

MSAD #56

HEALTH CURRICULUM

K-12

May 15, 2007

BOARD APPROVED MAY 22, 2007

MSAD #56 HEALTH CURRICULUM COMMITTEE

This curriculum was based on the work of the MSAD #56 District Health & P.E. Curriculum Committee who spent two years reviewing, aligning, and identifying the Essential Learnings, Content, and Skills/Processes for each grade level.

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Objective	Learner Outcome	Topics from Body Shop's Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
<p>Health Concepts</p> <p>Students will understand health promotion and disease prevention concepts.</p>	<p>K-2</p> <p>1.Describe relationships between personal health behaviors and individual well being</p>	<p>K-Keeping Clean & Healthy: L 1, 2, 4 My Body is Special – L 3 Everyday Play – L 2, 3, 4 No Drugs, No Way – L 1, 4 Going to the Doctor and Dentist – L 2, 3, 4 How to Stay Safe – L 3, 4</p> <p>1-How I Breathe Talk and Listen Run, Jump and Skip Drugs are Dumb Look Out Happy, Sad & In-between</p> <p>2-Your Heart Small But Strong – L 1, 2, 3 Drugs Are Dangerous – L 1, 2, 3, 4 Germs, They Can Make You Sick – L 1, 2, 3 You and Your Skin – L2 Muscles in Motion – L 2, 3</p>	<p>Concepts: A 2, 3 C 3</p>
	<p>2.Describe how the family influences personal health</p>	<p>K-How to Stay Safe – L 2 Adventure in Food – L 3 Family Team – L 1, 3, 4 Going to the Doctor and Dentist – L 4 Keeping Clean and Healthy – L 1, 2</p>	<p>Concepts: D 2</p>

- Concepts A2: Describe the transmission and prevention of communicable diseases.
 Concepts A3: Demonstrate an understanding of basic health terms.
 Promotion C3: Choose healthful foods.
 Influences D2: Explain how information from school and family influences health.

Objective	Learner Outcome	Topics from Body Shop's Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
Health Concepts - Continued	K-2 3. Recognize common and personal health issues.	K-Adventure in Food – L 2 My Body is Special – L 3 Going to the Doctor and Dentist – L 1, 2, 3, 4 Getting Sick – L 2, 3 Keeping Clean and healthy – L 1, 2, 4 1-Head to Toe – L 3 Get Well Soon – L 1, 2, 3, 4 2-Drugs Are dangerous – L 1, 2, 3, 4 You and Your Skin – L 4	Concepts: C 3
	4. Explain how childhood injuries and illnesses can be prevented or treated.	K-How to Stay Safe – L 1, 2, 3, 4 Getting Sick– L 1, 2, 3, 4 1-Look Out – L 2, 3 Head to Toe – L 3 Get Well Soon – L 1, 2, 3, 4 2-Let's Stay Safe – L 1, 2, 3 How You Think – L 4 You and Your Skin – L 4	Concepts: C 1, C 4
	5. Describe the interrelationship of mental, emotional, social, and physical health during adolescence.	Include the following topics in grades K-12: <ul style="list-style-type: none"> ▪ Gender roles ▪ Different sexual orientations exist and all individuals should be treated with respect. ▪ Self-esteem ▪ Body image ▪ Relationship between physical behaviors and emotional well being (inappropriate touching, “going with” e.g. in grade) 	Concepts: C 1, C 4

Promotion C1: Differentiate between safe and harmful substances found at home and school.

Promotion C3: Choose Healthful foods.

Promotion C4: Demonstrate a variety of safety skills for different situations (e.g. pedestrian, bus, fire, auto, and bicycle safety.)

Objective	Learner Outcome	Topics from Body Shop's Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
Health information, services and products Students will know how to acquire valid information about health issues, services and products.	K-2 1.Demonstrate the ability to locate school and community health helpers.	K-How to Stay Safe L 1, 4 Going to the Doctor and Dentist – L 1, 2, 3, 4 1-Look Out – L 4 2- Drugs Are Dangerous – L 2 Germs, They Can Make You Sick – L 4	Health Information: B1 C 3

Information B1: Identify which school and community health helpers are needed in given situations.
 Promotion C3: Choose healthful foods.

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
<p>Health promotion and risk reduction</p> <p>Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>K-2</p> <p>1. Identify health needs and responsible behaviors (nutrition, rest, personal hygiene, medical...)</p>	<p>K-Adventure in Food – L 2 My Body is Special – L 3 Getting Sick – L 1, 3 Keeping Clean and Healthy – L 1, 2, 3, 4</p> <p>1-Head to Toe – L 3 Why Do We Eat? – L 1, 2, 3, 4 Get Well Soon – L 1, 2, 3, 4</p> <p>2- Wide World of food – L 1, 2, 3, 4 Your Heart Small But Strong – L 1, 2, 3 Germs, They Can Make You Sick – L 1, 2, 3 You and Your Skin – L 4 Muscles in Motion – L 1, 2, 3, 4</p>	<p>Health promotion: A1, C2, C3</p>
	<p>2. Demonstrate a variety of safety skills for different situations.</p>	<p>K-How to Stay Safe – L 1, 2, 3, 4</p> <p>1-Look Out – L 1, 2, 3, 4</p> <p>2-Lets Stay Safe – L 1, 2, 3, 4 When I feel Afraid – L 3, 4</p>	<p>Health promotion: C1, C4</p>
	<p>3. Develop coping strategies when feeling too angry, anxious, excited or out of control.</p>	<p>K-Family Team – L 1, 2</p> <p>1-Happy, Sad and In-between – L 1, 2, 3, 4</p> <p>2-Lets Stay Safe – L 4 When I feel Afraid – L 1 Drugs Are Dangerous – L 3</p>	<p>Health promotion: C5</p>

- Concepts A1: Recognize that there are multiple components of health.
- Promotion C1: Differentiate between safe and harmful substances found at home and school.
- Promotion C2: Demonstrate personal hygiene skills.
- Promotion C3: Choose healthful foods.
- Promotion C4: Demonstrate a variety of safety skills for different situations (e.g., pedestrian, bus, fire, auto & bicycle safety).
- Promotion C5: apply coping strategies when they feel too excited, anxious, angry or out of control.

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
Health Promotion – Continued	K-2 4. Recognize situations where students need to ask for adult help.	K-My Body is Special – L4 Going to the Doctor and Dentist – L 1, 2, 3, 4 How to Stay Safe – L 1 No Drugs, No Way – L 3 1-Look Out – L 4 Talk and Listen – L 4 Happy, Sad and In-between – L 4 Drugs Are Dumb – L 4 2- Lets Stay Safe – L 2	Health promotion: F1
	5. Demonstrate ways to avoid and deal with risky behaviors and threatening situations.	K-How to Stay Safe – L 1, 2, 3, 4 My body is Special – L 4 No Drugs, No Way – L 1, 2, 3, 4 1-Look Out – L 1, 2, 3, 4 Drugs Are Dumb – L 1, 2, 3, 4 2- Lets Stay Safe – L 1, 2, 3, 4 Drugs are Dangerous – L 3, 4 Include the following topics in K-12: <ul style="list-style-type: none"> ▪ Avoiding, preventing gender harassment ▪ Choosing healthy relationships 	Health promotion: B1, C4

Information B1: Identify which school and community health helpers are needed in given situations.

Promotion C4: Demonstrate a variety of safety skills for different situations (e.g., pedestrian, bus, fire, auto & bicycle safety).

Decision-Making F1: Explain when assistance is needed in making health-related decisions and setting health goals.

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
Influences on Health Students will analyze the influence of culture, media, technology, and other factors on health.	K-2 1. Describe the influences of the media on health.	1-Drugs are Dumb – L 2	Influences on Health: D1

Influences D1: Describe the influences of media on health.
 Influences D2: Explain how information from school and family influences health.

Objective	Learner Outcome	Topics from Body Shop's Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
Communication skills Students will understand that skillful communication can contribute to better health for themselves, their families and the community.	K-2 1. Describe characteristics needed to be a responsible student, friend and family member.	2- When I Feel Afraid – L 1	Communication: E1
	2. Demonstrate healthy ways to express needs, wants and feelings.	2-When I Feel Afraid – L 2 Drugs Are Dangerous – L 3	Communication: E1
	3. Demonstrate ways to communicate care, consideration and respect of self and others.	2-Your Heart Small But Strong – L 4 You and Your Skin – L 3 Include the following topics to grades K-2: <ul style="list-style-type: none"> ▪ Personal space ▪ Feelings shown through body language and wanted/unwanted touch 	Communication: E1
	4. Demonstrate refusal skills to enhance health and personal safety	2-When I Feel Afraid – L 4 Drugs Are Dangerous – L 4 Include the following topics to grades K-2: <ul style="list-style-type: none"> ▪ 3 safety rules (no-go-tell) 	Communication: E1
	5. Differentiate between negative and positive behaviors used in conflict situations.	2-Lets Stay Safe – L 4	Communication: Grades 3-4, E1
	6. Demonstrate nonviolent strategies to resolve conflicts	2-Lets Stay Safe – L 4	Communication: Grades 3-4, E3

Communication E1: Demonstrate healthy ways to express needs, wants and feelings.

Communication E2: Distinguish between verbal and nonverbal communication.

Communication E1 Grades 3-4: Use appropriate communication and listening skills to enhance health.

Communication E3 Grades 3-4: Demonstrate non-violent strategies to resolve conflicts.

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
Decision making and goal setting Students will learn how to set personal goals and make decisions that lead to better health.	K-2 1. Explain when to ask for assistance in making health-related decisions and setting health goals.	2-Germs They Make You Sick – L 3	Decision making: F1

Decision-making F1: Explain when assistance is needed in making health-related decisions and setting health goals.
 Decision making F2: Set a short-term personal health goal.

