. In grade bands 6-8 and 9-12, health and wellness teachers will implement the Common Core State Standards for Literacy in Technical Subjects along with the Indiana Academic Standards for Health and Wellness. The Literacy Standards in these grade bands are organized into 10 reading and 10 writing standards. It is imperative to keep in mind that because the Literacy Standards use grade level and grade bands to present the standards; teachers teaching at the beginning of the grade level or grade band may need to provide scaffolding for students to be successful, where teachers teaching at the end of the grade level or grade band should expect students to demonstrate the standards independently.



## KINDERGARTEN

### Standard 1

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

*Students acknowledge personal responsibility for health promotion and/or risk reduction. They describe healthy behaviors to prevent or reduce their risk of injury and/or illness. Students list the components of health as emotional, physical and social.*

K.1.1 Name healthy behaviors.

**Example:** State that brushing teeth, eating breakfast, not using tobacco, and getting adequate sleep are examples of healthy behaviors.

K.1.2 Identify that physical health is one dimension of health and wellness.

**Example:** Identify that a healthy person exercises, eats well, and goes to the doctor.

K.1.3 Tell ways to prevent the spread of germs.

**Example:** Tell about self-care routines that can help prevent illness and infectious diseases.

K.1.4 State behaviors to prevent or reduce childhood injuries.

**Example:** Tell peers how to play safely on the playground to prevent injuries.

K.1.5 Tell why it is important to be checked by a doctor or dentist.

**Example:** State the benefits of going to the doctor and/or dentist.

### Standard 2

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

*This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth. Students compare how the family, peers and media influence personal health.*



K.2.1 Identify how the family influences personal health practices.

**Example:** Name the health practices of family members observed (e.g., brushing teeth, washing hands, wearing safety belt, looking both ways before crossing a street, etc.), and/or name physical activities in which you have observed family members participating (e.g., mowing the yard, working in the garden, running on treadmill, bicycling, playing kickball, etc.).

K.2.2 Recall what the school can do to support personal health practices.

**Example:** Recall the school guidelines for communicating feelings to others (e.g., use I messages such as: I feel angry, I am sad, my feelings are hurt, I am happy, etc.), and how the rules were communicated (e.g., posters, verbalized, counselor presentation, role play, etc.).

K.2.3 State how the media influences behaviors.

**Example:** Name the words (e.g., slogans, rhymes, jingles, etc.) used in commercials to sell a food item, and how they can influence an individual to purchase the product.

### **Standard 3**

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

*This standard focuses on how to identify and access valid health resources. Students know who to ask for health information and health-promoting products to prevent health problems.*

K.3.1 Name a person who can help promote health and wellness.

**Example:** Identify parents, teachers, or doctors as people who can teach others about good health.

K.3.2 Name ways to locate a school helper for a health-related situation.

**Example:** Describe how to find an adult at school who could help when another student has a bloody nose and/or name the school office as a place to find a school health helper (e.g., principal, school nurse, school counselor, etc.).



## **Standard 4**

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

*This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. Students practice refusal skills to avoid or reduce health risks. Students name feelings to strengthen interactions and reduce/ avoid a conflict.*

K.4.1 Identify healthy ways to express needs.

**Example:** Indicate appropriate ways to express needs in a variety of situations (e.g., disagreeing with a friend, asking for help with buckling a safety belt, going to the restroom, etc.).

K.4.2 State listening skills.

**Example:** Brainstorm a list of listening skills appropriate in a variety of classroom and home situations (e.g., when a teacher speaks, during sharing time, when a parent is speaking, etc.).

K.4.3 State ways to respond when in an unwanted situation.

**Example:** Name assertive responses or skills that could be used in an unwanted situation at school (e.g., saying No; walking away, etc.).

K.4.4 State ways to tell a trusted adult if feeling threatened.

**Example:** Show how to tell an adult about a student that is pushing and shoving in the hall, on the playground, or at the bus stop.

## **Standard 5**

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

*Students list the steps of a decision-making process which enables them to collaborate with others to improve quality of life. Decision-making skills are needed in order to identify, implement and sustain health-enhancing behaviors.*

K.5.1 Identify health-related situations.



**Example:** List ways to stay safe while traveling to and from school, and/or select an example of an “always” and a “sometimes” after school snack.

K.5.2 Identify when assistance is needed for health-related situations.

**Example:** Explain that medicine should only be given to children by parents or trusted adults, and/or identify a dangerous situation that requires help (e.g., someone is hurt or being hurt, when you have an “uh-oh” feeling inside, etc.).

## **Standard 6**

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

*This standard includes the critical steps needed to achieve both short-term and long-term health goals. Students identify health goals based upon personal needs. Students list and implement steps to achieve short-term health goals.*

K.6.1 Name personal health and wellness goals.

**Example:** Name goals such as daily physical activity, getting adequate sleep, eating a balanced diet, and covering the mouth when coughing, etc.

K.6.2 Name who can help to achieve a personal health goal.

**Example:** State who can help when planning to be physically active after the school day (e.g., babysitter, parent, older sibling, relative, etc.).

## **Standard 7**

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

*This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors. Students name health behaviors to prevent injuries, diseases, and disorders.*

K.7.1 Identify healthy behaviors to improve personal health and wellness.

**Example:** Draw a picture of how family members can help keep their body strong by being physically active instead of using the computer, watching television, or other non-physical activities.





K.7.2 Name behaviors that prevent injuries.

**Example:** Show safety skills needed to prevent injury (e.g., exit the classroom properly during a fire drill, remain seated while riding a bus, etc.).

## **Standard 8**

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

*This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors. Students name sources of information about health. Students demonstrate skills to encourage others to practice healthful behaviors.*

K.8.1 Repeat rules that promote personal health.

**Example:** Repeat safety rules such as: “don’t smell, don’t taste, don’t touch a poison—ask grown up”; “click it or ticket”; “stop, drop, and roll;” etc.

K.8.2 Tell how peers can make positive choices.

**Example:** Draw a picture to encourage classmates to use a booster seat or wear a safety belt.



## GRADE 1

### Standard 1

#### **Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

*Students acknowledge personal responsibility for health promotion and/or risk reduction. They describe healthy behaviors to prevent or reduce their risk of injury and/or illness. Students list the components of health as emotional, physical and social.*

1.1.1 Tell how healthy behaviors impact personal health and wellness.

**Example:** Tell why being tobacco-free is a healthy behavior.

1.1.2 Recognize that emotional health is one dimension of health.

**Example:** Identify words that describe emotions and relate common emotions to situations.

1.1.3. Explain personal behaviors to prevent communicable diseases.

**Example:** Explain the steps of the universal precautions (don't touch another person's bodily fluids, don't pick up needles, etc.).

1.1.4. Identify places to play to prevent common childhood injuries.

**Example:** Recognize safe places to play, walk or ride (e.g., paths, sidewalks, trails, playground, yard, park, school, etc.).

1.1.5 Explain why it is important to have regular medical checkups.

**Example:** Explain that doctors and nurses have special skills, knowledge and equipment to detect and care for health problems.

### Standard 2

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

*This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth. Students compare how the family, peers and media influence personal health.*

1.2.1 Describe how the family influences personal health behaviors.



**Example:** Describe how a family member models healthy behaviors (e.g., eating healthy foods, wearing safety equipment, going to the dentist, etc.), and/or state the physical activities that a family does together and how this influences the health of family members.

1.2.2 Recognize what the school can do to support personal health behaviors.

**Example:** Recognize how the school counselor can help when a conflict occurs on the playground.

1.2.3 Identify how the media can influence health.

**Example:** Identify how television commercials and magazine advertisements entice someone to purchase food products.

### **Standard 3**

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

*This standard focuses on how to identify and access valid health resources. Students know who to ask for health information and health-promoting products to prevent health problems.*

1.3.1 Choose a professional who can help promote health and wellness.

**Example:** Indicate an individual who could answer questions about dental health (e.g., dentist, dental hygienist, school nurse etc.).

1.3.2 List ways to locate a community helper for a health-related situation.

**Example:** Demonstrate the ability to call 911 in an emergency.

### **Standard 4**

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

*This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. Students practice refusal skills to avoid or reduce health risks. Students name feelings to strengthen interactions and reduce/ avoid a conflict.*

1.4.1 Describe healthy ways to express needs, wants and feelings.



**Example:** Show appropriate ways to express feelings when upset (e.g., tone and volume of voice, waiting ones turn, not hitting, etc.).

1.4.2 Identify listening skills related to health.

**Example:** Show the listening skills a good listener uses when someone else is talking (e.g., not interrupting, not talking, paying attention, making eye contact, etc.).

1.4.3 Identify ways to respond when in a threatening or dangerous situation

**Example:** Describe appropriate ways to respond when separated from your family at an event (e.g., fair, shopping, school or community event, etc.).

1.4.4 Identify ways to tell a trusted adult if threatened or harmed by another person.

**Example:** Discuss how to tell an adult that you are being bullied.

## **Standard 5**

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

*Students list the steps of a decision-making process which enables them to collaborate with others to improve quality of life. Decision-making skills are needed in order to identify, implement and sustain health-enhancing behaviors.*

1.5.1 Describe a health-related decision.

**Example:** Explain safe behaviors when walking, playing, and riding in a vehicle or describe the difference between an “always” and a “sometimes” after school snack.

1.5.2 Describe situations when assistance is needed for a health-related decision.

**Example:** Determine when adult help is needed to take medicine (e.g., asthma attack, allergy reaction, headache, etc.), or describe a dangerous situation that requires adult assistance (e.g., someone is being hurt by an adult [abuse], when the actions of another person gives you an “uh-oh” feeling inside, etc.).

## **Standard 6**

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



*This standard includes the critical steps needed to achieve both short-term and long-term health goals. Students identify health goals based upon personal needs. Students list and implement steps to achieve short-term health goals.*

1.6.1 Name actions to take toward achieving a short-term health goal.

**Example:** State a short-term goal to eat five or more fruits and vegetables every day and use a chart for one week to keep track of the fruit and vegetable intake.

1.6.2 Identify who can help to achieve a personal health goal.

**Example:** Identify who can help in achieving a goal related to healthy eating (e.g., family member, teacher, babysitter, etc.).

## **Standard 7**

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

*This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors. Students name health behaviors to prevent injuries, diseases, and disorders.*

1.7.1 Describe healthy practices to maintain personal health and wellness.

**Example:** Show how to be a safe pedestrian while walking with family members for physical activity.

1.7.2 Describe behaviors that reduce health risks.

**Example:** Tell in your own words how to be a safe pedestrian (e.g., look left, right, and left again before crossing, stand away from curb while waiting for a bus, use crosswalks, etc.), and/or give examples of behaviors that reduce health risks (e.g., swim with a buddy, using a booster seat, brushing and flossing teeth, etc.).

## **Standard 8**

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

*This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors. Students name*



*sources of information about health. Students demonstrate skills to encourage others to practice healthful behaviors.*

1.8.1 Identify ways to promote health and wellness.

**Example:** Tell in your own words how to be safe when riding in a vehicle or participating in wheeled activities (e.g., bicycle, scooter, skateboard, all-terrain vehicle, etc.).

1.8.2 Assist peers to make positive choices.

**Example:** Create a rhyme encouraging classmates to wash their hands.



## GRADE 2

### Standard 1

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

*Students acknowledge personal responsibility for health promotion and/or risk reduction. They describe healthy behaviors to prevent or reduce their risk of injury and/or illness. Students list the components of health as emotional, physical and social.*

2.1.1 Identify that healthy behaviors affect personal health.

**Example:** Describe that exercising, healthy eating, and being tobacco-free can help keep the body strong and healthy.

2.1.2 Recognize that there are multiple dimensions of health.

**Example:** Identify the dimensions of health as physical, mental and social.

2.1.3 Describe ways to prevent communicable diseases.

**Example:** Describe methods for preventing the spread of germs through food, water, air, and touch.

2.1.4 List ways to prevent common childhood injuries.

**Example:** List safety rules and safety equipment to use that help make playing sports activities safe.

2.1.5 Describe why it is important to seek health care.

**Example:** Describe the importance of regular dental visits, physical exams, immunizations, and eye exams, etc.

### Standard 2

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

*This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth. Students compare how the family, peers and media influence personal health.*



2.2.1 Identify how the family influences personal health practices and behaviors.

**Example:** Explain how a family member teaches a child about health habits (e.g., exercise together, how to properly use safety belts, etc.), and/or tell, in your own words, the physical activities that family members do individually or together to enhance their health and wellness.