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L= Lesson)	Alignment to: Current MLR Proposed MLR
<p>Health Concepts</p> <p>Students will understand health promotion and disease prevention concepts.</p>	<p>3-5</p> <p>1. Describe relationships between personal health behaviors, basic structure and functions of the human body systems, and individual well-being.</p>	<p>3-Safe at Home; Safe Away – L 1, 4 The Better to See You – L 1, 2, 3, 4 Let’s Eat – L 1, 2, 4 Community Health – L 1, 2, 3, 4 Say No to Smoking, Drinking, and Drugs – L 3 When Bodies Have Problems – L 1, 2 Finding Out About Bones – L 1, 2, 3, 4</p> <p>4- The Digestive System – L 1, 2, 3 No Smoking – L 1, 2, 3, 4 Be Cool, Keep Clean – L 1, 3 All About HIV – L 1, 2 Your Incredible Hearing Machine – L 1, 3 Exercise – L 2</p> <p>5- Love your Lungs – L 1, 2, 3 Growing Up – L 1, 2, 3, 4 You Are What You Eat – L 1, 2, 3, 4, Bones and Muscles – L 1, 2, 3, 4, About Blood & HIV – L 1, 2 Danger Ahead – L</p> <p>Other Topics:</p> <ul style="list-style-type: none"> ▪ Puberty ▪ Reproductive Anatomy 	<p>Concepts: A1, A3, A7</p>
	<p>2. Identify indicators of mental, emotional, social, and physical health during childhood.</p>	<p>3-Let’s Eat – L 4 I Like Your Attitude – L 1, 2, 3, 4 Your Family, My Family – L 1, 2, 3, 4 Things You Might Catch – L 1, 2, 4 When Bodies Have Problems – L 1, 2, 3, 4</p> <p>4- It’s My Body! – L 4 All About HIV – L 2, 4 Exercise – L 1, 2, 3, 4</p> <p>5- Those Crazy Mixed-Up Emotions – L 1, 2 Growing Up – L 2, 3, 4 Bones and Muscles – L 2, 3 Danger Ahead – L 2</p>	<p>Concepts: A2, A6, A7</p>

- Concepts A1: Describe the relationship between healthy practices and personal health.
 Concepts A2: Identify indicators of physical, mental, emotional, and social health during childhood.
 Concepts A3: Describe the basic structures and functions of the human body systems.
 Concepts A6: Explain the difference between positive and negative responses to stress.
 Concepts A7: Demonstrate essential understanding of basic health concepts.

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L= Lesson)	Alignment to: Current MLR Proposed MLR
Health Concepts - Continued	3-5 3. Describe how the family, peers, and the media influence personal health.	3-Safe at Home; Safe Away – L 3 Community Health – L 1, 2, 3, 4 I Like Your Attitude – L 2, 4 Your Family, My Family – L 1, 2, 3, 4 Say No to Smoking, Drinking, and Drugs–L1,2,3,4 Things You Might Catch – L 1, 3, 4 When Bodies have Problems – L 1, 2, 3, 4 4-No Smoking – L 3, 4 Stay Drug Free! Build Your Assets – L 1, 4 5- Love Your Lungs – L 3 Growing Up – L 4 All the Right Stuff – L 1, 2, 3, 4 Danger Ahead – L 2, 3	Concepts: A5, A7
	4. Describe how physical, social and emotional environments influence personal health.	3-Safe at Home; Safe Away – L 3 Community Health – L 1, 2, 3, 4 I Like Your Attitude – L 3, 4 Your Family, My Family – L 2, 3, 4 Say No to Smoking, Drinking, and Drugs – L1,2,3,4 Things You Might Catch – L1(TS), L3(TS), L4(LS) 4-No Smoking – L 2 Be Cool, Keep Clean – L 1, 2 Stay Drug Free! Build Your Assets – L 1 Exercise – L 1, 2, 3, 4 5- Love Your Lungs – L 4 Those Crazy Mixed-Up Emotions – L 1 Danger Ahead – L 3	Concepts: A5, A7
	5. Identify common health issues of children.	3-The Better to See You – L 3 I Like Your Attitude – L 2 Things You Might Catch – L 1, 2, 3, 4 When Bodies Have Problems – L 1, 2, 3, 4 4-No Smoking – L 4 Be Cool, Keep Clean – L 2 Exercise – L 2 5- Growing Up – L 1, 2, 3, 4	Concepts: A4, A7

Concepts A4: Identify common health problems of children that should be detected and treated early.
 Concepts A5: Describe ways in which a health school and community environment influences personal health.
 Concepts A7: Demonstrate essential understanding of basic health concepts.

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L= Lesson)	Alignment to: Current MLR Proposed MLR
Health Concepts - Continued	3-5 6. Explain how childhood injuries and illnesses can be prevented or treated.	3-Safe at Home; Safe Away – L 1 The Better to See You – L 4 Community Health – L 1, 2, 3, 4 (TS) I Like Your Attitude – L 4 Things you Might Catch – L 1, 2, 3, 4 4-It’s My Body! – L 1, 2, 4 All About HIV – L 1 Your Incredible Hearing Machine – L 2 5- First Aid Facts – L 1, 2	Concepts: A4, A7
	7. Describe the interrelationship of mental, emotional, social, and physical health during adolescence.	Include the following topics to grades K-12: <ul style="list-style-type: none"> ▪ Gender roles ▪ Different sexual orientations exist and all individuals should be treated with respect ▪ Self-esteem ▪ Body image ▪ Relationship between physical behaviors and emotional well being (inappropriate touching, “going with” e.g. in grade) 	Concepts: A4, A7

Concepts A4: Identify common health problems of children that should be detected and treated early.
 Concepts A7: Demonstrate essential understanding of basic health concepts.

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L= Lesson)	Alignment to: Current MLR Proposed MLR
<p>Health information, services, and products</p> <p>Students will know how to acquire valid information about health issues, services and products</p>	<p>3-5</p> <p>1. Identify characteristic of valid health promoting information, products and services.</p>	<p>3- Safe at Home, Safe Away – L 1, 2, 3, 4</p> <p>4- Let’s Talk Teeth – L 3 The Digestive System – L 3, 4</p> <p>5- Growing Up – L 3 All the right Stuff – L 1, 2, 3, 4 Danger Ahead – L 3</p>	<p>Health Information: B1</p>
	<p>2. Demonstrate the ability to locate resources from home, school and community that provide valid health information.</p>	<p>3- Safe at Home, Safe Away – L 3 Community Health – L 2 When bodies Have Problems – L 4</p> <p>4- Let’s Talk Teeth – L 3, 4 It’s My body – L 3, 4 Stay Drug Free! Build Your Assets! – L 4</p> <p>5- Love Your Lungs – L 4 Those Crazy Mixed-Up Emotions – L 3, 4 Growing Up – L 4 You Are What You Eat – L 3 All the Right Stuff – L 1, 2, 3, 4</p>	<p>Health Information: B2, B3</p>
	<p>3. Explain how media influences the selection of health information products, and services.</p>	<p>4- Let’s Talk Teeth – L 3 The Digestive System – L 3, 4 No Smoking – L 3</p> <p>5- Love Your Lungs – L 4 Growing Up – L 3 You Are What You Eat – L 4 All the Right Stuff – L 1, 2, 3, 4 Danger Ahead – L 3</p>	
	<p>4. Recognize situations that require health care services.</p>	<p>4- Let’s Talk Teeth – L 4 Stay Drug Free! Build Your Assets! – L 4 Your Incredible Hearing Machine – L 2</p>	<p>Health Information: B2</p>

Information B1: Identify characteristics of valid health information & products, & services that promote health.

Information B2: Demonstrate ways to locate school & community health helpers.

Information B3: Identify community agencies that advocate healthy individuals, families & communities.

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L= Lesson)	Alignment to: Current MLR Proposed MLR
<p>Health promotion an risk reduction</p> <p>Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>3-5</p> <p>1. Identify responsible and safe health behaviors.</p>	<p>3- Safe at Home, Safe Away – L 1, 2, 3, 4 Saying No to Smoking, Drinking, & Drugs-L1,2,3 Things You Might Catch – L 1, 3</p> <p>4- Let’s Talk Teeth – L 2 The Digestive System – L 2, 3, 4 No Smoking – L 4 It’s My Body – L 1 Be Cook, Keep Clean – L 1, 2, 3, 4 Stay Drug Free! Build Your Assets! – L 1, 2, 3, 4 All About HIV – L 1, 2, 3 Your Incredible Hearing Machine – L 2, 3 Exercise – L 2, 3, 4</p> <p>5- First Aid Facts – L 1, 2, 3, 4 Brainstorms: Your Central Nervous System- L3 Love Your Lungs – L 1, 2, 3, 4 Those Crazy Mixed-Up Emotions – L 4 Danger Ahead – L 1, 2, 3, 4 All the Right Stuff – L 3 Bones & Muscles – L 1, 2, 3, 4</p>	<p>Health Promotion: C1</p>
	<p>2. Identify personal health needs.</p>	<p>3- Safe At Home, Safe Away – L 2 Let’s Eat – L 4</p> <p>4- Let’s Talk Teeth – L 2, 3, 4 Be Cool, Keep Clean – L 1, 2, 3, 4</p>	<p>Health Promotion: Middle School C1, C2</p>
	<p>3. Compare behaviors that are safe to those that are risky or harmful.</p>	<p>3- Safe At Home, Safe Away – L 3 Saying No To Smoking, Drinking & Drugs-L1,2</p> <p>4- Let’s Talk Teeth – L 2, 3, 4 The Digestive System – L 1, 2, 3, 4 It’s My Body – L 1, 4 All About HIV – L 1, 2, 3 Your Incredible Hearing Machine – L 2, 4</p> <p>5- First Aid Facts – L 3, 4 Brainstorms: Your Central Nervous System – L 3 Love Your Lungs – L 1, 2, 3, 4 Growing Up – L 2 Danger Ahead – L 4 About Blood & HIV – L 1, 2 Bones & Muscles – L 1, 2, 3, 4</p>	<p>Health Promotion: C1</p>

Promotion C1: Compare behaviors that are safe to those that are risky or harmful (e.g., bicycle safety, handling weapons, use of medicines).

Promotion C2: Develop injury prevention & safety strategies for personal health.

Objective	Learner Outcome	Topics from Body Shop's Scope and Sequence Chart will be covered at each grade level. (L= Lesson)	Alignment to: Current MLR Proposed MLR
Health Promotion - Continued	3-5 4. Demonstrate strategies to improve or maintain personal health.	3- Finding Out About Bones – L 1, 2, 3, 4 Things You Might Catch – L 1, 2, 3, 4 4- Let's Talk Teeth – L 2, 3, 4 The Digestive System – L 1, 2, 3, 4 Be Cool, Keep Clean – L 3 All About HIV – L 1, 2, 3 Your Incredible Hearing Machine – L 2, 4 Exercise – L 2, 3, 4 5- First Aid Facts – L 4 Brainstorms: Your Central Nervous System – L 1 Love Your Lungs – L 1, 2, 3, 4 You Are What You Eat – L 1, 2 Growing Up – L 2 Danger Ahead – L 4 About Blood & HIV – L 1, 2 Bones & Muscles – L 1, 2, 3, 4	Health Promotion: C2, C4
	5. Develop injury prevention and management strategies for personal health.	3- Safe At Home, Safe Away – L 1, 3, 4 Your Family My Family – L 4 Things You Might Catch – L 2, 3 4- Let's Talk Teeth – L 2, 3 No Smoking – L 1, 3, 4 It's My Body – L 1 Stay Drug Free! Build Your Assets! – L 1, 2, 3, 4 Your Incredible Hearing Machine – L 2 Exercise – L 4 5- First Aid Facts – L 4 Brainstorms: Your Central Nervous System – L4 Love Your Lungs – L 1, 2, 3, 4 Danger Ahead – L 1, 2, 3, 4 About Blood & HIV – L 1, 2 Bones & Muscles – L 1, 2, 3, 4	Health Promotion: C2

Promotion C2: Develop injury prevention & safety strategies for personal health.

Promotion C4: Demonstrate health & safe ways to deal with or avoid threatening & stressful situations.

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L= Lesson)	Alignment to: Current MLR Proposed MLR
Health Promotion - Continued	3-5 6. Demonstrate ways to avoid and deal with risky behaviors and threatening situations.	3- Say No To Smoking, Drinking & Drugs-L1,2,3,4 4- Community Safety – L 1, 2, 3, 4 It’s My Body – L 1 Stay Drug Free! Build Your Assets! – L 1, 2, 3, 4 All About HIV – L 1, 2, 3 5- First Aid Facts – L4 Love Your Lungs – L 2, 3, 4 Those Crazy Mixed-Up Emotions – L 4 Growing Up – L 4 Danger Ahead – L 1, 2, 3, 4 About Blood & HIV – L 1, 3 Include the following topics in K-12: <ul style="list-style-type: none"> ▪ Avoiding, preventing gender harassment ▪ Choosing healthy relationships 	Health Promotion: C2, C4
	7. Apply coping strategies when feeling too angry, anxious, excited or out of control.	3- I Like Your Attitude – L 1, 2, 3, 4 4- It’s My Body – L 3 5- Those Crazy Mixed-Up Emotions – L 2	Health Promotion: C4

Promotion C2: Develop injury prevention & safety strategies for personal health.

Promotion C4: Demonstrate health & safe ways to deal with or avoid threatening & stressful situations.

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L= Lesson)	Alignment to: Current MLR Proposed MLR
<p>Influences on Health</p> <p>Students will analyze the influence of culture, media, technology, and other factors on health.</p>	<p>3-5</p> <p>1. Describe how culture influences personal health behaviors.</p>	<p>3- When Bodies Have Problems – L 4</p> <p>4- The Digestive System – L 3, 4 No Smoking – L 3</p> <p>Include the following topics to grades 3-5:</p> <ul style="list-style-type: none"> ▪ Cultural influences on hygiene ▪ Gender role 	<p>Health Influences: D1</p>
	<p>2. Explain how media influences thoughts, feelings, and health behaviors.</p>	<p>4- The Digestive System – L 3, 4 No Smoking – L 3</p> <p>Other topics:</p> <ul style="list-style-type: none"> ▪ Body image ▪ Gender roles ▪ Self-care issues 	<p>Health Influences: D2</p>
	<p>3. Describe ways that advancements in technology influence personal health.</p>	<p>4- The Digestive System – L 3, 4 No Smoking – L 3</p> <p>Include the following topics to grades 3-5:</p> <ul style="list-style-type: none"> ▪ Accessing accurate and appropriate information via the internet 	<p>Health Influences: D2</p>

Influences D1: Evaluate the influences of culture on health.
Influences D2: Explain how media influences health decisions.

Objective	Learner Outcome	Topics from Body Shop's Scope and Sequence Chart will be covered at each grade level. (L= Lesson)	Alignment to: Current MLR Proposed MLR
<p>Communication Skills</p> <p>Students will understand that skillful communication can contribute to better health for themselves, their families and the community.</p>	<p>3-5</p> <p>1. Describe characteristics needed to be a responsible student, friend and family member.</p>	<p>3- Your Family, My Family – L 1, 2, 3, 4</p> <p>4- No Smoking – L 2, 3</p> <p>5- Growing Up – L 1</p> <p>All the Right Stuff – L 1, 2, 3, 4</p> <p>Bones & Muscles – L 4</p> <p>Include the following topic in grade 5:</p> <ul style="list-style-type: none"> ▪ Puberty, learning about both genders and things in common as foundation to <i>mutual respect and support</i> 	<p>Communication: D4</p>
	<p>2. Demonstrate healthy ways to express needs, wants and feelings.</p>	<p>3- I Like Your Attitude – L 1, 2, 3, 4</p> <p>4- It's My Body – L 3</p> <p>Be Cook, Keep Clean – L 1</p> <p>5- Those Crazy Mixed Up Emotions – L 1, 2, 3, 4</p> <p>Include the following topic in grades 4-5:</p> <ul style="list-style-type: none"> ▪ Emotional/social changes of puberty 	<p>Communication: E1</p>
	<p>3. Demonstrate ways to communicate care, consideration, and respect of self and others.</p>	<p>3- When Bodies Have Problems – L 1, 2, 3, 4</p> <p>4- Community Safety – L 1</p> <p>All About HIV – L 4</p> <p>Your Incredible Hearing Machine – L 3</p> <p>5- Growing Up – L 1, 2, 3, 4</p> <p>Brainstorms: Your Central Nervous System – L 3</p>	<p>Communication: E1, E2, E3;</p>
	<p>4. Demonstrate refusal skills to enhance health.</p>	<p>3- Saying No To Smoking, Drinking & Drugs -L1,2,3,4</p> <p>4- Digestive System – L 3</p> <p>It's My Body – L 1, 2</p> <p>Stay Drug Free! Build Your Assets! – L 1, 2, 3</p> <p>All About HIV – L 1, 2, 3</p> <p>5- First Aid – L 4</p> <p>Those Crazy Mixed Up Emotions – L 4</p> <p>Love Your Lungs – L 3</p> <p>Growing Up – L 3</p> <p>About Blood & HIV – L 3</p>	<p>Communication: E2, E4;</p>
	<p>5. Differentiate between negative and positive behaviors used in conflict situations.</p>	<p>3- I Like Your Attitude – L 1, 2, 3, 4</p> <p>4- Community Safety – L 2, 3, 4</p> <p>5- Those Crazy Mixed Up Emotions – L 2</p>	<p>Communication: E2</p>

Influences D4:

Describe ways to be a responsible friend & family member.

Communication E1:

Use appropriate communication & listening skills to enhance health.

Communication E2:

Differentiate between negative & positive ways to deal with conflict.

Communication E3:

Demonstrate non-violent strategies to resolve conflicts.

Communication E4:

Express opinions & give accurate information about health issues.

Objective	Learner Outcome	Topics from Body Shop's Scope and Sequence Chart will be covered at each grade level. (L= Lesson)	Alignment to: Current MLR Proposed MLR
Communication Skills - Continued	3-5 6. Demonstrate non-violent strategies to resolve conflicts.	4- Community Safety – L 2, 3, 4 5- Those Crazy Mixed Up Emotions – L 2	Communication: E2, E3
	7. Demonstrate attentive listening skills to build and maintain healthy relationships.	5- Growing Up – L 2	Communication: E1

- Communication E1: Use appropriate communication & listening skills to enhance health.
- Communication E2: Differentiate between negative & positive ways to deal with conflict.
- Communication E3: Demonstrate non-violent strategies to resolve conflicts.

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L= Lesson)	Alignment to: Current MLR Proposed MLR
<p>Decision making and goal setting</p> <p>Students will learn how to set personal goals and make decisions that lead to better health.</p>	<p>3-5</p> <p>1. Demonstrate the ability to apply a decision-making process to health issues and problems.</p>	<p>3- Safe At Home, Safe Away – L 3, 4 The Better to See You – L 4 Let’s Eat – L 3, 4 I Like Your Attitude – L 1,2 Saying No to Smoking, Drinking, & Drugs-L1,2,4 Finding Out About Bones – L 3</p> <p>4- Let’s Talk Teeth – L 3, 4 No Smoking – L 2, 4 It’s My body – L 1, 2 Be Cool, Keep Clean – L 2, 3, 4 All About HIV – L 1, 2, 3 Exercise – L 1</p> <p>5- You Are What You Eat – L 1, 2 All the Right Stuff – L 4 First Aid – L 4 Love Your Lungs – L 3 Those Crazy Mixed Up Emotions – L 2, 4 Growing Up – L 1, 2, 3, 4</p>	<p>Decision making F1</p>
	<p>2. Explain when to ask for assistance in making health-related decisions and setting health goals.</p>	<p>3- The Better to See You – L 3 4- Digestive System – L 1, 2, 3, 4 It’s My Body – L 1, 4 Stay Drug Free! Build Your Assets! – L 4</p> <p>5- Love Your Lungs – L 4 Those Crazy Mixed Up Emotions – L 3</p>	<p>Decision Making: F1</p>
	<p>3. Predict outcomes of positive or negative health decisions.</p>	<p>3- I Like Your Attitude – L 1,2,3,4 4- Digestive System – L 1, 2, 3, 4 No Smoking – L 1, 2 Be Cool, Keep Clean – L 2 Stay Drug Free! Build Your Assets! – L 2, 3, 4 Exercise – L 3</p> <p>5- About Blood & HIV – L 3 Love Your Lungs – L 3 Growing Up – L 4</p>	<p>Decision Making F2</p>

Decision Making F1:
Decision Making F2:

Demonstrate the ability to apply a decision-making process to health issues & problems.
Predict the results of positive health decisions.

Objective	Learner Outcome	Topics from Body Shop's Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
Decision Making - Continued	3-5 4. Set a personal health goal and track progress toward its achievement.	3- Finding Out About Bones – L 3 Safe At Home – L 4 Saying No To Smoking, Drinking & Drugs-L 4 4- Let's Talk Teeth – L 3 Digestive System – L 2 Bee Cool, Keep Clean – L 2 Exercise – L 1, 2, 3 5- All the Right Stuff – L 4 Bones & Muscles – L 1, 2, 3, 4	Decision Making: F1, F2

Decision Making F1:
 Decision Making F2:

Demonstrate the ability to apply a decision-making process to health issues & problems.
 Predict the results of positive health decisions.