2.2.2 Identify what the school can do to support personal health practices and behaviors.

**Example:** Describe how the peer mediation program helps to resolve conflicts on the playground.

2.2.3 Describe how the media can influence health behaviors.

**Example:** Describe how a nutrition-related media message can entice a person to buy that food item.

### **Standard 3**

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

*This standard focuses on how to identify and access valid health resources. Students know who to ask for health information and health-promoting products to prevent health problems.*

2.3.1. Identify trusted adults and professionals who can help promote health.

**Example:** Determine who to go to when you feel ill or have an injury on the playground (e.g., principal, school nurse, teacher, etc.).

2.3.2 Identify ways to locate school and community health helpers.

**Example:** Demonstrate how to find a sign in a store window that indicates it is a safe place for children, and/or explain the actions to take to seek assistance from the school nurse.

### **Standard 4**

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





*This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. Students practice refusal skills to avoid or reduce health risks. Students name feelings to strengthen interactions and reduce/ avoid a conflict.*

2.4.1 Demonstrate healthy ways to express needs, wants and feelings.

**Example:** Describe how to appropriately express a strong feeling like anger (e.g., I messages, being calm, etc.).

2.4.2 Demonstrate listening skills to enhance health.

**Example:** Demonstrate listening skills that promote better relationships (e.g., not interrupting, paying attention, not talking to others, explaining how to be kind).

2.4.3 Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.

**Example:** Illustrate different ways to respond when there is someone knocking on the door when home alone or parent is asleep.

2.4.4 Demonstrate ways to tell a trusted adult if threatened or harmed.

**Example:** Demonstrate ways a student can communicate with a trusted adult after being offered a ride home by someone they do not feel comfortable with or they do not know.

## Standard 5

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

*Students list the steps of a decision-making process which enables them to collaborate with others to improve quality of life. Decision-making skills are needed in order to identify, implement and sustain health-enhancing behaviors.*

2.5.1 Identify situations when a health-related decision is needed.

**Example:** Identify how the food guide pyramid can be used to guide the choice of an after school snack and/or discuss safe walking practices in challenging situations (e.g., walking alone, crossing streets, no sidewalk, etc.).

2.5.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.



**Example:** Suggest rules for safe use of medicines (e.g., only take medicine under the guidance of an adult, only take medicine prescribed for you, always take the proper dosage, etc.) and/or differentiate between dangerous situations requiring adult assistance and those that do not (e.g., taking a ride from someone you know without parental permission).

## **Standard 6**

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

*This standard includes the critical steps needed to achieve both short-term and long-term health goals. Students identify health goals based upon personal needs. Students list and implement steps to achieve short-term health goals.*

2.6.1 Identify a short-term personal health goal and take action toward achieving the goal.

**Example:** Suggest a short-term goal for maintaining or improving dental health (e.g., brushing, flossing, wearing a mouth guard, etc.) and chart the behavior.

2.6.2 Identify who can help when assistance is needed to achieve a personal health goal.

**Example:** Suggest who can help when making a plan to deal with angry feelings in a healthy way (e.g., teacher, family member, babysitter, coach, etc.).

## **Standard 7**

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

*This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors. Students name health behaviors to prevent injuries, diseases, and disorders.*

2.7.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

**Example:** Show how to properly clean a minor abrasion (e.g., skinned knee, scrapes, etc.) and cover with a bandage.



2.7.2 Demonstrate behaviors that avoid or reduce health risks.

**Example:** Demonstrate bicycle safety skills (e.g., helmet use, hand signals, where to ride safely, etc.).

## **Standard 8**

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

*This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors. Students name sources of information about health. Students demonstrate skills to encourage others to practice healthful behaviors.*

2.8.1 Make requests to promote personal health.

**Example:** Ask a parent to take a walk after school to increase physical activity and/or suggest a healthy meal to be prepared at home.

2.8.2 Encourage peers to make positive health choices.

**Example:** Design a poster to encourage peers to eat healthy snack foods.



## GRADE 3

### Standard 1

#### **Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

*Students acknowledge personal responsibility for health promotion and/or risk reduction. They describe healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan. Students examine the interrelationships of emotional, physical and social health and how they can be impacted by their surroundings.*

3.1.1 Identify the link between healthy choices and being healthy.

**Example:** Cite how choosing to avoid tobacco use can impact personal health (e.g., prevents tobacco-related bad breath and discoloring of teeth, prevents tobacco burns on clothing and furniture, reduced risk of pre-cancerous mouth lesions).

3.1.2 Give examples of physical and emotional health.

**Example:** Explain how exercising, eating well and getting enough sleep helps people feel better emotionally when they experience stressful times.

3.1.3 Identify how a safe and healthy school environment promotes personal health.

**Example:** Tell in your own words how the school supports healthy eating behaviors.

3.1.4 Identify ways to prevent common childhood injuries.

**Example:** Identify safety measures and equipment to prevent accidents and injuries in the home (e.g., burns, falls, cuts, etc.).

3.1.5 Recognize times when it might be important to seek health care.

**Example:** Recognize that symptoms like a fever, sore throat, or tooth-ache might need to be detected and treated by going to a health care provider.



## **Standard 2**

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

*This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors. Students compare how the family, peers, culture and media influence personal and family health. Students review how laws influence health promotion and risk reduction.*

3.2.1 Recall how the family influences personal health and wellness practices.

**Example:** Show the safety practices that family members demonstrate to stay safe in the home (e.g., holding a ladder, using hand tools safely, practicing home fire drills, etc.).

3.2.2 Observe the influence of culture on health practices.

**Example:** Recognize the differences in health practices of different ethnic groups (e.g., medical care, hygiene practices, etc.).

3.2.3 State how peers can influence healthy behaviors.

**Example:** Tell ways to invite or include peers when playing during recess or after school (playing kickball, soccer, softball, etc.).

3.2.4 Discuss how the school can support personal health behaviors.

**Example:** Discuss how physical education teachers encourage children to be physically active.

3.2.5 Identify how media and technology influence health behaviors.

**Example:** Identify media messages depicting healthy behaviors and/or name the positive and negative impact of computers, video games, TV, pedometers, etc., on personal health and wellness.

## **Standard 3**

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

*This standard focuses on how to identify and access valid health resources and to reject unproven sources. Students list valid sources of health information, health-promoting products, and services to prevent and detect health problems.*



3.3.1 State characteristics of valid health products and services.

**Example:** State that valid health services are provided by trusted individuals such as doctors, nurses, counselors, etc., who may work in hospitals, clinics, health departments, or other facilities.

3.3.2 Name resources from home and school that provide valid health information.

**Example:** Name a resource person at school (e.g., school nurse, food service coordinator, counselor, media/technology specialist, etc.) that can help provide or find valid health information.

## **Standard 4**

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

*This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. Students demonstrate refusal and conflict-resolution skills to enhance health and avoid or reduce health risks. Students describe feelings to strengthen interpersonal interactions and reduce or avoid conflict.*

3.4.1 Name effective nonverbal communication skills to enhance health and wellness.

**Example:** List nonverbal interpersonal communication skills that build healthy friendships (e.g., eye contact, tone of voice, body language, and facial expressions).

3.4.2 Identify refusal strategies that reduce health risks.

**Example:** Tell how to politely refuse a snack or second helping when feeling full.

3.4.3 Suggest nonviolent strategies to manage conflict.

**Example:** Identify possible choices to consider when being teased about physical appearance.

3.4.4 Illustrate how to ask for assistance with a difficult personal situation.

**Example:** Role play how to ask for help when bullied by a friend, threatened by someone unknown, and/or when basic needs are not met.



## **Standard 5**

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

*This standard includes the essential steps needed to make healthy decisions as prescribed in the performance indicators. Students list the steps of a decision-making process which enables them to collaborate with others to improve quality of life now and in the future.*

3.5.1 Indicate routine health-related situations.

**Example:** Indicate personal choices that contribute to personal health and wellness (e.g., brushing teeth, getting plenty of rest/sleep, washing hands, etc.) and/or demonstrate everyday decisions that contribute to being a good friend (e.g., be a good listener, help a friend when needed, etc.).

3.5.2 Identify when support is needed when making a health-related decision.

**Example:** Discuss how adults can help an individual avoid drugs and stay safe (e.g., don't smoke in the car).

3.5.3 Tell options to health-related issues or problems.

**Example:** State ways to get friends to be physically active during recess.

3.5.4 Indicate the possible consequences of each choice when making a health-related decision.

**Example:** Identify the safety-related pros and cons of using different forms of transportation to and from school (e.g., bus, car, walking, etc.).

3.5.5 Identify a healthy choice when making a decision.

**Example:** Identify a healthy after school snack.

## **Standard 6**

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

*Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. Students identify health goals based upon personal needs. Students design and implement steps to achieve short-term and long-term health goals.*



3.6.1 Select a personal health goal and track progress.

**Example:** Select a personal health goal related to healthy sleep habits (e.g., bedtime routine, number of hours of sleep, morning routine, etc.) and track progress.

3.6.2 Recognize resources to achieve a personal health goal.

**Example:** Recognize parents, teachers, or school counselor, etc., to help with a goal of managing angry feelings appropriately (e.g., taking deep breaths, listening to music, talking to a trusted adult, etc.).

## **Standard 7**

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

*This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors. Students demonstrate health-enhancing behaviors to prevent injuries, diseases and disorders.*

3.7.1 Name healthy behaviors.

**Example:** Show personal health behaviors that can prevent disease. (e.g., wear sunscreen, sunglasses, not sharing drinks, etc.).

3.7.2 Identify a healthy practice to maintain personal health and wellness.

**Example:** Show strategies to manage stress (e.g., play, talk with a friend, listen to music, physical activity, etc.).

3.7.3 Recognize actions to avoid health risks.

**Example:** Show a variety of health behaviors that may help reduce risks when home alone or babysitting (e.g., answering the phone, having a friend over, using kitchen appliances properly, etc.) and/or explain how to use universal precautions to avoid health risks. (e.g., when, why and who uses universal precautions; not touch a band-aid, not touching other's blood, etc.).

## **Standard 8**

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





*This standard helps students develop important skills to target their health enhancing messages. Students name sources of valid information about health issues. Students demonstrate skills to encourage others to adopt health-enhancing behaviors.*

3.8.1 Share correct information about a health issue.

**Example:** Illustrate the benefits of being physically active.

3.8.2 Tell how to help others to make positive choices.

**Example:** Create a rhyme to encourage others to make positive choices (e.g., be a good friend, wear safety equipment, eat healthy snacks, or use stairs rather than an elevator, etc.).



## GRADE 4

### Standard 1

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

*Students acknowledge personal responsibility for health promotion and/or risk reduction. They describe healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan. Students examine the interrelationships of emotional, physical and social health and how they can be impacted by their surroundings.*

4.1.1 Explain the connection between behaviors and personal health.

**Example:** Explain that refraining from tobacco use can prevent nicotine addiction.

4.1.2 Recognize examples of intellectual and social health.

**Example:** Explain ways that healthy relationships, with family members and friends, contribute to positive social health.

4.1.3 Summarize ways in which a safe and healthy community environment can promote health.

**Example:** Give examples of how rules against smoking on school property and public places protect others from the effects of environmental tobacco smoke.

4.1.4 Explain ways to prevent common health problems.

**Example:** Explain safety rules and equipment to reduce the risk of swimming injuries and drowning.

4.1.5 Explain how to prevent illness by seeking care from medical personnel.

**Example:** Explain that a health care provider can give immunizations to help prevent diseases during childhood and adolescence.

### Standard 2

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



*This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors. Students compare how the family, peers, culture and media influence personal and family health. Students review how laws influence health promotion and risk reduction.*

4.2.1 Describe how the family influences personal health and behaviors.

**Example:** Summarize the most common ways healthy behaviors are learned from the family.

4.2.2 Illustrate the influence of culture on health and behaviors.

**Example:** Draw and label meals from different cultures (identifying specific geographic regions and availability of foods).

4.2.3 Determine how peers can influence unhealthy behaviors and promote wellness.

**Example:** Give examples of how peers can influence an inactive peer to be more physically active (e.g., play with them, invite them to join a game, identify their strength or skill).

4.2.4 Identify how the community can support personal health practices.

**Example:** List ways the community provides opportunities for children to participate in physical activities.

4.2.5 Describe how media and technology can influence health behaviors.

**Example:** Describe how the media sends mixed messages about health and wellness to children (e.g., eat heart healthy foods vs. buy these great tasting potato chips) and/or name the positive and negative impact of computers, video games, TV, pedometers, etc.

### **Standard 3**

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

*This standard focuses on how to identify and access valid health resources and to reject unproven sources. Students list valid sources of health information, health-promoting products, and services to prevent and detect health problems.*

4.3.1 Recognize characteristics of valid health information and services.

**Example:** Identify Internet sources that end in .gov or .org as sources that usually provide valid health information.



- 4.3.2 Identify resources from the community that provide valid health and wellness information.

Example: Demonstrate the ability to use the Internet to find government sources of nutrition information for children, and/or use the Internet to locate information about heart disease from a voluntary health organization such as the American Heart Association.

## **Standard 4**

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

*This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. Students demonstrate refusal and conflict-resolution skills to enhance health and avoid or reduce health risks. Students describe feelings to strengthen interpersonal interactions and reduce or avoid conflict.*

- 4.4.1 Explain effective verbal communication skills to enhance health.

Example: Discuss how to express feelings in a healthy way (e.g., I messages, respect, tact, empathy, etc.) with a variety of situations (e.g., experiencing the death of a pet, seriously ill family member, school lunch spills on clothing, etc.).

- 4.4.2 Show refusal skills that avoid health risks.

Example: Tell in your own words how to refuse when offered a tobacco product.

- 4.4.3 Practice nonviolent strategies to resolve conflict.

Example: Demonstrate nonviolent strategies to resolve a conflict when there is a misunderstanding between friends (e.g., how to stay calm and not make the conflict worse; listen to the other person; identify choices or resolve conflict; compromise on a choice that is fair for those involved, etc.).

- 4.4.4 Model how to ask for support to enhance personal health and wellness.

Example: Practice asking for support when trying to control anger, change a habit or improve listening skills.



## **Standard 5**

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

*This standard includes the essential steps needed to make healthy decisions as prescribed in the performance indicators. Students list the steps of a decision-making process which enables them to collaborate with others to improve quality of life now and in the future.*

4.5.1 Explain situations that may require a thoughtful health-related decision.

Example: Explain what to do when approached with an uncomfortable request or situation.

4.5.2 Determine when help is needed to make a health-related decision.

Example: Give examples of situations involving tobacco use that may require the help of an adult (e.g., rode in the car with a sibling and they were smoking, continued pressure from a friend to smoke, peer pressure to steal a parent's tobacco, etc.).

4.5.3 Indicate healthy alternatives to health-related issues or problems.

Example: Tell ways to exercise safely in a variety of weather conditions (e.g., cold, wet, snowy, hot and humid, etc.).

4.5.4 Describe the possible consequences of each option when making a health-related decision.

Example: Describe the potential outcomes of strategies for practicing swimming safety (e.g., swimming with a buddy, diving only where permitted, etc.).

4.5.5 Determine a healthy alternative when making a decision.

Example: Determine a healthy option from a list of school party foods.

## **Standard 6**

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

*Goal-setting skills are essential to help students identify, adopt and maintain healthy behaviors. Students identify health goals based upon personal needs. Students design and implement steps to achieve short-term and long-term health goals.*



4.6.1 Plan a personal health goal and how to monitor its progress.

Example: Plan a personal health goal related to consuming more fruits and vegetables and use a chart for one week to track intake.

4.6.2 Discuss resources to help achieve a personal health goal.

Example: Discuss how trusted adults can assist a child in developing a school and home plan for taking medication.

## **Standard 7**

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

*This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors. Students demonstrate health-enhancing behaviors to prevent injuries, diseases and disorders.*

4.7.1 Describe positive health behaviors.

Example: Illustrate health behaviors that prevent the incidence of disease (e.g., stay home when ill, regular physical exams, etc.).

4.7.2 Describe a healthy behavior to improve personal health and wellness.

Example: Model strategies to manage anger (e.g., walk away, count to ten, talk with an adult, remove oneself from the situation, etc.).

4.7.3 Describe behaviors to reduce health risks.

Example: Show behaviors to take during fire related emergencies (e.g., for a kitchen, yard or campfire; stop, drop and roll; what to use to extinguish a fire, family meeting place, etc.).

## **Standard 8**

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

*This standard helps students develop important skills to target their health enhancing messages. Students name sources of valid information about health issues. Students demonstrate skills to encourage others to adopt health-enhancing behaviors.*



4.8.1 Give accurate information about a health issue.

Example: Develop a slogan/banner, using technology, to tell about the benefits of not using alcohol.

4.8.2 Illustrate how to assist others to make positive health choices.

Example: Design a bumper sticker to encourage others to abstain from tobacco use (e.g., personal use of smokeless tobacco, cigarettes, or cigars; secondhand smoke; etc.).



## GRADE 5

### **Standard 1**

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

*Students acknowledge personal responsibility for health promotion and/or risk reduction. They describe healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan. Students examine the interrelationships of emotional, physical and social health and how they can be impacted by their surroundings.*

5.1.1 Describe the relationship between healthy behaviors and personal health.

Example: Explain that refraining from tobacco use can prevent damage to the body.

5.1.2 Identify examples of emotional, intellectual, physical, and social health.

Example: Explain that feeling good about oneself and being able to identify what makes one unique and special are signs of positive emotional health and wellness.

5.1.3 Describe ways in which a safe and healthy school and community environment can promote personal health.

Example: Explain how bike paths, walking trails, sidewalks, playgrounds, and safe places to play can promote physical activity.

5.1.4 Describe ways to prevent common childhood injuries and health problems.

Example: Describe how to prevent the spread of cold and flu viruses.

5.1.5 Describe when it is important to seek health care.

Example: Describe common signs and symptoms of diseases and/or disorders and when to seek the care of medical, dental, mental/emotional, or other health-care providers.

### **Standard 2**

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





*This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors. Students compare how the family, peers, culture and media influence personal and family health. Students review how laws influence health promotion and risk reduction.*

5.2.1 Describe how the family influences personal health practices and behaviors.

Example: Identify safety equipment and safe practices that family members use when engaged in camping, boating, ice skating, skiing, and using all-terrain vehicles.

5.2.2 Identify the influence of culture on health practices and behaviors.

Example: Describe how cultural beliefs may influence dietary behaviors such as a vegetarian diet.

5.2.3 Identify how peers can influence healthy and unhealthy behaviors.

Example: Describe situations at home and school where peers actions and/or words encourage or discourage activities that promote physical activity.

5.2.4 Describe how the school and community can support personal health practices and behaviors.

Example: Explain how the school and community support physical activities through physical education class, recess, intramural sports, community parks, bicycle/walking paths and trails, and skate parks, etc.

5.2.5 Explain how the media influences thoughts, feelings and health behaviors.

Example: Explain the techniques (e.g., marketing approaches, logos, slogans, messages, environment/settings, etc.) that media uses to impact a person's thoughts, feelings or health behaviors.

5.2.6 Describe ways technology can influence personal health.

Example: Analyze ways that the Internet can impact our health (e.g., too much time on the computer or video games limits time for physical activity; extensive Internet resources create difficulty in determining valid and reliable sources of health-related information).

### **Standard 3**

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



*This standard focuses on how to identify and access valid health resources and to reject unproven sources. Students list valid sources of health information, health-promoting products, and services to prevent and detect health problems.*

5.3.1 Identify characteristics of valid health information, products and services.

Example: State that one characteristic of valid health products is that products are approved by trusted sources such as the Food & Drug Administration and the Consumer Product Safety Commission.

5.3.2. Locate resources from home, school and community that provide valid health information.

Example: Use the Internet to locate information about tobacco-use prevention from voluntary or governmental health organizations.

## **Standard 4**

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

*This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. Students demonstrate refusal and conflict-resolution skills to enhance health and avoid or reduce health risks. Students describe feelings to strengthen interpersonal interactions and reduce or avoid conflict.*

5.4.1. Demonstrate effective verbal and nonverbal communication skills to enhance health.

Example: Model effective expression of feelings using verbal and nonverbal communication skills (e.g., empathy, grief, sadness, a friend's relative passes away, cultural/ethnic differences of showing respect, etc.).

5.4.2. Demonstrate refusal skills that avoid or reduce health risks.

Example: Model how to refuse a food because it is less healthy or because of personal preference.

5.4.3. Demonstrate nonviolent strategies to manage or resolve conflict.



Example: Present a compromise situation that is fair for both persons when two classmates want to use the same piece of classroom equipment or classmates disagree about a game rule interpretation during recess.

5.4.4. Demonstrate how to ask for assistance to enhance personal health.

Example: Practice how to ask for assistance when a friend is being bullied or teased or a friend may have a dangerous object at school such as a gun, knife or other weapon.

## **Standard 5**

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

*This standard includes the essential steps needed to make healthy decisions as prescribed in the performance indicators. Students list the steps of a decision-making process which enables them to collaborate with others to improve quality of life now and in the future.*

5.5.1 Identify health-related situations that may require a thoughtful decision.

Example: Identify what to do to stay safe when someone comes to the house and you are home alone (e.g., not answer the door, call an adult, etc.).

5.5.2 Analyze when assistance is needed in making a health-related decision.

Example: Determine what to do when a friend has requested a secret be kept and you are uncertain if it is a good idea to keep the secret (e.g., friend tried smoking, abuse by a relative, friend vomiting after eating, etc.).

5.5.3 List healthy options to health-related issues or problems.

Example: List suggestions for life-long physical activities (e.g., soccer, swimming, bicycling, softball, aerobics, golf, frisbee golf, etc.) that promote wellness.

5.5.4 Predict the potential outcomes of each option when making a health-related decision.

Example: Predict the possible consequences of various safety practices when riding a bike (e.g., wearing a helmet, using hand signals, riding on the correct side of the road, etc.).



5.5.5 Choose a healthy option when making a decision.

Example: Make a healthier selection when eating at a fast food restaurant.

5.5.6 Describe the outcomes of a health-related decision.

Example: Explain the consequences of using positive peer pressure to avoid using drugs.

## **Standard 6**

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

*Goal-setting skills are essential to help students identify, adopt and maintain healthy behaviors. Students identify health goals based upon personal needs. Students design and implement steps to achieve short-term and long-term health goals.*

5.6.1 Set a personal health goal and track progress toward its achievement.

Example: Set a personal health goal related to personal hygiene and use a graph to track progress (e.g., deodorant use, washing with soap, hair care, dental practices, etc.).

5.6.2 Identify resources to assist in achieving a personal health goal.

Example: Students identify trusted adults who can help them obtain a selected goal (e.g., set a goal, develop an action plan, establish a support system, etc.).

## **Standard 7**

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

*This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors. Students demonstrate health-enhancing behaviors to prevent injuries, diseases and disorders.*

5.7.1 Identify responsible personal health behaviors.

Example: Illustrate behaviors that prevent the spread of disease (e.g., washing hands, proper eating habits, proper sleep habits, universal precautions, etc.).



- 5.7.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Example: Practice stress reduction and relaxation techniques when anxious about a test or performance (e.g., listening to calming or energizing music, deep breathing, stretching, etc.).

- 5.7.3 Demonstrate a variety of behaviors to avoid or reduce health risks.

Example: Simulate behaviors before and after a weather related emergency (e.g., having a basic first aid kit, having an appropriate survival kit prepared, having appropriate family meeting place /contacts, etc.).

## **Standard 8**

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

*This standard helps students develop important skills to target their health enhancing messages. Students name sources of valid information about health issues. Students demonstrate skills to encourage others to adopt health-enhancing behaviors.*

- 5.8.1 Express opinions and give accurate information about health issues.

Example: Write a letter to an elected official explaining why environmental tobacco smoke is harmful.

- 5.8.2 Encourage others to make positive health choices.

Example: Develop a skit for younger students to encourage treating others with respect.