Puberty Education Grade 5

This unit will be taught in separate gender groups with the respect for each other and reviewing information as a combined class. This is a one week unit and will be taught in combination with Grade 5 teachers, the guidance counselor, and the school nurse as a backup resource (i.e. anatomy, etc.)

Essential Learnings	Learner Outcomes	Topics/Skills/Processes
<p>Students will identify the physical, social, and emotional changes of puberty.</p> <p>Students will recognize the wide range of normal development.</p> <p>Students will identify similarities and differences of males and females to increase understanding of the other gender.</p>	<p><u>Grade 5</u> Describe the physical changes of puberty for both males and females using correct terminology.</p> <p>Describe the social and emotional changes of puberty and how physical changes influence those.</p> <p>Distinguish between the truths and myths regarding puberty.</p> <p>Determine accurate sources of information and discuss which of the following are the best sources for obtaining accurate information:</p> <ul style="list-style-type: none"> • Peers? • T.V.? • On-line resources? • Doctor? • Guidance Counselors? • Teachers? • Others? <p>Describe the impact of media on the topics of puberty.</p>	<p><u>Resources</u> Video – <u>It’s a Change Thing</u> by Kotex Reproductive Anatomy and Physiology</p> <ul style="list-style-type: none"> • Their individual body changes with both sexes • Basic understanding of reproduction <p>Vocabulary – MSAD #56 – Puberty Vocabulary Appropriate hygiene Mood changes Different interests Adjusting and respecting of the changes involved in puberty (voice, pimples, acne, weight, etc.) – Pg. 144-146</p> <p><u>Teacher Resources</u> Pg. 149-151</p> <ul style="list-style-type: none"> • Physical changes (i.e. weight, height, voice, body) • Social and emotional changes • What happens to my body? • Why do I feel that way? <p>Body images.</p>

MSAD #56 PUBERTY VOCABULARY

Body image	one's thoughts or feelings about their body, especially how it looks; this changes as people change during puberty (both)
Body odor	smells that occur because of increased perspiration, or sweating, that comes with puberty (both)
Breast growth	increase in soft tissue of the breast, caused by hormones; (both, but more for girls; boys' changes eventually go away)
Broadened hips	change in shape of hip area; (both, but mostly girls)
Broadened shoulders	shoulders get wider compared with the waist and hips; (both, but more boys)
Changing interests	differences in how people like to spend their time from when they were younger; (both – a lifelong process that just appears more exaggerated during puberty)
Ejaculation	a process of the male reproductive system; (boys)
Epididymis	a part of the male reproductive system; (boys)
Erection	a process of the male reproductive system; (boys)
Facial hair	hair growth on the face; (both, but mostly boys)
Fallopian tube	a part of the female reproductive system; (girls)
Friendship changes	occur during puberty partly because of changing interests; (both)
Growth spurt	a time of rapid growth; (both)
Hormones	chemicals made in the body that direct body changes and processes; (both, but not the same exact chemicals)
Menstruation	a process of the female reproductive system, commonly called the "period"; (girls)
Myths	stories made up to explain things people don't understand. There are lots of myths about puberty; (both)
Ova	an egg cell-contains half the information needed for a new being; (girls)
Ovulation	a process of the female reproductive system; (girls)

Penis	a part of the male reproductive system that is also part of the excretory system (the system for getting rid of body waste); (boys)
Pimples	acne, or blemishes on the skin, due to increased sweat gland activity; (both)
Perspiration	sweat; (both)
Puberty	a life span during which rapid growth and change occurs and human bodies become capable, physically, of reproduction; (both)
Rapid mood changes	due to the hormones newly released in the body as well as people's natural reactions to all the changes occurring for them; (both)
Reproduction	the process of creating a new life from existing lives. This occurs in all living things: plants, animals, and people. Puberty is when the body prepares for that to be possible. (both)
Responsibility	with maturity comes greater responsibility; with greater responsibility comes more opportunities. Puberty is a time when young people need to clearly demonstrate responsibility in order to show they are ready for increased opportunities. (both)
Sanitary pad	a form of cleanliness protection used during menstruation; (girls)
Scrotum	an external part of the male reproductive system; (boys)
Self-confidence	sureness of oneself, belief and knowledge of one's own abilities; important for good decision-making during the teen years; (both)
Sperm	the male part containing half the information needed to form a new life; (boys)
Sweat glands	located in many places on the body, they become more active during puberty; (both)
Tampon	a form of cleanliness protection used during menstruation; (girls)
Testicle	a part of the male reproductive system; (boys)
Underarm hair	grows during puberty, darker and coarser than other body hair; (both)
Uterus	also called the womb, part of the female reproductive system; (girls)
Vagina	a passageway of the female reproductive system; (girls)

Vas deferens	part of the male reproductive system; (boys)
Voice changes	caused by changes in the shape of the larynx; (both, but more extreme for boys)
Vulva	the external area of the female reproductive system; (girls)
Weight gain	due to overall growth and changes, a natural part of growing up; (both)
Wet dream (nocturnal emission)	a process of the male reproductive system; (boys)

Puberty

As I See My Body

Purpose: To increase awareness of feelings we all have about our bodies; to introduce the concept of body image.

Objectives: 2, 6

Time: Day 1 - 10 minutes at the end of the day
Day 2 – 10 minutes at the beginning of the day

Grades: 4-6

Materials: “As I See My Body” Worksheet

Procedure: Day 1:

1. Discuss with students that people come in all different sizes and shapes and that we may feel good about some parts of our bodies while we don't feel so good about other parts. During puberty, people's bodies change dramatically and so do our feelings about these parts and their changes.
2. To help students begin thinking about body image, survey the class, asking for their opinions about people's feelings about different body parts. For example, “How many of you think that most people like their ears? How many think most people don't like their ears?”
3. After questioning the class in general about several body parts, ask students to think about their feelings toward their own bodies and to complete the worksheets. Remind students that they should not put their names on their papers – they can be anonymous. Collect the worksheets.

Day 2:

Tally responses prior to Day 2 and report responses to students. This may be put on an overhead transparency or copies of the compilation can be made for each student. Giving them some sense of their classmates' responses helps them be aware that they are not alone in their feelings about their bodies.

Adapted with permission from *Family Life Education: Resources for the Elementary Classroom (Grades 4, 5 and 6)*, ETR Associates, 1984, Santa Cruz, CA. For information about other related materials, call 1-800-321-4407.

Puberty

Discussion questions:

1. With which parts did people feel most and least comfortable?
2. Which parts had people never thought about?
3. What does it mean to be attractive?
4. How do people who like their bodies feel about themselves?
5. What can a person do to change the way they feel about their body?

Summary:

Sometimes we can change things we can't like about our bodies (for example, a new hair style); sometimes our bodies will change naturally (such as, my feet may be too big now, but when I finish puberty, my body will be more in proportion) and sometimes we can't change our bodies at all. What we can change is our attitude (for example, focusing on our bright eyes instead of our big ears). People are happiest when they can accept themselves as the unique, special people that they are, accentuating the things they feel best about.

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Puberty

WORKSHEET: As I See My Body

Directions: Here is a list of parts of the body and reactions that people often have to these parts. When you think about your body, how do you feel about each of these parts? Place a check mark in the column which best describes how you feel. PLEASE DO NOT PUT YOUR NAME ON THIS PAPER.

PART OF BODY	VERY O.K.	SORT OF O.K.	CAN'T STAND	DON'T FEEL MUCH ONE WAY OR THE OTHER
Face				
Hair				
Eyes				
Nose				
Teeth				
Voice				
Arms				
Hands				
Feet				
Waist				
Stomach				
Hips				
Buttocks				
Legs				
Thighs				
Chest				
Body Hair				
Height				
Weight				

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Puberty

Truth or Myth Game

Purpose: To distinguish between truths and myths regarding puberty.

Objectives: 4

Time: 20-30 minutes

Grades: 4-6

Materials: “Truth or Myth Game” Statements
Masking tape

Note: This activity involves constructing the game pieces ahead of time. Copy the truth and myth statements onto poster board, leaving enough room between them so they may be cut into individual game pieces. You may wish to laminate these so they can be used in the future. Using two large pieces of poster board, at least 26” x 30”, write TRUTH at the top of one of them and MYTH at the top of another. These can also be laminated. Before beginning the game, hang these poster boards so they are accessible to the students.

Optional: You may choose to add another category – NOT SURE – to give students an option if they are really unsure of an answer. This can backfire, however, and students may feel safer placing statements into NOT SURE rather than take a risk on being wrong.

Procedure:

1. Tell the students they are going to do an activity that looks at some truths and some myths about puberty. Explain that a myth is something which people think is true, but when looked at closely is really not true.
2. Divide the students into five groups and give each group four game pieces with truths and myths written on them.
3. Explain that each group must work together to decide if the statements written on their game pieces are truth or myth and why. Let them know that they will be sharing the information with the class.

Puberty

Truth or Myth Game, continued

4. When the groups have made their decisions, have each group read their statements aloud, post the statements on the TRUTH or MYTH boards and explain to the class why the statement is placed where it is.

Discussion Questions:

1. How did the group come to a decision on whether their statements were truths or myths?
2. What happened when you disagreed?
3. Which statement did your group have the most discussion about?
4. How do myths get started?

Puberty

STATEMENTS: **Truth or Myth Game**

MYTHS

- Wet dreams are when a boy urinates while he is asleep.
- A girl should not take part in sports, especially swimming, when she has her period.
- Once a boy gets an erection, he must ejaculate or it will be harmful to him.
- When a male has an erection, it is because the bones in his penis make his penis become stiff and hard.
- Eating chocolate will cause a person to have pimples.
- Males stop making sperm when they get older and therefore, can no longer father a child.
- Once a girl starts having her period, she will get it on the same day each month.
- Everyone starts to go through puberty at the same age.
- A boy who has been circumcised will have a smaller penis than a boy who has not been circumcised.

TRUTHS

- For both boys and girls, there are changes in weight and height during puberty.
- Girls start having their period during puberty.
- It is normal for both boys and girls to daydream and think sexual thoughts during adolescence.
- Hormones cause the changes in boys' and girls' bodies during puberty.
- It is normal for a girl to have one breast that is a slightly different size than the other.
- When females stop having their periods, sometime after age 45-50, they are no longer able to become pregnant.
- During puberty, it is common for a boy to have erections when he doesn't expect them.
- Once the ovaries begin to release ova (egg cells), it is possible for a girl to become pregnant.
- One of the first changes of puberty that boys will notice is that their testicles start to become larger.
- The size of a man's penis does not affect his ability to father a child.

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
<p>Health concepts</p> <p>Students will understand health promotion and disease prevention concepts.</p>	<p>Grade 6</p> <p>1. Explain the relationship between positive health behaviors, body systems and the prevention of injury, illness, disease, and premature death.</p>	<p>6-</p> <p>Other Topics:</p> <ul style="list-style-type: none"> ▪ Endocrine system ▪ Central nervous system ▪ Human reproductive, anatomy, and functions ▪ Pregnancy 	<p>Concepts: A1</p>
	<p>2. Describe the interrelationship of mental, emotional, social, and physical health during adolescence.</p>	<p>6-</p> <p>Include all of the following topics in K-12</p> <ul style="list-style-type: none"> ▪ Gender roles ▪ Different sexual orientations exist and all individuals should be treated with respect. ▪ Self-esteem ▪ Body image ▪ Relationship between physical behaviors and emotional well being (inappropriate touching, “going with” e.g. in grade) 	<p>Concepts: A4</p>

Concepts A1: Explain the relationship between healthy behaviors and the prevention of injury, illness, and disease.

Concepts A4: Evaluate how health is influenced by the interaction of body systems (e.g., physical fitness and the respiratory and circulatory systems).

Objective	Learner Outcome	Topics from Body Shop's Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
<p>Health information, services and products</p> <p>Students will know how to acquire valid information about health issues, services and products</p>	<p>Grade 6</p> <p>1. Explore the cost and validity of varied health information, products and services.</p>	<p>6- Addictions L3 HIV/AIDS: What You Need to Know Now-L4 The Sports Report – L 4 Eat Smart, Look Great – L 2</p>	<p>Health Information: B1</p>
	<p>2. Demonstrate the ability to utilize resources from home, school and community that provide valid health information.</p>	<p>6- What Is Stress – L 4 Addictions – L 3 HIV/AIDS: What You Need to Know Now – L4 The Sports Report – L 4 Eat Smart, Look Great – L 4</p>	<p>Health Information: B2</p>
	<p>3. Demonstrate the ability to locate health products and services.</p>	<p>6- Keep This Body Safe – L 1, 3, 4 (services) Addictions – L 3 HIV/AIDS: What You Need to Know Now- L4</p>	<p>Health Information: B2</p>
	<p>4. Analyze how media and other sources influence the selection of health information and products.</p>	<p>6- Keep This Body Safe – L 3</p>	<p>Health Information:</p>

Information B1: Analyze the validity of health information, products & services & describe situations requiring their use.

Information B2: Identify resources from home, school & community that provide valid health information & services.

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
<p>Health promotion and risk reduction</p> <p>Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>Grade 6</p> <p>1. Explain the importance of assuming responsibility for personal health behaviors and safety.</p>	<p>6- Allergies and Asthma – L 1, 2, 3 Cells – L 2, 3, 4 Eat Smart, Look Great – L 1, 2, 4 Keep This Body Safe – L 1, 2, 3, 4 What is Stress – L 1 The Reproductive System – L 2, 3, 4 Addictions – L 1, 2, 3, 4 HIV/AIDS: What You Need to Know Now-L 1, 2, 3 Healthy Environment – L 3, 4 Sports Report – L 1, 2, 3, 4 Other Topics:</p> <ul style="list-style-type: none"> ▪ Reducing risks (abstinence, contraceptives) 	<p>Health Promotion: Middle School C 1</p>
	<p>2. Analyze a personal health assessment to determine health strengths and risks.</p>	<p>6- Allergies & Asthma – L 2 Cells – L 3 Eat Smart, Look Great – L 3 Keep This Body Safe – L 4 What Is Stress – L 2 The Reproductive System – L 1 Addictions – 14 HIV/AIDS: What You Need to Know Now-L 3 Sports Report – L 1, 4</p>	<p>Health promotion: Middle School C2</p>
	<p>3. Distinguish between safe, risky or harmful behaviors to self and in relationships with others.</p>	<p>6- Allergies & Asthma – L 1, 2, 3, 4 Cells – L 4 Eat Smart, Look Great – L 3, 4 Keep This Body Safe – L 1, 2, 3, 4 What Is Stress – L 3 Reproductive System – L 2, 3, 4 Addictions – L 2, 3, 4 HIV/AIDS: What You Need to Know Now-L1,2,3,4 Healthy Environment – L 1, 2, 3, 4 Sports Report – L 2, 3, 4 Other Topics:</p> <ul style="list-style-type: none"> ▪ Analyze a personal health assessment to determine health strengths and risks. ▪ Sexual violence (date rape, incest, sexual abuse) ▪ STI(sexually transmitted diseases) ▪ Internet 	<p>Health promotion: C1, C2</p>

Promotion C1: Explain the importance of assuming responsibility for personal health.

Promotion C2: Analyze a personal health assessment to determine healthy strengths & risks.

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
Health Promotion - Continued	Grade 6 4. Demonstrate strategies that improve or maintain personal and family health.	6- Allergies & Asthma – L 3, 4 Cells – L 3, 4 Eat Smart, Look Great – L 1, 2, 4 Keep This Body Safe – L 1, 2, 3, 4 What Is Stress – L 3, 4 The Reproductive System – L 3, 4 Addictions – L 2, 3, 4 HIV/AIDS: What You Need to Know Now-L1,2,3,4 Healthy Environment – L 3, 4 Sports Report – L 1, 2, 3, 4 Other Topics: <ul style="list-style-type: none"> ▪ Develop injury prevention and management strategies for personal and family health. ▪ Demonstrate ways to avoid and reduce risky and threatening situations. ▪ Sexual abuse prevention, dating safety and positive relationships. 	Healthy promotion: C3
	5. Assess individual stressors and investigate strategies to manage stress.	6- Eat Smart, Look Great – L 3 What Is Stress – L 1, 2, 3, 4 The Reproductive System – L 4 Addictions – L 2, 4 Healthy Environment – L 1	Healthy promotion: C4
	6. Demonstrate ways to avoid and deal with risky behaviors and threatening situations.	6- Include the following topics in K-12: <ul style="list-style-type: none"> ▪ Avoiding, preventing gender harassment ▪ Choosing healthy relationships. 	Healthy promotion: C4

- Promotion C1: Explain the importance of assuming responsibility for personal health.
Promotion C2: Analyze a personal health assessment to determine healthy strengths & risks.
Promotion C3: Develop strategies to improve or maintain personal & family health.
Promotion C4: Develop injury prevention & response strategies for personal safety, including first aid.

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
Influences on Health Students will analyze the influence of culture, media, technology, and other factors on health.	Grade 6 1. Describe the influence of cultural beliefs on health behaviors and the use of health services.	6- The Reproductive System – L 2, 3, 4 Addictions – L 1, 2, 3 Healthy Environment – L 1, 2, 3	Health influences: D1
	2. Recognize how advancements in technology influence personal and family health.	6- Allergies & Asthma – L4 Eat Smart, Look Great – L 4	Communication: D3

Influences D1: Investigate the influence of cultural beliefs on health behaviors & the use of health services.

Influences D3: Analyze the effect of technology on personal and family health.

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
Communication skills Students will understand that skillful communication can contribute to better health for themselves, their families and the community	Grade 6 1. Demonstrate effective verbal and non-verbal communication skills to enhance health.	6- Allergies & Asthma – L 2 Addictions – L 2*, 3*	Communication: E1
	2. Describe how the behavior of family and peers affects interpersonal communication.	6- Keep This body Safe – L 2, 3 Healthy Environment – L 1, 2	Communication: E1, E2
	3. Demonstrate healthy ways to express needs, wants and feelings.	6- Allergies & Asthma – L2 Keep This Body Safe – L 2	Communication: E1
	4. Demonstrate ways to communicate care, consideration, and respect of self and others.	6- Allergies & Asthma – L4 Eat Smart, Look Great – L 3 The Reproductive System – L 3, 4 Personal harassment (body image, gender and sexuality)	Communication: E1
	5. Demonstrate communication skills to build and maintain healthy relationships.	6- Keep This body Safe – L 2, 3 The Reproductive System – L 3, 4 HIV/AIDS: What You Need to Know Now-L,2,3,4 Healthy Environment – L 3, 4	Communication: E1
	6. Demonstrate refusal and negotiation skills to enhance health.	6- Allergies & Asthma – L3 Keep This Body Safe – L 4 The Reproductive System – L 3 HIV/AIDS: What You Need to Know Now-L,3 Cells – L 4	Communication: E2
	7. Demonstrate strategies to manage conflict in healthy ways.	6- What is Stress – L 2, 3 The Reproductive System – L 4	Communication: E3

- Communication E1: Demonstrate effective verbal & non-verbal communication skills to enhance health & to build and maintain healthy relationships.
 Communication E2: Demonstrate refusal & negotiation skills which can enhance healthy by enabling them to deal with negative peer pressure.
 Communication E3: Demonstrate conflict resolution strategies.