## GRADE 6

### Reading and Writing Standards for Literacy in Health & Wellness

The Reading and Writing Standards for Literacy in Health & Wellness are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of 8<sup>th</sup> grade. These standards are to serve as a complement to the specific content demands of the health and wellness standards and be taught as skills that allow students to communicate and comprehend the health and wellness content.

#### Reading for Literacy in Technical Subject (i.e., Health & Wellness):

Students need to develop the skills that allow them to read complex informational health texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in health, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures. Students need to be able to gain knowledge from challenging texts that make use of elaborate diagrams and data to convey information and illustrate concepts.

#### Key Ideas and Details

- 6-8.RT.1** Cite specific textual evidence to support analysis of health texts.
- 6-8.RT.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- 6-8.RT.3** Follow precisely a multistep procedure when carrying out experiments or taking measurements.

#### Craft and Structure

- 6-8.RT.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific health and wellness education context, relevant to *grades 6-8 texts and topics*.
- 6-8.RT.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.



- 6-8.RT.6** Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

### **Integration of Knowledge and Ideas**

- 6-8.RT.7** Integrate quantitative information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- 6-8.RT.8** Distinguish among facts, reasoned judgment based on research findings and speculation in a text.
- 6-8.RT.9** Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

### **Range of Reading and Level of Text Complexity**

- 6-8.RT.10** By the end of grade 8 read and comprehend health texts in the grades 6-8 text complexity band independently and proficiently.

### **Writing for Literacy in Technical Subjects (i.e., Health & Wellness):**

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear manner.

### **Text Types and Purposes**

- 6-8.WT.1** Write arguments to focus on discipline-specific content.
- Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - Establish and maintain a formal style.
  - Provide a concluding statement or section that follows from and supports the argument presented.
- 6-8.WT.2** Write informative/explanatory texts, including scientific procedures/experiments or technical processes.



- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the explanation or information presented.

**6-8.WT.3** *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

### **Production and Distribution of Writing**

- 6-8.WT.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6-8.WT.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 6-8.WT.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

### **Research to Build and Present Knowledge**

- 6-8.WT.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.





- 6-8.WT.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 6-8.WT.9** Draw evidence from informational texts to support analysis, reflection, and research.

### Range of Writing

- 6-8.WT.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Academic Standards for Health & Wellness

### Standard 1

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

*The acquisition of basic health concepts and functional health knowledge provides a foundation for promotion health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Students apply knowledge of personal responsibility for health promotion and/or risk reduction. They describe patterns of healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan. Students examine the interrelationships of emotional, physical, social and intellectual health and how they can be impacted by their surroundings.*

- 6.1.1 Compare how healthy behaviors and personal health are linked.
- Example: Compare and contrast ways to resist pressure to use alcohol, tobacco or other drugs and the result of implementing such techniques.
- 6.1.2 Identify the interrelationships of emotional and social health in adolescence.
- Example: Identify how having positive relationships with others help develop a positive self-concept.
- 6.1.3 Examine how one's surroundings impact health and wellness.
- Example: Examine how environmental situations in the home, school and community can impact personal health and wellness.



- 6.1.4 Identify how family culture or beliefs can impact personal health.
- Example: Identify the different ways that families cope with stress (from change, crisis, rejection, loss, and separation) and how it impacts personal health.
- 6.1.5 List ways to reduce or prevent injuries.
- Example: List the equipment and safety steps to use when participating in any wheeled sport activity.
- 6.1.6 Identify how health care can promote health.
- Example: Identify healthcare products and good personal hygiene practices that promote personal health for adolescents.
- 6.1.7 Identify the benefits of practicing healthy behaviors.
- Example: Cite the benefits of daily dental care (e.g., brushing, flossing, visits to a dentist, etc.)
- 6.1.8 Describe the likelihood of injuries or illnesses if engaging in unhealthy behaviors.
- Example: Describe the short and long-term health effects of tobacco use and/or discuss choices that could lead to incidences of conflict, harassment, bullying, and vandalism and the potential results.

## **Standard 2**

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

*Health is impacted by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs and perceived norms. Students compare how the family, peers, culture, media, and technology influence personal and family health. Students review how policies and regulations influence health promotion and risk reduction.*

- 6.2.1 Identify how family practices influence the health of adolescents.
- Example: Outline a list of family guidelines and rules in the home that enhance health.
- 6.2.2 Identify the influence of culture on health beliefs and practices.



Example: Describe how different cultures have different norms and meanings attached to nonverbal communication including personal space, touch and eye contact.

6.2.3 Explain how peers influence healthy behaviors.

Example: Explain the influence of helpful bystander actions in a bullying situation.

6.2.4 Identify how the community can affect personal health practices and behaviors.

Example: Explain how community enforcement personnel can help students avoid or cope with potentially dangerous situations in healthy ways.

6.2.5 Illustrate how media messages influence health behaviors.

Example: Examine current media messages and determine how the message influences behaviors to prevent alcohol, tobacco and other drug use.

6.2.6 Explain the influence of technology on family health.

Example: Describe how common types of technology (e.g., Internet, television, radio, etc.) provide sources of health-related disease information for families to reduce their health risks.

6.2.7 Identify norms that influence health behaviors.

Example: Identify examples of norms which impact health behaviors (e.g., using safety belts, eating fast food, abstaining from sexual activity, which are healthy and unhealthy).

6.2.8 List the influence of personal values on health practices.

Example: Identify and write a list of personal health-related values (e.g., visiting the dentist every 6 months, waiting for marriage to be sexually active, etc.) and explain how they influence personal health choices.

6.2.9 Identify how some health choices influence unhealthy behaviors.

Example: Identify health risk behaviors of adolescents using tobacco and the potential for increased frequency of use and/or addiction.

6.2.10 Describe how school policies can influence health promotion.

Example: Describe the changes in the lunch menu and vending machines as a result of implementing the School Wellness Policy.



### **Standard 3**

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

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

6.3.1 Indicate the validity of health products.

Example: Indicate the validity of health products by seeking recommendations from health professionals (e.g., pharmacist, dietician, physician) and the product's price, ingredients, benefits, and warranty information.

6.3.2 Find valid health information from home.

Example: Find a government health agency on the Internet or in a telephone directory that could be used to find out more information about HIV/AIDS.

6.3.3 List the accessibility of health-related products.

Example: List where a user/consumer could find, borrow or purchase protective gear to use during wheeled sport activities (e.g., bicycling, roller-blading, skateboarding, using mopeds, etc.).

6.3.4 Recognize circumstances that may require professional health services.

Example: Recognize that if someone is not breathing, emergency assistance is needed (e.g., have another person call 9-1-1) and provide rescue breathing if trained.

6.3.5 Find valid and reliable health services.

Example: Find services provided by voluntary health organizations such as the American Red Cross, American Heart Association, American Lung Association, American Cancer Society, etc.



## **Standard 4**

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

*Effective communication enhances personal, family and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. Students demonstrate refusal and negotiation skills to enhance health and avoid or reduce health risks. Students describe feelings to strengthen interpersonal interactions and reduce or avoid conflict.*

6.4.1 Investigate effective communication skills to enhance health.

Example: Select movies, magazines, books, or other media to identify interpretations of verbal and non-verbal communication skills that are promoting positive relationships.

6.4.2. Choose refusal skills to avoid or reduce health risks.

Example: Present how to say no, give a reason or excuse, suggest another activity, use humor, change the subject, delay, say no again, and walk away, to refuse the pressure to use alcohol.

6.4.3. Choose effective conflict management strategies.

Example: Practice how to make an apology as well as to accept an apology for having made a hurtful comment.

6.4.4. Choose how to ask for assistance to enhance the health of self.

Example: Model how to ask for assistance (e.g., sadness due to terminal illness of family member or close friend, partner not working on a project, sibling conflict) to enhance health.

## **Standard 5**

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

*Decision-making skills are needed in order to identify, implement and sustain health-enhancing behaviors. This standard includes the essential steps needed to make healthy decisions as prescribed in the performance indicators. Students identify a decision-making process which enables them to collaborate with others to improve quality of life now and in the future.*



- 6.5.1 Name conditions that can help or hinder healthy decision making.
- Example: List how wearing safety equipment when skateboarding or 4-wheeling can assist with making a health-enhancing decision.
- 6.5.2 Explain when health-related situations require a thoughtful decision-making process.
- Example: Differentiate between what to do when someone is teased and when someone is bullied.
- 6.5.3 Explain when individual or adult supported decision making is appropriate.
- Example: Explain how family meal plans/eating practices include individual and family decisions.
- 6.5.4 Identify healthy and unhealthy options to health-related issues or problems.
- Example: Describe various options for dealing with an offer by a best friend to try cigarettes.
- 6.5.5 Describe the potential short-term impact of each choice on self and others.
- Example: Discuss the impact of not following family rules on the **individual and his/her family**.
- 6.5.6 Distinguish healthy options over unhealthy options when making a decision.
- Example: Distinguish between foods that are nutrient dense and foods that are low in nutrients when selecting a snack.
- 6.5.7 Predict the results of a health-related decision.
- Example: Explain the potential results of choosing to be drug free.

## **Standard 6**

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

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



6.6.1 Examine personal health behaviors.

Example: Examine current physical activity behaviors (e.g., type of physical activity, frequency of activity, intensity of activity, etc.).

6.6.2 Identify a goal to adopt a personal health practice.

Example: Identify a goal to adopt a personal health practice for safety during wheeled sport activities (e.g., helmets, pads, proper clothing, appropriate speed, etc.).

6.6.3 Develop strategies to achieve a personal health goal.

Example: Develop a plan to achieve a goal to drink at least eight glasses of water a day that includes the use of substitution of water for beverages that have little or no nutritional value and/or contain large amounts of caffeine. (e.g., develop a vision, set achievable short-term and long-term goals, develop an action plan, establish a support network, and set up a reward system, etc.)

6.6.4 Explain how personal health goals can vary with priorities.

Example: Explain how dietary goals might be modified due to a cultural or a religious holiday (e.g., fasting, holy day, etc.).

## **Standard 7**

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

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

6.7.1 Identify the importance of being responsible for health behaviors.

Example: State how present health behaviors impact one's future health (e.g., eating practices, physical activity, dental care, regular physical exams, etc.).

6.7.2 Indicate healthy behaviors that will maintain or improve the health of self and others.



Example: Show behaviors that increase the likelihood of being a non-smoker. (e.g., being physically active, saying no, etc.).

6.7.3 Identify practices to avoid or reduce health risks to self and others.

Example: Identify practices that reduce the possibility of misusing a prescription or over-the-counter (OTC) medication (e.g., follow directions for appropriate use for condition, dosage, storage, etc.).

## **Standard 8**

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

*Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors. Students assess valid information and opinions about health issues. Students demonstrate skills to encourage others to adopt health-enhancing behaviors.*

6.8.1 State a health position and support it with accurate information.

Example: Write a public service announcement that supports healthy eating (e.g., eat more fruits and vegetables, eat calcium rich foods, etc.).

6.8.2 Show how to support others to make positive health choices.

Example: Create a poster to encourage others to be a good friend.

6.8.3 Plan with others to advocate for healthy individuals.

Example: Work with others to plan a skit to advocate for resolving conflict in healthy ways.

6.8.4 State ways that health messages can be altered for different age groups.

Example: Modify a stress management slogan for children, teenagers and adults.





## GRADE 7

### Reading and Writing Standards for Literacy in Health & Wellness

The Reading and Writing Standards for Literacy in Health & Wellness are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of 8<sup>th</sup> grade. These standards are to serve as a complement to the specific content demands of the health and wellness standards and be taught as skills that allow students to communicate and comprehend the health and wellness content.

#### Reading for Literacy in Technical Subjects (i.e., Health & Wellness):

Students need to develop the skills that allow them to read complex informational health texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in health, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures. Students need to be able to gain knowledge from challenging texts that make use of elaborate diagrams and data to convey information and illustrate concepts.

#### Key Ideas and Details

- 6-8.RT.1** Cite specific textual evidence to support analysis of health texts.
- 6-8.RT.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- 6-8.RT.3** Follow precisely a multistep procedure when carrying out experiments or taking measurements.