*Guidance Crossovers – Covered in Guidance

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
Decision making and goal setting Students will learn how to set personal goals and make decisions that lead to better health	Grade 6 1. Demonstrate individual and collaborative decision-making processes to address health issues or problems	6- Allergies & Asthma – L 2 Eat Smart Look Great – L 1, 2 Keep This Body Safe – L 1, 2 The Reproductive System – L 1, 2 Addictions – L 1 * HIV/AIDS: What You Need to Know Now-L 1	Decision making: F1
	2. Analyze how health related decisions are influenced by individuals, peers, family, and community values.	6- Eat Smart Look Great– L 2 Addictions – L 2 * HIV/AIDS: What You Need to Know Now-L 3 Healthy Environment – L 2	Decision making: F2
	3. Explain how decisions regarding health behaviors have consequences for self and others.	6- Eat Smart Look Great – L 1, 2, 3 Keep This Body Safe – L 1 The Reproductive System – L 1, 2 Healthy Environment – L 2 Sports Report – L 2, 3	Decision making: F3
	4. Apply strategies and skills needed to attain personal health goals.	6- Allergies & Asthma – L 2, 3 Eat Smart, Look Great – L 3 The Reproductive System – L 3, 4 Cells – L 4 Keep This Body Safe – L 2, 3, 4 Addictions – L 2*, 3* HIV/AIDS: What You Need to Know Now-L 2,3	Decision making: F5
	5. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.	6- Cells – L 4 The Reproductive System – L 2, 3 HIV/AIDS: What You Need to Know Now-L3 Addictions – L 2*, 3* Healthy Environment – L 3	Decision making: F4

*Guidance Crossovers – Covered in Guidance

Objective	Learner Outcome	Topics from Body Shop's Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
Communication Skills - Continued	Grade 6 6. Develop a plan to attain personal health goals by employing personal strength and addressing needs and health risks.	6- Allergies & Asthma – L3, 4 Eat Smart Look Great – L 3 The Reproductive System – L 3 Addictions – L 4 * HIV/AIDS: What You Need to Know Now-L 4 Healthy Environment – L 3, 4 Sports Report – L 4	Decision making: F5

- Decision-making F1: Demonstrate individual & collaborative decision-making processes to resolve health problems.
- Decision-making F2: Analyze how health-related decisions are influenced by individuals, families & community values.
- Decision-making F3: Explain how decisions regarding health behaviors have consequences for them and others.
- Decision-making F4: Describe how personal health goals are influenced by changing information, abilities, priorities & responsibilities.
- Decision-making F5: Develop a plan to attain personal health goals by employing personal strengths & addressing needs & health risks.

*Guidance Crossovers – Covered in Guidance

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
<p>Health concepts</p> <p>Students will understand health promotion and disease prevention concepts.</p>	<p>Grade 7-8</p> <p>1. Explain the relationship between positive health behaviors, body systems and the prevention of injury, illness, disease, and premature death.</p>	<p><u>Grade 7</u></p> <p>Fitness & Nutrition – L 2, 3 Disease & Illness Prevention – L 1,2,3 Safety, Injury, & Violence Prevention-L1*,2,3 Substance Abuse Prevention – L 1*, 2*, 3*</p> <p>Other topics:</p> <ul style="list-style-type: none"> ▪ Human reproductive, anatomy, and functions ▪ Pregnancy ▪ STI (sexually transmitted infection) <p><u>Grade 8</u></p> <p>Body Systems – L 1, 2, 3 Disease and Illness – L 1, 2, 3 Consumer, Community Environmental – L 1</p> <p>Other topics:</p> <ul style="list-style-type: none"> ▪ Human reproductive, anatomy, and functions ▪ Pregnancy ▪ STI (sexually transmitted infection) 	<p>Concepts: A1, A3, A4, A7, A8</p>
	<p>2. Describe the interrelationship of mental, emotional, social, and physical health during adolescence.</p>	<p><u>Grade 7</u></p> <p>Social & Emotional Health – L 1*, 2*, 3*</p> <p>Include all of the following topics in K-12</p> <ul style="list-style-type: none"> ▪ Gender roles ▪ Different sexual orientations exist and all individuals should be treated with respect. ▪ Self-esteem ▪ Body image ▪ Relationship between physical behaviors and emotional well being (inappropriate touching, “going with” e.g. in grade) <p><u>Grade 8</u></p> <p>Cycle of Life – L 1, 3 Social & Emotional Health – L 1*, 2*, 3*</p>	<p>Concepts: A4, A2, A8</p>

*Guidance Crossovers – Covered in Guidance

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
Health Concepts - continued	3. Describe how family, peers and the media influence the health of adolescents.	Grade 7 Social & Emotional Health – L 1*, 2*, 3* Substance Abuse Prevention – L 3* Other topics: <ul style="list-style-type: none"> ▪ Sexual messages in advertising and our culture ▪ Media exploitation ▪ Body image Grade 8 Safety, Injury & Violence – L 2 Substance Abuse – L 3* Other topics: <ul style="list-style-type: none"> ▪ Sexual messages in advertising and our culture ▪ Media exploitation ▪ Body image 	Concepts: A8 Influences on Health D4
	4. Explain how appropriate professional health care leads to improved wellness.	Grade 7 Substance Abuse Prevention – L 2* Consumer, Community & Environmental Health – L 2 Grade 8 Disease & Illness – L 1, 3	Concepts: A6, A8

* Guidance Crossovers – Covered in Guidance

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
Health Concepts - continued	Grades 7-8 5. Describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.	<u>Grade 7</u> Fitness & Nutrition – L 2, 3(Lifestyle) Disease & Illness Prevention – L 1, 2, 3 <u>Grade 8</u> Body Systems – L 3 Disease & Illness – L 1, 2, 3 Consumer, Community & Environmental –L1,2	Concepts: A3, A5, A6, A8

- Concepts A1: Explain the relationship between healthy behaviors & the prevention of injury, illness & disease.
- Concepts A2: Describe the relationship among physical, mental, emotional, and social health.
- Concepts A3: Analyze the effects that risky behaviors have on personal health (e.g. tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
- Concepts A4: Evaluate how health is influenced by the interaction of body systems (e.g., physical fitness and the respiratory and circulatory systems).
- Concepts A5: Analyze how the environment relates to personal health.
- Concepts A6: Explain how appropriate health care can prevent premature death and disability.
- Concepts A7: Identify the characteristics and stages of human growth and development.
- Concepts A8: Demonstrate thorough understanding of key health concepts.

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
<p>Health information, services and products</p> <p>Students will know how to acquire valid information about health issues, services and products.</p>	<p>Grade 7-8</p> <p>1. Explore the cost and validity of varied health information, products and services.</p>	<p><u>Grade 7</u> Becoming a Life Long Learner – L 1*, 3 Safety, Injury & Violence Prevention – L 1* Consumer, Community & Environmental Health-L1 <u>Grade 8</u> Fitness & Nutrition – L 1 Consumer, Community & Environmental – L 2, 3</p>	<p>Health Information: B1</p>
	<p>2. Demonstrate the ability to utilize resources from home, school and community that provide valid health information.</p>	<p><u>Grade 7</u> Becoming a Life-Long Learner – L 3* Fitness & Nutrition – L 1 <u>Grade 8</u> Fitness & Nutrition – L 1, 2, 3 The Cycle of Life – L 3 Disease & Illness – L 1 Safety, Injury & Violence – L 1*, 2, 3 Consumer, Community & Environmental – L 1, 2, 3</p>	<p>Health Information: B2</p>
	<p>3. Demonstrate the ability to locate health products and services.</p>	<p><u>Grade 7</u> Safety, Injury, & Violence Prevention – L 3 <u>Grade 8</u> Safety, Injury, & Violence – L 1*, 2 Substance Abuse – L 2* Disease & Illness – L 3</p>	<p>Health Information: B2</p>
	<p>4. Analyze how media and other sources influence the selection of health information and products.</p>	<p><u>Grade 7</u> Safety, Injury & Violence Prevention – L 2 Consumer, Community & Environmental Health-L2 <u>Grade 8</u> Safety, Injury, & Violence – L 2 Substance Abuse – L 3*</p>	<p>Health Information: B1, B2 Influences on Health: D2</p>

Information B1: Analyze the validity of health information, products & services & describe situations requiring their use.

Information B2: Identify resources from home, school & community that provide valid health information & services.

Influences D2: Analyze how messages from media influence both health behaviors and the selection of health information, products, and services (e.g., eating disorders, teen magazines, acne products, dental care).

*Guidance Crossovers - Covered in Guidance

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
<p>Health promotion and risk reduction</p> <p>Students will understand how to reduce their health risks through the practice of healthy behaviors.</p>	<p>Grade 7-8</p> <p>1. Explain the importance of assuming responsibility for personal health behaviors and safety.</p>	<p><u>Grade 7</u> Fitness & Nutrition – L 1, 2, 3 Social & Emotional Health – L 1*, 2*, 3* Safety, Injury & Violence Prevention – L 1*, 2, 3 Substance Abuse Prevention – L 1*, 2*, 3* Other Topics: ▪ Reducing risks (abstinence, contraceptives)</p> <p><u>Grade 8</u> Nutrition & Fitness – L 1, 2 The Cycle of Life – L 1, 2 Disease & Illness – L 1 Safety, Injury & Violence – L 1* Substance Abuse – L 1*, 2* Consumer, Community & Environment – L 1, 2 Other Topics: ▪ Reducing risks (abstinence, contraceptive)</p>	<p>Healthy promotion: Middle School C1</p>
	<p>2. Analyze a personal health assessment to determine health strengths and risks.</p>	<p><u>Grade 7</u> Body Systems – L 3 Fitness & Nutrition – L 2 Disease & Illness Prevention – L 2, 3</p> <p><u>Grade 8</u> Life Long Learner – L 1* Nutrition & Fitness – L 2 Social & Emotional – L 1*, 2*</p>	<p>Healthy promotion: Middle School C2</p>

*Guidance Crossovers – Covered in Guidance

Objective	Learner Outcome	Topics from Body Shop's Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
Health Promotion - Continued	Grades 7-8 3. Distinguish between safe, risky or harmful behaviors to self and in relationships with others.	<u>Grade 7</u> Social & Emotional Health – L 1*, 2*, 3* Disease & Illness Prevention – L 1, 2, 3 Safety, Injury & Violence Prevention – L 1*, 2, 3 <u>Grade 8</u> The Cycle of Life – L 3 Social & Emotional – L 1*, 2*, 3* Disease & Illness – L 3 Safety, Injury, & Violence – L 2, 3 Substance Abuse – L 3* Include the following topics in grades 7-8: <ul style="list-style-type: none"> ▪ Analyze a personal health assessment to determine health strengths and risks. ▪ Sexual violence (date rape, incest, sexual abuse) ▪ STI (sexually transmitted diseases) ▪ Internet 	Healthy promotion: C2 Concepts: A1 Decision Making: F3
	4. Demonstrate strategies that improve or maintain personal and family health.	<u>Grade 7</u> Fitness & Nutrition – L 1, 2 Social & Emotional Health – L 1*, 2*, 3* Disease & Illness Prevention – L 1,2,3 Substance Abuse Prevention – L 2*, 3* <u>Grade 8</u> Life Long Learner – L 1*, 2*, 3* Body Systems – L 3 Nutrition & Fitness – L 3 Social & Emotional – L 2* Disease & Illness – L 2, 3 Safety, Injury & Violence L 2, 3 Substance Abuse – L 1*, 2*, 3* Consumer, Community, and Environment – L 2 Include the following topics in grades 7-8: <ul style="list-style-type: none"> ▪ Develop injury prevention and management strategies for personal and family health. ▪ Demonstrate ways to avoid and reduce risky and threatening situations. ▪ Sexual abuse prevention, dating safety and positive relationships. 	Healthy promotion: C3