#### Craft and Structure

- 6-8.RT.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 6-8 texts and topics*.
- 6-8.RT.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- 6-8.RT.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.



### Integration of Knowledge and Ideas

- 6-8.RT.7** Integrate quantitative information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- 6-8.RT.8** Distinguish among facts, reasoned judgment based on research findings and speculation in a text.
- 6-8.RT.9** Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

### Range of Reading and Level of Text Complexity

- 6-8.RT.10** By the end of grade 8 read and comprehend health texts in the grades 6-8 text complexity band independently and proficiently.

### Writing for Literacy in Technical Subjects (i.e., Health & Wellness):

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear manner.

### Text Types and Purposes

- 6-8.WT.1** Write arguments to focus on discipline-specific content.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
- 6-8.WT.2** Write informative/explanatory texts, including scientific procedures/experiments or technical processes.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into



broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the explanation or information presented.

**6-8.WHW.3** *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

### **Production and Distribution of Writing**

- 6-8.WT.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6-8.WT.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- 6-8.WT.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

### **Research to Build and Present Knowledge**

- 6-8.WT.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- 6-8.WT.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy



of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- 6-8.WT.9** Draw evidence from informational texts to support analysis, reflection, and research.

### Range of Writing

- 6-8.WT.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Academic Standards for Health & Wellness

### Standard 1

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

*The acquisition of basic health concepts and functional health knowledge provides a foundation for promotion of health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Students apply knowledge of personal responsibility for health promotion and/or risk reduction. They describe patterns of healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan. Students examine the interrelationships of emotional, physical, social, and intellectual health and how they can be impacted by their surroundings.*

- 7.1.1 Examine how healthy behaviors influence personal health.

Example: Examine the results of a personal fitness plan and the importance of exercise in maintaining optimal health and wellness.

- 7.1.2 Summarize the interrelationships of emotional, social and physical health in adolescence.

Example: Illustrate how family change (e.g., moving, divorce, addiction, death, etc.) can impact emotional, social and physical health of an adolescent.

- 7.1.3 Discover how the environment can impact personal health.

Example: Recognize environmental conditions (e.g., physical, social, community, etc.) that are potentially harmful to personal health.

- 7.1.4 Cite how family heredity can impact personal health.



Example: Cite hereditary diseases and/or disorders prevalent among various ethnic groups that can impact personal health and wellness.

7.1.5 Explain ways to reduce or prevent health risks among adolescents.

Example: Explain that by not having body piercing and tattooing the risk of bacterial infections and lifelong diseases such as hepatitis and HIV infection can be prevented and/or reduced.

7.1.6 Describe how immediate health care can promote individual health.

Example: Describe first aid procedures to promote personal health (e.g., first aid care for respiratory and cardiac emergencies, cold and heat emergencies, bone and joint injuries, and other medical emergencies).

7.1.7 Determine the barriers to practicing healthy behaviors.

Example: Determine the barriers to good nutrition at home, school and in social situations.

7.1.8 Predict the risk of injury or illness if engaging in unhealthy behaviors.

Example: Predict the short- and long-term physical and social health effects of alcohol and other drug use.

## **Standard 2**

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

*Health is impacted by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs and perceived norms. Students compare how the family, peers, culture, media, and technology influence personal and family health. Students review how policies and regulations influence health promotion and risk reduction.*

7.2.1 Describe how family values and behaviors influence the health of adolescents.

Example: Describe ways in which families communicate and model behaviors which can influence the health behaviors of adolescents.

7.2.2 Discuss the influence of culture on health behaviors.

Example: Identify how culture conveys accurate and inaccurate messages about appearance and body image.



- 7.2.3 Describe how peers influence unhealthy behaviors.
- Example: Describe the different ways peers can positively or negatively influence another's self-image / self-esteem (e.g., criticizing appearance, not accepting of differences, bullying, shunning, etc.).
- 7.2.4 Identify how the school can affect personal health practices and behaviors.
- Example: Describe how school counselors, nurses and administrators help students report or obtain assistance when faced with unsafe situations.
- 7.2.5 Examine how information from the media influences health behaviors.
- Example: Describe how the media sends mixed messages about nutrition (e.g., indulging in foods vs. thin is in).
- 7.2.6 Interpret the influence of technology on personal health.
- Example: Interpret how new forms of technology can help people monitor individual health (e.g., blood-glucose monitors, home cholesterol tests, blood pressure kits, etc.).
- 7.2.7 Indicate how the perceptions of norms influence healthy and unhealthy behaviors.
- Example: Recognize that perceptions of norms can negatively or positively influence behaviors (e.g., most are not sexually active, not all students smoke, not everyone is dating).
- 7.2.8 Describe the influence of personal beliefs on health practices and behaviors.
- Example: Identify how an individual's personal beliefs are expressed through personal health decisions.
- 7.2.9 Discuss how some risky choices can influence the likelihood of unhealthy behaviors.
- Example: Discuss how using tobacco can increase the risk of using marijuana and other gateway drugs.
- 7.2.10 Identify how public health policies can influence disease prevention.
- Example: Cite examples of public health policies and how they help keep communities healthy (e.g., policies on water and air quality, tobacco related policies, immunization policies for school-aged children, etc.).



### **Standard 3**

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

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

7.3.1 Explain the validity of health information.

Example: Explain how health information from Internet sources that end in .gov or .org can be more reliable sources of information.

7.3.2 Locate valid health information from school and community.

Example: Locate valid mental health information from school (e.g., school psychologist) and community sources (e.g., hospital, mental health crisis center, etc.).

7.3.3 Identify how to access products that enhance health.

Example: Identify how to access products for acne that have been approved by the Food and Drug Administration (FDA).

7.3.4 Determine situations that require health services.

Example: Determine at an accident site who needs immediate professional health services (e.g., an individual with no heart beat, “cardiac arrest,” or head injuries, or a fracture needs help before someone who is vomiting, etc.).

7.3.5 Select valid and reliable health products.

Example: Select valid and reliable personal health products that are provided to pre-adolescents and adolescents (e.g., skin medications, soaps, lotions, dental care products, etc.).

### **Standard 4**

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



*Effective communication enhances personal, family and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. Students demonstrate refusal and negotiation skills to enhance health and avoid or reduce health risks. Students describe feelings to strengthen interpersonal interactions and reduce or avoid conflict.*

7.4.1 Demonstrate effective communication skills to enhance health.

Example: Using verbal communication skills perform what to do in an unsafe situation, such as bullying, harassment, etc. that will show care and concern (e.g., say no, walk away, contact a trusted adult, etc.).

7.4.2 Model refusal and negotiation skills to avoid or reduce health risks.

Example: Perform a skit depicting teens negotiating when jealousy or hurt pride are an issue (e.g., take time before meeting other person, allow each person to express themselves uninterrupted, ask questions of each other, keep brainstorming until a good solution is reached for both persons).

7.4.3 Model effective conflict resolution strategies.

Example: Show conflict resolution skills (e.g., how to stay calm, listen, try to see the opposing point of view, offer a way out, apologize or accept an apology, work together to identify choices to resolve the conflict, seek the assistance of a mediator, compromise on a choice that is fair to all persons, etc.) used in a situation in which peers are not getting along.

7.4.4 Model how to ask for assistance to enhance the health of others.

Example: Demonstrate how to ask for assistance when feeling overwhelmed by feelings (e.g., depression, sadness, anger, rejection, grief, etc.).

## **Standard 5**

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

*Decision-making skills are needed in order to identify, implement and sustain health-enhancing behaviors. This standard includes the essential steps needed to make healthy decisions as prescribed in the performance indicators. Students identify a decision-making process which enables them to collaborate with others to improve quality of life now and in the future.*





- 7.5.1 Describe situations that can help or hinder healthy decision-making.
- Example: Outline ways in which peer pressure can influence decisions when boating and participating in other water-related activities with friends and/or family.
- 7.5.2 Recognize when health-related situations require a thoughtful decision-making process.
- Example: Examine ways of dealing with being bullied.
- 7.5.3 Determine when independent or collaborative decision making is appropriate.
- Example: Determine nutrition decisions that a person can make independently and those that require input from others (e.g., vending machines – what to purchase from the machine, what to make available in the machine).
- 7.5.4 Differentiate between healthy and unhealthy choices to health-related issues or problems.
- Example: Differentiate between unhealthy and healthy ways to manage weight and select healthy approaches to weight loss.
- 7.5.5 Examine the potential short-term impact of each option on self and others.
- Example: Examine how abstaining from sexual activity has a positive impact on the individuals involved, the relationship, and the boy/girlfriend.
- 7.5.6 Choose healthy choices over unhealthy choices when making a decision.
- Example: Illustrate different strategies for removing oneself from an environment where peers are smoking (e.g., party, city park, etc.).
- 7.5.7 Examine the consequences of a health-related decision.
- Example: Examine the potential outcomes of going to a party where friends are likely using drugs.

## **Standard 6**

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



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

7.6.1 Analyze the effectiveness of personal health practices.

Example: Analyze how current anger management practices are effective (e.g., how does one react when experiencing anger).

7.6.2 Select a goal to improve a personal health practice.

Example: Select a goal to improve a plan for achieving abstinence from sexual activity, alcohol, tobacco, and other drugs, etc. (e.g., identifying a variety of refusal skills/techniques, having an action plan, establishing a support system, etc.).

7.6.3 Demonstrate skills needed to attain a personal health goal.

Example: Demonstrate skills to ask for positive peer, parent/family member, and mentor support with achieving a personal health goal such as not using alcohol or other drugs. (e.g., develop a vision, set achievable short-term and long-term goals, develop an action plan, establish a support network, and set up a reward system, etc.).

7.6.4 Discuss how personal health goals can vary with changing abilities or responsibilities.

Example: Suggest effective skills for time management, participating in extracurricular activities, preparing meals, and/or using technology safely.

## **Standard 7**

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

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



- 7.7.1 Show the importance of being accountable for personal health behaviors.
- Example: Illustrate how the decision to use tobacco products can affect the health of others as well as individual health and wellness.
- 7.7.2 Describe healthy practices and behaviors that will maintain or improve the health of self and others.
- Example: Describe a personal fitness program and the benefits of such program (e.g., improves cardiovascular endurance, muscular strength and endurance, flexibility, frequency, intensity, and time).
- 7.7.3 Describe behaviors to avoid or reduce health risks to self and others.
- Example: Illustrate behaviors that can/should be avoided to reduce the risk of cancer (e.g., tobacco use, high-fat diet, sedentary lifestyle, high stress level, etc.).

## **Standard 8**

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

*Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors. Students assess valid information and opinions about health issues. Students demonstrate skills to encourage others to adopt health-enhancing behaviors.*

- 7.8.1 Select a health enhancing position and support it with accurate information.
- Example: Write a letter to school board members expressing the need for enforcement of tobacco-related policies.
- 7.8.2 Demonstrate how to influence and support others to make positive health choices.
- Example: Create a banner to encourage others to be physically active beyond the school day.
- 7.8.3 Work with others to advocate for healthy individuals and families.
- Example: Work with others to create a video to encourage peers to abstain from sexual activity.
- 7.8.4 Explain ways that health messages can be altered for different audiences.



Example: Create posters for the cafeteria encouraging students to make healthy eating choices with respect to their family/cultural/religious practices (e.g., vegetarian, vegan, kosher, lent, etc.).



## GRADE 8

### Reading and Writing Standards for Literacy in Health & Wellness

The Reading and Writing Standards for Literacy in Health & Wellness are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 6-8 standards below define what students should understand and be able to do by end of 8<sup>th</sup> grade. These standards are to serve as a complement to the specific content demands of the health and wellness standards and be taught as skills that allow students to communicate and comprehend the health and wellness content.

#### **Reading for Literacy in technical subjects (i.e., Health & Wellness):**

Students need to develop the skills that allow them to read complex informational health texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in health, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures. Students need to be able to gain knowledge from challenging texts that make use of elaborate diagrams and data to convey information and illustrate concepts.

#### **Key Ideas and Details**

- 6-8.RT.1** Cite specific textual evidence to support analysis of health texts.
- 6-8.RT.2** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- 6-8.RT.3** Follow precisely a multistep procedure when carrying out experiments or taking measurements.

#### **Craft and Structure**

- 6-8.RT.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 6-8 texts and topics*.
- 6-8.RT.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- 6-8.RT.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.



### Integration of Knowledge and Ideas

- 6-8.RT.7** Integrate quantitative information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- 6-8.RT.8** Distinguish among facts, reasoned judgment based on research findings and speculation in a text.
- 6-8.RT.9** Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.

### Range of Reading and Level of Text Complexity

- 6-8.RT.10** By the end of grade 8 read and comprehend health texts in the grades 6-8 text complexity band independently and proficiently.

### Writing for Literacy in Technical Subjects (i.e., Health & Wellness):

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear manner.

### Text Types and Purposes

- 6-8.WT.1** Write arguments to focus on discipline-specific content.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
  - c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
  - d. Establish and maintain a formal style.
  - e. Provide a concluding statement or section that follows from and supports the argument presented.
- 6-8.WT.2** Write informative/explanatory texts, including scientific procedures/experiments or technical processes.
  - a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into



broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the explanation or information presented.

**6-8.WT.3** *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

### **Production and Distribution of Writing**

**6-8.WT.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**6-8.WT.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

**6-8.WT.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

### **Research to Build and Present Knowledge**

**6-8.WT.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**6-8.WT.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy



of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

- 6-8.WT.9** Draw evidence from informational texts to support analysis, reflection, and research.

### Range of Writing

- 6-8.WT.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Academic Standards for Health & Wellness

### Standard 1

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

*The acquisition of basic health concepts and functional health knowledge provides a foundation for promotion of health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Students apply knowledge of personal responsibility for health promotion and/or risk reduction. They describe patterns of healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan. Students examine the interrelationships of emotional, physical, social, and intellectual health and how they can be impacted by their surroundings.*

- 8.1.1 Analyze the relationship between healthy behaviors and personal health.

Example: Investigate the relationship of engaging in regular physical activity and healthy eating to maintain and/or enhance personal health.

- 8.1.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.

Example: Describe the health-related factors that early sexual behaviors can have on the emotional, physical and social health of adolescents.

- 8.1.3 Analyze how the environment impacts personal health.

Example: Analyze the environmental health conditions of diverse countries and how it can impact personal health.

- 8.1.4 Describe how family history can impact personal health.





Example: Describe how heredity, family dietary behaviors and the mental and emotional health of family environments can impact the quality of life and health.

8.1.5 Describe ways to reduce or prevent adolescent health problems and injuries .

Example: Describe that abstinence from sexual behaviors can prevent pregnancy, sexually transmitted infections and HIV/AIDS.

8.1.6 Explain how appropriate health care can promote personal health.

Example: Determine when treatment of illness is appropriate at home or when and how to seek further medical help when needed.

8.1.7 Describe the benefits of and barriers to practicing healthy behaviors.

Example: Describe health behaviors that reduce the risk of cardiovascular disease and identify barriers for practicing these behaviors.

8.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.

Example: Examine the potential health risks related to one or more of the following behaviors (e.g., physical inactivity, sexual activity, tobacco use, alcohol or other drug use, violence, etc.).

8.1.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

Example: Examine how body piercing, tattooing, and IV drug use can increase one's risk of bacterial infections and lifelong diseases such as hepatitis and HIV infection.

## **Standard 2**

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

*Health is impacted by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs and perceived norms. Students compare how the family, peers, culture, media, and technology influence personal and family health. Students review how policies and regulations influence health promotion and risk reduction.*

8.2.1 Examine how the family influences the health of adolescents.



Example: Interpret family influences on health through guidelines given to the adolescent regarding social activities (e.g., dating, teen parties, tobacco use, peer pressure, sexuality, etc.).

8.2.2 Describe the influence of culture on health beliefs, practices and behaviors.

Example: Give examples of family members' roles and family structures in different cultures (e.g., determined by age, education, employment, order of respect, etc.) which influence health beliefs, practices and behaviors.

8.2.3 Describe how peers influence healthy and unhealthy behaviors.

Example: Describe the different ways peers can respond in a bullying situation.

8.2.4 Analyze how the school and community can affect personal health practices and behaviors.

Example: Examine ways that the school and community encourage students to use appropriate skills to avoid, resolve and cope with conflict.

8.2.5 Analyze how messages from the media influence health behaviors.

Example: Analyze the approaches used to convey messages through media to influence eating behaviors and food selections.

8.2.6 Analyze the influence of technology on personal and family health.

Example: Determine how new types of technological equipment, used for diagnosing health/medical conditions, can contribute to the early detection of diseases and enhance medical treatment.

8.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.

Example: Give examples of adolescent perceived norms which can result in healthy and/or unhealthy behaviors (e.g., teenagers submitting to sex because they think it is expected; teenagers are risk takers, etc.).

8.2.8 Explain the influence of personal values and beliefs on individual health practice and behaviors.

**Example:** Explain how personal values and beliefs can encourage abstinence from risk behaviors (e.g., bullying, sexual activity, using tobacco, alcohol, or other drugs, etc.).

8.2.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.



Example: Describe how using alcohol can lead to poor decision-making (e.g., fighting, sexual activity, using other drugs, driving).

- 8.2.10 Explain how school and public health policies can influence health promotion and disease prevention.

Example: Identify the healthier food choices that students make as a result of implementing the School Wellness Policy.

### **Standard 3**

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

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

- 8.3.1 Analyze the validity of health information, products and services.

Example: Analyze the quality of weight loss programs by determining whether the programs promote gradual weight loss, have qualified staff, and promote healthy eating and/or physical activity.

- 8.3.2. Access valid health information from home, school and community.

Example: Access valid information related to the cause and prevention of injuries by using the Internet. (e.g., National Center for Injury Prevention and Control, etc.).

- 8.3.3 Determine the accessibility of products that enhance health.

Example: Determine vitamin and mineral supplements that have been approved by the Food and Drug Administration (FDA).

- 8.3.4. Describe situations that may require professional health services.

Example: Describe emergency illnesses (e.g., cardiac arrest, stroke, diabetic coma, severe asthma attack, etc.) and injuries (e.g., third degree burns) that require professional health care services.

- 8.3.5. Locate valid and reliable health products and services.



Example: Demonstrate the ability to locate valid community mental health services (e.g., crisis center, counselor, psychologist, psychiatrist, etc.).

## **Standard 4**

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

*Effective communication enhances personal, family and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. Students demonstrate refusal and negotiation skills to enhance health and avoid or reduce health risks. Students describe feelings to strengthen interpersonal interactions and reduce or avoid conflict.*

8.4.1 Apply effective verbal and non-verbal communication skills to enhance health.

Example: Prepare a conversation, which includes both verbal and non-verbal communication skills, between friends when not wanting to cheat on homework.

8.4.2 Demonstrate refusal and negotiation skills to avoid or reduce health risks.

Example: Demonstrate refusal and negotiation skills that may be used when someone brings alcohol to a student gathering.

8.4.3 Demonstrate effective conflict management or resolution strategies.

Example: Practice conflict management or resolution strategies when a student is concerned about a rumor or a hurtful comment made (e.g., how to stay calm, assess risk of violence, seek the assistance of mediator, offer a way out, identify choices to resolve the conflict, compromise on a choice that is fair to all persons, etc.).

8.4.4 Demonstrate how to ask for assistance to enhance the health of self and others.

Example: Demonstrate how a teen can ask for help when faced with a stressful situation (e.g., overwhelmed at home, school, suicide, relationships).

## **Standard 5**

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



*Decision-making skills are needed in order to identify, implement and sustain health-enhancing behaviors. This standard includes the essential steps needed to make healthy decisions as prescribed in the performance indicators. Students identify a decision-making process which enables them to collaborate with others to improve quality of life now and in the future.*

8.5.1 Identify circumstances that can help or hinder healthy decision making.

Example: Explain how parents setting curfews or chaperones at a dance can assist teens in making health-enhancing decisions.

8.5.2 Determine when health-related situations require the application of a thoughtful decision-making process.

Example: Determine the best actions to take to assist a friend when they communicate that they are being bullied.

8.5.3 Distinguish when individual or collaborative decision making is appropriate.

Example: Debate the school food policy (e.g., how much control should the school have over what food is served at a school dance).

8.5.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

Example: Analyze the different options for addressing a friend who has recently started smoking.

8.5.5 Predict the potential short-term impact of each alternative on self and others.

Example: Present convincing reasons to abstain from sexual behaviors by examining the negative consequences on self, boy/girlfriend and family.

8.5.6 Choose healthy alternatives over unhealthy alternatives when making a decision.

Example: Choose a balanced/nutritious meal when selecting breakfast and/or lunch items at school.

8.5.7 Analyze the outcomes of a health-related decision.

Example: Determine the potential outcomes of different ways of supporting a friend in being alcohol-, tobacco- and drug-free.



## **Standard 6**

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

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

8.6.1 Assess personal health practices.

Example: Assess current communication practices to determine how effectively the skills are being used. (e.g., Is speech assertive? Is body language assertive? etc.).

8.6.2 Develop a goal to adopt, maintain or improve a personal health practice.

Example: Develop a goal to adopt, maintain or improve a plan for achieving a short-term personal health goal for stress management (e.g., time management, communication techniques, relaxation techniques, etc.).

8.6.3 Apply strategies and skills needed to attain a personal health goal.

Example: Apply strategies and skills to replace 30 minutes of television and/or technology screen time with physical activity every day (e.g., develop a vision, set achievable short-term and long-term goals, develop an action plan, establish a support network, and set up a reward system, etc.).

8.6.4 Describe how personal health goals can vary with changing abilities, priorities and responsibilities.

Example: Describe how physical activity goals need to be modified due to an injury or a major illness.

## **Standard 7**

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

*Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by*



*reducing harmful and risk taking behaviors. This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors. Students demonstrate health-enhancing behaviors to prevent injuries, diseases and disorders.*

8.7.1 Explain the importance of assuming responsibility for personal health behaviors.

Example: Predict how today's choices can influence one's health (e.g., exercise – obesity, diet – diabetes, smoking – heart disease, etc.).

8.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

Example: Practice strategies or skills that promote abstinence as a personal choice. (e.g., self-respect, respect for others, say no, assertiveness, having a support system/network, etc.).

8.7.3 Demonstrate behaviors to avoid or reduce health risks to self and others.

Example: Develop a personal plan for avoiding the risks of cancers (e.g., low-fat diet, high fiber diet; reduce exposure to pollutants; and limit exposure to x-rays and sun, etc.).

## **Standard 8**

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

*Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors. Students assess valid information and opinions about health issues. Students demonstrate skills to encourage others to adopt health-enhancing behaviors.*

8.8.1 State a health-enhancing position on a topic and support it with accurate information.

Example: Create a brochure encouraging regular check-ups (e.g., dental, physical, vision, etc.).

8.8.2 Demonstrate how to influence and support others to make positive health choices.

Example: Write letters to local businesses/ restaurants to encourage them to become tobacco-free.

8.8.3 Work cooperatively to advocate for healthy individuals, families and schools.



Example: Work with peers to create a Website that encourages smokers to seek resources to aid them in quitting.

- 8.8.4 Identify ways that health messages and communication techniques can be altered for different audiences.

Example: Using paper grocery sacks, present facts/illustrations encouraging physical activity for different age groups.





## HEALTH & WELLNESS (GRADES 9-12)

### Reading and Writing Standards for Literacy in Health & Wellness

The Reading and Writing Standards for Literacy in Health & Wellness are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 9-12 standards below define what students should understand and be able to do by end of 12<sup>th</sup> grade. These standards are to serve as a complement to the specific content demands of the health and wellness standards and be taught as skills that allow students to communicate and comprehend the health and wellness content.

#### Reading for Literacy in Technical Subjects (i.e., Health & Wellness):

Students need to develop the skills that allow them to read complex informational health texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in health, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures. Students need to be able to gain knowledge from challenging texts that make use of elaborate diagrams and data to convey information and illustrate concepts.

#### Key Ideas and Details

- 9-12.RT.1** Cite specific textual evidence to support analysis of health and wellness texts, attending to the precise details of explanations or descriptions.
- 9-12.RT.2** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- 9-12.RT.3** Follow precisely a complex multistep procedure when carrying out experiments or taking measurements, attending to special cases or exceptions defined in the text.