*Guidance Crossovers – Covered in Guidance

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Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
Health Promotion - Continued	Grades 7-8 5. Assess individual stressors and investigate strategies to manage stress.	<u>Grade 7</u> Social & Emotional Health – L 1*, 3* Disease & Illness Prevention – L 1, 2, 3 <u>Grade 8</u> Social & Emotional – L 3* Safety, Injury, & Violence – L 2, 3	Healthy promotion: C4
	6. Demonstrate ways to avoid and deal with risky behaviors and threatening situations.	<u>Grade 7</u> * <u>Grade 8</u> * Include the following topics in K-12: <ul style="list-style-type: none"> ▪ Avoiding, preventing gender harassment ▪ Choosing healthy relationships 	Healthy promotion: C4

- Concepts A1: Explain the relationship between healthy behaviors and the prevention of injury, illness, and disease.
 Promotion C1: Explain the importance of assuming responsibility for personal health.
 Promotion C2: Analyze a personal health assessment to determine healthy strengths & risks.
 Promotion C3: Develop strategies to improve or maintain personal & family health.
 Promotion C4: Develop injury prevention & response strategies for personal safety, including first aid.
 Decision-Making F3: Explain how decisions regarding health behaviors have consequences for them and others.

*Guidance Crossovers – Covered in Guidance

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Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
<p>Influences on Health</p> <p>Students will analyze the influence of culture, media, technology, and other factors on health.</p>	<p>Grade 7-8</p> <p>1. Describe the influence of cultural beliefs on health behaviors and the use of health services.</p>	<p><u>Grade 7</u> Social & Emotional Health – L 3* Substance Abuse Prevention – L 3* Consumer, Community & Environmental Health L 2, 3</p> <p><u>Grade 8</u> Nutrition & Fitness – L 1 Safety, Injury, & Violence – L 2 Substance Abuse – L 3*</p>	<p>Health influences: D1</p>
	<p>2. Recognize how advancements in technology influence personal and family health.</p>	<p><u>Grade 7</u> Social & Emotional Health – L 3* Substance Abuse Prevention – L 3* Consumer, Community & Environmental Health L 2, 3</p> <p><u>Grade 8</u> Body Systems – L 3 Nutrition & Fitness – L 2</p>	<p>Communication: D3</p>

Influences D1: Investigate the influence of cultural beliefs on health behaviors & the use of health services.

Influences D2: Analyze how messages from media influence both health behaviors and the selection of health information, products, and services (e.g., eating disorders, teen magazines, acne products, dental care).

Influences D3: Analyze the effect of technology on personal and family health.

*Guidance Crossovers – Covered in Guidance

Objective	Learner Outcome	Topics from Body Shop's Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
<p>Communication skills</p> <p>Students will understand that skillful communication can contribute to better health for themselves, their families and the community</p>	<p>Grade 7-8</p> <p>1. Demonstrate effective verbal and non-verbal communication skills to enhance health.</p>	<p><u>Grade 7</u> Becoming a Life Long Learner – L 1*, 2*, 3* Social & Emotional Health – L 1*, 2*, 3*</p> <p><u>Grade 8</u> Life Long Learner – L 1*, 2*, 3* The Life Cycle – L 3 Substance Abuse – L 1*, 2* Consumer, Community, & Environment – L 2,3</p>	<p>Communication: E1</p>
	<p>2. Describe how the behavior of family and peers affects interpersonal communication.</p>	<p><u>Grade 7</u> The Cycle of Life – L 3 Social & Emotional Health – L 1*, 2*, 3*</p> <p><u>Grade 8</u> The Cycle of Life – L 1 Social & Emotional – L 3* Safety, Injury & Violence – L 1*, 2, 3 Substance Abuse – L 1*, 2*, 3*</p>	
	<p>3. Demonstrate ways to communicate care, consideration, and respect of self and others.</p>	<p><u>Grade 7</u> Becoming a Life Long Learner – L 1*, 2*, 3* Social & Emotional Health – L 1*, 2*, 3*</p> <p><u>Grade 8</u> Life Long Learner – L 2*, 3* Safety, Injury & Violence – L 1*, 2, 3 Substance Abuse – L 2*, 3*</p>	<p>Communication: E1, E2, E3</p>

*Guidance Crossovers – Covered in Guidance

Objective	Learner Outcome	Topics from Body Shop's Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
Communication Skills - Continued	4. Demonstrate communication skills to build and maintain healthy relationships.	<u>Grade 7</u> Becoming a Life Long Learner – L 1*, 2* Social & Emotional Health – L 1*, 2*, 3* <u>Grade 8</u> Life Long Learner – L 2*, 3* The Cycle of Life – L 3 Substance Abuse – L 2*, 3*	Communication: E1, E2, E3
	5. Demonstrate refusal and negotiation skills to enhance health.	<u>Grade 7</u> Becoming a Life Long Learner – L 1*, 2* Social & Emotional Health – L 3* <u>Grade 8</u> Life Long Learner – L 2*, 3* Social & Emotional – L 2*, 3* Substance Abuse – L 2*, 3*	Communication: E2
	6. Analyze the possible causes of conflict among youth in families, schools and communities.	<u>Grade 7</u> The Cycle of Life – L 1, 3 Social & Emotional Health – L 2*, 3* <u>Grade 8</u> Social & Emotional – L 3* Safety, Injury & Violence – L 1*, 2, 3	
	7. Demonstrate strategies to manage conflict in healthy ways.	<u>Grade 7</u> Safety, Injury & Violence Prevention – L 2 <u>Grade 8</u> Life Long Learner – L 2*, 3* Safety, Injury & Violence – L 2, 3	Communication: E3

- Communication E1: Demonstrate effective verbal & non-verbal communication skills to enhance health & to build and maintain healthy relationships.
 Communication E2: Demonstrate refusal & negotiation skills which can enhance healthy by enabling them to deal with negative peer pressure.
 Communication E3: Demonstrate conflict resolution strategies.
 Communication E4: Analyze various communication methods which can be used to give information, ideas, and opinions about health issues.

*Guidance Crossovers – Covered in Guidance

Objective	Learner Outcome	Topics from Body Shop’s Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
<p>Decision making and goal setting</p> <p>Students will learn how to set personal goals and make decisions that lead to better health</p>	<p>Grade 7-8</p> <p>1. Demonstrate individual and collaborative decision-making processes to address health issues or problems</p>	<p><u>Grade 7</u> Becoming a Life Long Learner – L 1*, 2* Social & Emotional Health – * Safety, Injury & Violence Prevention – L 1*, 2, 3 Substance Abuse Prevention – L 3*</p> <p><u>Grade 8</u> Fitness & Nutrition – L 1, 2 Social & Emotional – L 1*, 2* Disease & Illness – L 2 Substance Abuse – L 1*</p>	<p>Decision making: F1</p>
	<p>2. Analyze how health related decisions are influenced by individuals, peers, family, and community values.</p>	<p><u>Grade 7</u> The Cycle of Life – L 1, 2, 3 Social & Emotional Health – L 1*, 2*, 3* Safety, Injury & Violence Prevention – L 2 Substance Abuse Prevention – L 1*, 3*</p> <p><u>Grade 8</u> The Cycle of Life – L 1, 2, 3 Social & Emotional – L 3* Safety, Injury & Violence – L 1*, 2, 3 Substance Abuse – L 2*, 3* Consumer, Community, Environment – L 1, 2, 3</p>	<p>Decision making: F2</p>
	<p>3. Explain how decisions regarding health behaviors have consequences for self and others.</p>	<p><u>Grade 7</u> Social & Emotional Health – L 2*, 3* Disease & Illness Prevention – L 1, 2, 3 Safety, Injury & Violence Prevention-L1*, 2, 3 Substance Abuse Prevention – L 3* Consumer, Community & Environmental Health – L 2, 3</p> <p><u>Grade 8</u> The Cycle of Life – L 2, 3 Social & Emotional – L 3* Disease & Illness – L 1, 3</p>	<p>Decision making: F3</p>

*Guidance Crossovers – Covered in Guidance

Objective	Learner Outcome	Topics from Body Shop's Scope and Sequence Chart will be covered at each grade level. (L=Lesson)	Alignment to: Current MLR Proposed MLR
Decision Making - Continued	4. Apply strategies and skills needed to attain personal health goals.	<u>Grade 7</u> Fitness & Nutrition – L 1, 2, 3 Safety, Injury & Violence Prevention – L1*,2, 3 <u>Grade 8</u> Life Long Learner – L 1*, 2*, 3* Nutrition & Fitness – L 2, 3 Social & Emotional L 2*, 3* Safety, Injury & Violence – L 2, 3 Substance Abuse – L 1*, 2*	Decision making: F4, F5
	5. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.	<u>Grade 7</u> Social & Emotional Health – L 2*, 3* Disease & Illness Prevention – L 1, 2, 3 Safety, Injury & Violence Prevention – L 2 Substance Abuse Prevention – L 3* <u>Grade 8</u> Fitness & Nutrition – L 2, 3 Disease & Illness – L 2	Decision making: F4
	6. Develop a plan to attain personal health goals by employing personal strength and addressing needs and health risks.	<u>Grade 7</u> Becoming a Life-Long Learner – L 1* Body Systems – L 3 Disease & Illness Prevention – L 2, 3 Substance Abuse Prevention – L 3* <u>Grade 8</u> Fitness & Nutrition – L 2, 3 Substance Abuse – L 1*	Decision making: F5

- Decision-making F1: Demonstrate individual & collaborative decision-making processes to resolve health problems.
 Decision-making F2: Analyze how health-related decisions are influenced by individuals, families & community values.
 Decision-making F3: Explain how decisions regarding health behaviors have consequences for them and others.
 Decision-making F4: Describe how personal health goals are influenced by changing information, abilities, priorities & responsibilities.
 Decision-making F5: Develop a plan to attain personal health goals by employing personal strengths & addressing needs & health risks.