#### Craft and Structure

- 9-12.RT.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 9-12 texts and topics*.



**9-12.RT.5** Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*).

**9-12.RT.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

### **Integration of Knowledge and Ideas**

**9-12.RT.7** Translate quantitative information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

**9-12.RT.8** Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific problem.

**9-12.RT.9** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

### **Range of Reading and Level of Text Complexity**

**9-12.RT.10** By the end of grade 12, read and comprehend health texts in the grades 9-12 text complexity band independently and proficiently.

### **Writing Standards for Literacy in Technical Subjects (i.e., Health & Wellness):**

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear manner.

### **Text Types and Purposes**

**9-12.WT.1** Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form and in a manner that anticipates the audience's knowledge level and concerns.



- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.
- 9-12.WT.2** Write informative/explanatory texts, including scientific procedures/ experiments.
- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- 9-12.WT.3** *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

### **Production and Distribution of Writing**

- 9-12.WT.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



- 9-12.WT.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9-12.WT.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### **Research to Build and Present Knowledge**

- 9-12.WT.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-12.WT.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9-12.WT.9** Draw evidence from informational texts to support analysis, reflection, and research.

### **Range of Writing**

- 9-12.WT.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Academic Standards for Health & Wellness**

### **Standard 1**

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

*The acquisition of basic health concepts and functional health knowledge provides a foundation for promotion of health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators. Students apply knowledge of personal responsibility for health promotion and/or risk reduction. They develop patterns of*



*healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their lifespan. Students describe the interrelationships of emotional, physical, social, and intellectual health and how they can be impacted by their surroundings.*

HW.1.1 Document how personal behaviors can impact health.

Example: Document the impact of personal health behaviors on heart health.

HW.1.2 Explain the interrelationships of emotional, social and physical health.

Example: Explain the relationship between a physical health impairment and an individual's emotional and social health.

HW.1.3 Examine how the environment and health are connected.

Example: Draw conclusions on how environmental health issues can impact the personal health of children or the elderly.

HW.1.4 Examine the impact that genetics can have on personal health.

Example: Examine personal health-related actions that can reduce the risk and/or delay the onset of potential genetic and family health problems.

HW.1.5 Formulate ways to prevent or reduce the risk of health problems.

Example: Identify and develop approaches to educate peers (adolescents) about risk reduction (e.g., teen pregnancy, suicide, bullying, abuse, etc.).

HW.1.6 Investigate the connection between access to health care and health status.

Example: Compare and contrast the relationship of immunization policies and availability of health care on the health status of children in other countries.

HW.1.7 Summarize the benefits and barriers to practicing healthy behaviors.

Example: Construct a list of practices to reduce and/or prevent stress and identify ways to overcome barriers.

HW.1.8 Predict susceptibility to injury or illness if engaging in unhealthy behaviors.

Example: Investigate adolescent risk behaviors which could lead to injury or illness.

HW.1.9 Discover the severity of illness if engaging in unhealthy behaviors.



Example: Recognize health behaviors which increase the risk of Avian Influenza / Pandemic Flu transmission in developing countries.

## **Standard 2**

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

*Health is impacted by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs and perceived norms. Students examine how the family, peers, culture, media, and technology influence personal, family and community health. Students analyze how policies and regulations influence health promotion and risk reduction.*

HW.2.1 Examine how the family impacts the health of individuals.

Example: Distinguish the type of communication that occurs between parents and adolescents regarding abstinence and the resources that parents can provide to adolescents regarding health decisions and abstinence.

HW.2.2 Examine how society supports and challenges health beliefs, practices and behaviors.

Example: Describe how societal or cultural beliefs influence health and medical practices (e.g., vegetarian diets, alternative medicine, acupuncture, medicine pouch, etc.).

HW.2.3 Examine how adolescents influence healthy and unhealthy behaviors.

Example: Examine how peers can positively or negatively influence others regarding the use of anti-social words and actions.

HW.2.4 Assess how the school and community can influence health practices and behaviors.

Example: Assess programs (“Prom Promise”, “Don’t Drink and Drive,” “White Lies,” etc.) that can help students identify, avoid or cope with potentially dangerous situations.

HW.2.5 Analyze the effect of media on personal health.

Example: Compare and contrast how media can send messages about behaviors that can have a positive or negative effect on personal health and wellness.



- HW.2.6 Analyze the impact of technology on personal and family health.
- Example: Examine how technology can have adverse effects on personal and family health (e.g., Internet pornography, chat lines, inaccurate health information).
- HW.2.7 Examine how norms influence health-related behaviors.
- Example: Recognize how perceived norms may not reflect actual health behaviors (e.g., teen alcohol use, tobacco use, sexual activity, dating, regular physical activity, etc.).
- HW.2.8 Determine the influence of personal values on health practices and behaviors.
- Example: Discover how personal values guide health practices and behaviors related to eating, exercising, personal hygiene, relationships, seeking medical care, etc.
- HW.2.9 Examine how some health risk behaviors can influence the likelihood of taking part in other unhealthy behaviors.
- Example: Debate how using tobacco can increase the risk of using marijuana and/or describe how using alcohol can lead to poor decision making.
- HW.2.10 Examine how public health policies and government regulations can influence health promotion and disease prevention.
- Example: Examine how public health policies and government regulations can impact the accessibility of health care.

### **Standard 3**

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

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

- HW.3.1 Assess how to determine the validity of health information, products and services.



Example: Assess the validity of teeth whitening products and whether the products are government approved, studied or researched and/or assess teeth whitening services by determining whether they are provided by qualified professionals (e.g., dentists, orthodontists, physicians, etc.).

HW.3.2 Utilize resources from school and community that provide valid health information.

Example: Search the Internet and select community organizations (e.g., police department, sheriff's department, National Crime Prevention Council) that provide valid health information regarding crime prevention.

HW.3.3 Investigate the accessibility of products and services that enhance health.

Example: Investigate the accessibility of school and community programs, spaces and facilities for physical activity (e.g., gymnasiums, tracks, trails, paths, baseball/softball/soccer fields, youth organizations, etc.).

HW.3.4 Examine when professional health services may be required.

Example: Identify when eating habits and/or weight loss techniques may not be having a positive effect on the body and that professional health services are recommended.

HW.3.5 Select valid and reliable health products and services.

Example: Select a health service when seeking help for self or others when there may be a risk of a suicide attempt.

## **Standard 4**

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

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





*interactions and reduce or avoid conflict. They access resources to enhance the health of self and/or others.*

HW.4.1 Model skills for communicating effectively with others to enhance health.

Example: Perform a conversation using effective communication skills (e.g., I messages, verbal/nonverbal communication and feedback, attentive listening, assertive communication, etc.) when family life/conflicts or class expectations become overwhelming.

HW.4.2 Apply refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks.

Example: Illustrate a situation where friends pressured to consume alcohol use refusal or negotiation skills (e.g., saying no, suggesting another activity, leaving the situation safely, etc.).

HW.4.3 Apply strategies to manage or resolve interpersonal conflicts without harming self or others.

Example: Practice negotiation or collaboration strategies to use when a peer is under the influence of alcohol or other drugs and places self at risk.

HW.4.4 Illustrate how to offer assistance to enhance the health of self and others.

Example: Model ways a person would offer assistance to a person who has experienced grief, stress/distress, or date rape, etc.

## **Standard 5**

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

*Decision-making skills are needed in order to identify, implement and sustain health-enhancing behaviors. This standard includes the essential steps needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve quality of life. Students apply a comprehensive decision-making process which enables them to collaborate with others to improve quality of life now and in the future.*

HW.5.1 Determine barriers to healthy decision making.

Example: Determine personal barriers to practicing sun safety (e.g., wearing sunscreen, avoiding tanning beds, etc.).



- HW.5.2 Outline the value of applying a thoughtful decision-making process to a health-related situation.
- Example: Consider the benefit of using a thoughtful decision-making process in making a choice related to situations involving tobacco and/or alcohol.
- HW.5.3 Assess when independent or collaborative decision making is appropriate.
- Example: Assess the role of a parent being involved in making a decision about an unplanned teen pregnancy.
- HW.5.4 Propose alternative choices to health-related issues or problems.
- Example: Specify the choices for a person who suspects he/she has a sexually transmitted infection (STI).
- HW.5.5 Analyze the potential short and long-term outcome of each alternative on self and others.
- Example: Analyze the short and long-term health effects of marijuana use.
- HW.5.6 Determine the health-enhancing choice when making decisions.
- Example: Determine the proper action to help a friend, who is considering becoming sexually active, make the health-enhancing choice of abstinence.
- HW.5.7 Assess the potential success or consequence of health-related decisions.
- Example: Assess the decision of how to help a friend who has an eating disorder.

## **Standard 6**

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

*Goal-setting skills are essential to help students identify, adopt and maintain healthy behaviors. This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future. Students construct health goals based upon personal needs. Students design, implement and evaluate critical steps to achieve short-term and long-term health goals.*

- HW.6.1 Evaluate personal health practices and overall health.



Example: Evaluate personal health practices in regards to breast self-exams (BSE) or testicular self-exams (TSE) and how that affects overall health and wellness.

- HW.6.2 Formulate a plan to achieve a health goal that addresses strengths, needs and risks.

Example: Formulate a plan to maintain recommended levels of physical activity dependent upon strengths, needs and risks (e.g., activities of related interest and skill, equipment and space needed, reduced risk of injury, adapting for barriers such as weather, time, etc.).

- HW.6.3 Demonstrate strategies and document progress to achieve a personal health goal.

Example: Demonstrate strategies and document progress toward achieving personal goals for abstaining from the use of tobacco, alcohol and other drugs. (e.g., set short-term and long-term goals, identify a support system, reevaluate goals, etc.).

- HW.6.4 Determine an effective long-term personal health plan.

Example: Determine an effective plan for promoting lifelong physical activity and weight management that adapts to changing needs (e.g., ways to maintain physical activity levels after high school).

## **Standard 7**

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

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

- HW.7.1 Examine individual responsibility for improving health.

Example: Participate in a variety of personal health assessments to determine strategies for health enhancement and risk reduction (e.g., BMI, physical fitness testing, nutritional assessment, etc.).

- HW.7.2 Illustrate a variety of healthy practices that will maintain or improve health.

Example: Model strategies to manage grief (e.g., talk with a friend or trusted adult, doing/creating something to honor the memory of the



person who has died, locating a support group and / or professional help, etc.).

HW.7.3 Model behaviors to reduce health risks.

Example: Demonstrate ways to avoid or reduce dating violence and strategies for reporting this violent act.

## **Standard 8**

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

*This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors. Advocacy skills help students promote healthy norms and healthy behaviors. Students communicate valid information and convey opinions about health issues. Students demonstrate skills to encourage others to adopt health-enhancing behaviors.*

HW.8.1 Apply accurate peer and societal norms to formulate a health-enhancing message.

Example: Develop a public service announcement encouraging peers to engage in safe after-prom activities.

HW.8.2 Model how to influence and support others to make positive health choices.

Example: Illustrate a cartoon strip about recognizing, preventing and reporting sexual harassment.

HW.8.3 Work with others to advocate for improving personal, family and community health.

Example: Work with peers to develop and present a petition to advocate for healthier vending choices, a la carte, and concession stand choices.

HW.8.4 Modify health messages and communication techniques to a specific target audience.

Example: Revise or create a skit for primary and intermediate-age students to encourage them to be drug-free.



## ADVANCED HEALTH & WELLNESS

### Reading and Writing Standards for Literacy in Health & Wellness

The Reading and Writing Standards for Literacy in Health & Wellness are presented in grade-level bands. Students at the beginning of a grade-band continuum will require a blend of scaffolding and direct, explicit instruction. By the end of the grade-band continuum, students should demonstrate proficiency of the literacy standards independently.

The grades 9-12 standards below define what students should understand and be able to do by end of 12<sup>th</sup> grade. These standards are to serve as a complement to the specific content demands of the health and wellness standards and be taught as skills that allow students to communicate and comprehend the health and wellness content.

#### **Reading for Literacy in Technical Subjects (i.e., Health & Wellness):**

Students need to develop the skills that allow them to read complex informational health texts with independence and confidence. Students need to build an appreciation of the norms and conventions of reading in health, an understanding of domain-specific words and phrases, an attention to precise details, the capacity to evaluate detailed arguments, synthesize complex information and follow detailed descriptions and procedures. Students need to be able to gain knowledge from challenging texts that make use of elaborate diagrams and data to convey information and illustrate concepts.

#### **Key Ideas and Details**

- 9-12.RT.1** Cite specific textual evidence to support analysis of health and wellness texts, attending to the precise details of explanations or descriptions.
- 9-12.RT.2** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- 9-12.RT.3** Follow precisely a complex multistep procedure when carrying out experiments or taking measurements, attending to special cases or exceptions defined in the text.

#### **Craft and Structure**

- 9-12.RT.4** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific context relevant to *grades 9-12 texts and topics*.



**9-12.RT.5** Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*).

**9-12.RT.6** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

### **Integration of Knowledge and Ideas**

**9-12.RT.7** Translate quantitative information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

**9-12.RT.8** Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific problem.

**9-12.RT.9** Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

### **Range of Reading and Level of Text Complexity**

**9-12.RT.10** By the end of grade 12, read and comprehend science texts in the grades 9-12 text complexity band independently and proficiently.

### **Writing Standards for Literacy in Technical Subjects (i.e. Health & Wellness):**

Students need to be able use writing as a key means to defend and assert claims, showing what they know about a subject and conveying what they have experienced, imagined, thought, and felt. They must be adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear manner.

### **Text Types and Purposes**

- 9-12.WT.1** Write arguments focused on *discipline-specific content*.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form and in a manner that anticipates the audience's knowledge level and concerns.



- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e. Provide a concluding statement or section that follows from or supports the argument presented.
- 9-12.WT.2** Write informative/explanatory texts, including scientific procedures/ experiments.
- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- 9-12.WT.3** *Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their technical work that others can replicate them and (possibly) reach the same results.*

### **Production and Distribution of Writing**

- 9-12.WT.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.



- 9-12.WT.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- 9-12.WT.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

### **Research to Build and Present Knowledge**

- 9-12.WT.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- 9-12.WT.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- 9-12.WT.9** Draw evidence from informational texts to support analysis, reflection, and research.

### **Range of Writing**

- 9-12.WT.10** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Academic Standards for Health & Wellness**

### **Standard 1**

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

*The acquisition of basic health concepts and functional health knowledge provides a foundation for promotion of health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators. Students apply knowledge of personal responsibility for health promotion and/or risk reduction. They develop patterns of healthy behaviors to prevent or reduce their risk of injury and/or illness throughout their*





*lifespan. Students describe the interrelationships of emotional, physical, social and intellectual health and how they can be impacted by their surroundings.*

AH.1.1 Predict how healthy behaviors can impact health status.

Example: Predict how maintaining healthy behaviors throughout life can have an impact on quality of life and longevity.

AH.1.2 Describe the interrelationships of emotional, intellectual, physical and social health.

Example: Describe how aspects of health are interrelated and may be affected by disease, illness, injury, broken relationships, etc.

AH.1.3 Analyze how environment and personal health are interrelated.

Example: Compare and contrast the short and long-term impact that natural disasters can have on personal health and how community health organizations can intervene.

AH.1.4 Analyze how genetics and family history can affect personal health.

Example: Analyze a specific genetic disorder in a family tree and the impact it has on personal health and health behaviors to reduce the risk.

AH.1.5 Propose ways to reduce or prevent injuries and health problems.

Example: Propose new rules and regulations to reduce or prevent vehicle crashes and injuries.

AH.1.6 Analyze the relationship between access to health care and health status.

Example: Examine the changes in the health status of individuals as a result of improved health care offered in the United States and/or other countries.

AH.1.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

Example: Compare and contrast the benefits of and barriers to belonging to a health club or implementing a personal fitness plan at home.

AH.1.8 Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.

Example: Analyze the personal health risks associated with tobacco, alcohol and other drug use.



AH.1.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

Example: Research the health-related behaviors which impact the risk of HIV / AIDS transmission.

## **Standard 2**

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

*Health is impacted by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs and perceived norms. Students examine how the family, peers, culture, media, and technology influence personal, family and community health. Students analyze how policies and regulations influence health promotion and risk reduction.*

AH.2.1 Analyze how the family influences the health of individuals.

Example: Recognize the differences in health practices and behaviors (e.g., medical care, hygiene practices, safety behaviors, etc.) of families from different countries / cultures and how this influences the health of each family member.

AH.2.2 Analyze how culture supports and challenges health beliefs, practices and behaviors.

Example: Compare and contrast how cultural health beliefs, practices and behaviors can impact health and longevity.

AH.2.3 Analyze how peers influence healthy and unhealthy behaviors.

Example: Analyze how peers can influence how an individual is perceived and/or accepted into a social group.

AH.2.4 Evaluate how the school and community can impact personal health practice and behaviors.

Example: Evaluate programs that impact and empower students to develop counter marketing campaigns directed towards improving health behaviors and reducing risk of injury.

AH.2.5 Evaluate the effect of media on personal and family health.



Example: Compare and contrast how food commercials have a positive or negative impact on personal and family health decisions.

AH.2.6 Evaluate the impact of technology on personal, family and community health.

Example: Appraise the impact of the lack of advanced technology on the health of individuals in developing countries.

AH.2.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.

Example: Examine perceived norms of adolescent behavior and how personal values and beliefs can influence actual individual health practices and behaviors related to promoting a tobacco-free, alcohol-free and other drug-free lifestyle.

AH.2.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.

Example: Examine health behavior data that is self-reported vs. actual (e.g., date rape, sexual abuse, physical abuse, shaken baby syndrome, suicide attempts, alcohol and drug use) and the influence personal values and beliefs have on individual health practices and behaviors.

AH.2.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

Example: Make inferences on how selected health risk behaviors can be associated with other unhealthy actions (e.g., using drugs and fighting, being sexually active, drinking and driving, etc.).

AH.2.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Example: Review and interpret the International Health Regulations and the impact of AIDS, Avian Influenza and Pandemic Flu transmission to developing countries.

### **Standard 3**

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

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



*resources empowers students to achieve health literacy. Students access valid health information, health-promoting products, and services to prevent, detect and treat health problems.*

AH.3.1 Evaluate the validity of health information, products and services.

Example: Evaluate alcohol and other drug information (e.g., instructions, accuracy, guidelines regarding the reliability of the source, if the information is up-to-date, etc.) and/or research a product to determine its reliability, effectiveness and safety.

AH.3.2 Use resources from home, school and community that provide valid health information.

Example: Read a medicine label to determine the correct dosage to administer based on a person's age and/or weight, side effects and contraindications.

AH.3.3 Determine the accessibility of products and services that enhance health.

Example: Determine the accessibility of HIV/AIDS and STI testing sites for youth.

AH.3.4 Determine when professional health services may be required.

Example: Determine when a friend has problems with unhealthy eating behaviors and help him/her to seek professional health services.

AH.3.5 Access valid and reliable health products and services.

Example: Access valid and reliable health products and services in the community or on the Internet (e.g., healthy diets, weight management, nutritional supplements, nutritionist, medical specialist, etc.).

## **Standard 4**

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

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



*Students organize and convey information and feelings for strengthening interpersonal interactions to reduce or avoid conflict. They access resources to enhance the health of self and/or others.*

AH.4.1 Use skills for communicating effectively with family, peers and others to enhance health.

Example: Develop a conversation (e.g., I messages, verbal/nonverbal communication and feedback, attentive listening, assertive communication, etc.) between friends demonstrating an understanding of effective grief process skills.

AH.4.2 Demonstrate refusal, negotiation and collaboration skills to enhance health and avoid or reduce health risks.

Example: Reconstruct a scenario between friends (e.g., one friend offers the other a chance to try a “new drug”) where a conflict is resolved by using refusal and/or negotiation skills and a conversation using effective communication techniques.

AH.4.3 Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others.

Example: Demonstrate how to use humor, apologize or accept an apology, collaborate to identify choices, seek the help of a lay or professional counselor, compromise on a choice that is fair to all involved (e.g., boyfriend/girlfriend relationship, friends, classmates, etc.).

AH.4.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.

Example: Demonstrate how a friend can seek professional assistance for a health-related situation (e.g., eating disorder, pregnancy, suicide, etc.).

## **Standard 5**

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

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



*which enables them to collaborate with others to improve quality of life now and in the future.*

AH.5.1 Examine barriers that can hinder healthy decision making.

Example: Examine personal barriers to getting annual checkups (e.g., cost, family values, cultural beliefs, etc.).

AH.5.2 Determine the value of applying a thoughtful decision-making process in health-related situations.

Example: Consider the benefit of soliciting community feedback on local tobacco initiatives.

AH.5.3 Justify when individual or collaborative decision making is appropriate.

Example: Defend which individual is responsible for providing protection when a married couple does not want to become pregnant.

AH.5.4 Generate alternatives to health-related issues or problems.

Example: Generate healthy options for a teen that is pregnant and/or a teen that is fathering a child.

AH.5.5 Predict the potential short and long-term impact of each alternative on self and others.

Example: Predict the short and long-term impact of driving under the influence of alcohol on self and others (e.g., passengers, other drivers, parents, pedestrians, etc.).

AH.5.6 Defend the healthy choice when making decisions.

Example: Defend the choice of telling a trusted adult about a friend in an abusive relationship.

AH.5.7 Evaluate the effectiveness of health-related decisions.

Example: Select various strategies for reducing stress and assess the potential success of these strategies.

## **Standard 6**

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



*Goal-setting skills are essential to help students identify, adopt and maintain healthy behaviors. This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future. Students construct health goals based upon personal needs. Students design, implement and evaluate critical steps to achieve short-term and long-term health goals.*

AH.6.1 Assess personal health practices and overall health status.

Example: Assess a plan for achieving a personal health goal for healthy eating habits by referring to the Healthy Eating Index through the U.S. Department of Agriculture to evaluate eating habits for a three day period.

AH.6.2 Develop a plan to attain a personal health goal that addresses strengths, needs and risks.

Example: Develop a plan to set short and long-term goals for mental health (e.g., future academic and career goals) based on personal strengths, needs and values and recognize the need to pursue professional intervention when necessary.

AH.6.3 Implement strategies and monitor progress in achieving a personal health goal.

Example: Implement strategies while monitoring the progress toward achieving personal health goals for maintaining healthy relationships (e.g., examine “who you are” and “where you are,” develop a vision, set achievable goals, develop an action plan, establish a support network, set up a reward system, etc.).

AH.6.4 Formulate an effective long-term personal health plan.

Example: Formulate an effective disease prevention and control plan that adapts to changing needs (e.g., regular physical checkups, reproductive health, self-exams, etc.).

## **Standard 7**

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

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



AH.7.1 Analyze the role of individual responsibility for enhancing health.

Example: Make inferences from personal health assessments to determine possible strategies for enhancing one's health (e.g., physical activity, nutrition, stress management, etc.).

AH.7.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

Example: Develop personal strategies (e.g., abstinence, refusal skills, etc.) to prevent the spread of sexually transmitted infections (STI's) and teen pregnancy.

AH.7.3 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

Example: Demonstrate ways to avoid, reduce and report date violence.

## **Standard 8**

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

*This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors. Advocacy skills help students promote healthy norms and healthy behaviors. Students communicate valid information and convey opinions about health issues. Students demonstrate skills to encourage others to adopt health-enhancing behaviors.*

AH.8.1 Use accurate peer and societal norms to formulate a health-enhancing message.

Example: Use the Youth Risk Behavior data to create a poster encouraging peers to abstain from risky behaviors (e.g., sex, tobacco use, alcohol use, etc.).

AH.8.2 Demonstrate how to influence and support others to make positive health choices.

Example: Develop a billboard to influence and support others to be tobacco-free.

AH.8.3 Work cooperatively as an advocate for improving personal, family and community health.





Example: Work with classmates to create a presentation for the school board to advocate for access to school spaces and facilities for physical activity by community members during non-school hours.

AH.8.4 Adapt health messages and communication techniques to a specific target audience.

Example: Modify a public service announcement to encourage different target audiences (e.g., anti-bullying for middle school students; immigrant families or pregnant teen to access health care; teens, college-age students and adults to practice sun safe behaviors, etc.).