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Searsport District High School Content Standards

Health

- A. Students will understand health promotion and disease prevention concepts.
- B. Students will know how to acquire valid information about health issues, services, and products.
- C. Students will understand how to reduce their health risks through the practice of healthy behaviors.
- D. Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health.
- E. Students will understand that skillful communication can contribute to better health for them, their families, and the community.
- F. Students will learn how to set personal goals and make decisions that lead to better health.

**Personal Wellness – Health
Grade 10 – Full Year**

Course Essential Question: How does your lifestyle affect your overall personal wellness?

1. Unit: Fitness and Nutrition

Essential Question: How do fitness and nutrition work together to enhance personal wellness?

Standards:

- A. Students will understand health promotion and disease prevention concepts.
- D. Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health.
- F. Students will learn how to set personal goals and make decisions that lead to better health.

Content:

- Vocabulary and the 5 health related fitness components:
 - Cardiovascular Endurance
 - Muscular Endurance
 - Muscular Strength
 - Flexibility
 - Body Composition
- Identify the relationship between personal nutrition and fitness practices and individual well-being.
- Evaluate how the effects of the media, family, peers, and community can influence the nutrition and fitness of individuals.
- The impact of nutrition and fitness decisions on the individual.
- A plan that demonstrates the components of nutrition and fitness.

Skills/Processes:

- Ability to use tools to calculate safe and appropriate endurance levels and body composition such as target heart rate, BMI charts, etc.
- Each student becomes a health/nutrition coach.
- Predict the immediate and long-term impact of nutrition and fitness decisions on the individual.
- Create a personal wellness plan that demonstrates the components of nutrition and fitness.

Assessment: Health Coach

2. Unit: Preventing Diseases

Essential Question: How do your fitness and nutrition habits impact your risk of disease?

Standards:

- B. Students will know how to acquire valid information about health issues, services, and products.
- C. Students will understand how to reduce their health risks through the practice of healthy behaviors.

Content:

- Disease Awareness Gallery – Know various diseases affecting people today
- Services and products to prevent and/or treat non-communicable diseases

Skills/Processes:

- Analyze and understand the health issues related to a specific non-communicable disease (e.g. Heart disease, Diabetes, Cancer, etc.).
- Identify services and products to treat and prevent a specific non-communicable disease.
- Ability to adjust behaviors to avoid, change and prevent a non-communicable disease (i.e. diet, activity level).

Assessment: Disease Awareness Gallery

3. Unit: Mental Health

Essential Question: How does your mental health affect your personal wellness?

Standards:

- B. Students will know how to acquire valid information about health issues, services, and products.
- E. Students will understand that skillful communication can contribute to better health for them, their families, and the community.

Content:

- Eating disorders
- Depression
- Bullying
- Suicide Prevention Lifelines – see included curriculum
- Influence of the media
- What is stress?
- Types of stress (positive and negative)
- Stress Management
- Professional Health Care Services
- Other disorders/issues as needed

Skills/Processes:

- Evaluate the media for what's valid/what's questionable
- Analyze various mental health issues and identify those that require professional health care services (e.g. Support services, counselors, psychiatrists, family physicians, etc.)
- Describe how stress management relates to disease prevention.
- Demonstrate the ability to work cooperatively as an advocate for healthy individuals, families, schools, and communities.
- Utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about mental health issues. (observing behaviors and moods)

Assessment: Mental Health Centers/Raising Community Awareness/Public Service Announcements.

4. Unit: Relationship Building

Essential Question: What skills do you need to establish healthy relationships?

Standards:

- B. Students will know how to acquire valid information about health issues, services, and products.
- E. Students will understand that skillful communication can contribute to better health for them, their families, and the community.

Content:

- Types of Relationships (Peers/Family: healthy vs. unhealthy)
- Dating Violence
- Sexual Harassment
- Mediation skills

Skills/Processes:

- Access school and community health services (e.g. School nurse, counselor, community outreach programs, etc.)
- Demonstrate healthy ways to listen and communicate effectively with family, peers, and others. (Providing and accepting helpful feedback)
- Demonstrate strategies that can be used to prevent or solve conflicts without harm and report unsafe behaviors. (Process to resolve conflicts, mediation skills: active listening, “I statements” and know when to get adult help)
- Analyze and understand the possible causes of conflict in schools, families, and communities. (Identifying difference between helpful and hurtful feedback, build self-esteem through successful relationships)

Assessment: Role Plays/Scenarios (practice solutions for real life situations)

5. Unit: Sexual Health

Essential Question: What does it mean to be a sexually healthy teen?

Standards:

- A. Students will understand health promotion and disease prevention concepts.
- B. Students will know how to acquire valid information about health issues, services, and products.
- C. Students will understand how to reduce their health risks through the practice of healthy behaviors.
- E. Students will understand that skillful communication can contribute to better health for them, their families, and the community.

Content:

- Reproductive System Anatomy and Physiology
- Communicable Diseases (STD's/HIV/AIDS)
- Teen Pregnancy and Parenting
- Abstinence and Birth Control
- Communication/Decision Making

Skills/Processes:

- Analyze and understand health issues related to the transmission of communicable diseases.
- Analyze various health issues related to risky behaviors and identify those that require professional health care services.
- Access school and community health care services.

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- Establish strategies to avoid or change situations involving risky behaviors. (how to get support, refusal skills, abstinence, safe sex)
- Demonstrate various communication and decision making strategies that can be used to address behaviors which can lead to trouble. (when to say “no”, concept of family planning)

Assessment: Pre and Post test/Community Scavenger Hunt

6. Unit: Using and Abusing Substances

Essential Question: What makes something a substance and how do you draw the line?

Standards:

- A. Students will understand health promotion and disease prevention concepts.
- C. Students will understand how to reduce their health risks through the practice of healthy behaviors.
- D. Students will understand how media techniques, cultural perspectives, technology, peers, and family influence behaviors that affect health. F. Students will learn how to set personal goals and make decisions that lead to better health.

Content:

- Tobacco Education and Prevention
- Over the Counter Drugs/Prescription Medication
- Alcohol
- Illicit Drugs
- Addiction and Recovery

Skills/Processes:

- Evaluate the short and long term effects of the use of tobacco, alcohol, and other drugs.
- Access school and community health services (e.g. School counselor, drug counselors, and family physician, etc.)
- Analyze the extent to which individuals are responsible for enhancing health and safety in the community.
- Demonstrate strategies to avoid or change unsafe situations.
- Examine how different cultures affect health beliefs and practices.
- Analyze how the media, technology, family, peers, and the community influence the health of individuals.
- Predict the immediate and long-term impact of health decisions on the individual, family and community.

Assessment: Mock Trial/Debate

7. Unit: First Aid

Essential Question: How do you respond to an emergency?

Standards: B. Students will know how to acquire valid health information about health issues, services, and products.

Content:

- Reducing Risk of Injury
- Handling Emergencies

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- Administering First Aid

Skills/Processes:

- Recognize responsibilities for maintaining a safe environment.
- Analyze the possible impact of injuries and identify those that require professional health care/emergency care and understand appropriate responses and procedures to follow.
- Demonstrate strategies that can be used to prevent further injury.

Assessment: Demonstration of First Aid Skills/Scenarios

Final Course Assessment: Personal Health Plan

Rationale for Teaching Students Suicide Preventive Intervention Steps

Remember, the goal of the Lifelines Program, upon which Maine’s CDC funded “School Community Youth Suicide Intervention Project” is based, is to increase the likelihood that school gatekeepers (administrators, faculty and staff) and peers who come into contact with at-risk youth can more readily identify suicidal behavior, provide an appropriate response to them, will know how to obtain help for them, and will be consistently inclined to take such action. Adults in the system are usually the last to know about a suicidal youth, so youths must be taught how to respond to peers who may be exhibiting suicidal behaviors.

A few facts:

- Most suicidal youths confide their concerns with their peers far more often than with adults.
- Disturbed youth (e.g. depressed, substance abusers) prefer peer supports to adults more than their non-disturbed peers.
- Some adolescents, particularly some males, do not respond to troubled peers in empathic or helpful ways.
- As few as 25% of peer confidants tell an adult about their troubled or suicidal peer.
- School personnel are consistently among the *last* choices of adolescents for discussing personal concerns.
- Consistent reasons cited by students for reluctance to confide in adults in their schools include:
 - Confidentiality is not respected.
 - Adults do not have the time to listen due to schools schedules and other demands.
 - School schedules and other organizational characteristics prevent students from getting to know adults well enough to feel comfortable confiding in them.

We therefore consider the perceived inaccessibility and reluctance of adolescents to seek out helpful adults to be a risk factor that contributes to destructive outcomes associated with a variety of adolescent risk behaviors.

- Conversely, research has shown that contact with helpful adults may be considered a **protective factor** for a variety of troubled youth.
- There is also evidence that *provision* of help by youths may be beneficial to them. Participation in helping interactions can shape pro-social behaviors and reduce problematic behavior. It is also related to indices of social competencies that can carry over into other challenging situations.

Lifelines Student Curriculum Instructional Outline

Content	Brief Description	Time	Materials
Lesson 1: Troubled Peers			
1.1 Introduction & Exercise: What Would You Do? <i>Mental-set (create buy-in)</i> <i>In-put (information)</i>	Experiential exercise introduces the central goal of the curriculum: to prepare students for their intervention role; provides the <u>why</u> for the curriculum that enhances the salience of the rest of the lessons.	25 minutes	Instructor Guideline A Instructor Guideline B Student Handout 1
1.2 Quiz and Discussion <i>In-put</i>	Relevant information about suicide is presented in a participatory manner that highlights for each student what s/he knows/needs to know.	20 minutes	Instructor Guideline C Student Handout 2
Lesson 2: Your Response Role			
2.1 Video: <i>Suicide. A Guide to Prevention-Second Edition</i> <i>In-put: Modeling</i>	The steps to a suicide intervention described and modeled by students role-playing appropriate responses to a troubled peer.	15 minutes	
2.2 Video Discussion <i>Check for Understanding</i>	Students discuss similarities & differences in how adults were involved in a variety of situations.	10 minutes	Instructor Guideline D
2.3 Warning Signs of Suicide <i>In-put</i>	Awareness of warning signs is expanded beyond those mentioned in the video	8 minutes	Instructor Guideline E Student Handout 3
2.4 Helpful Steps to Prevent Suicide <i>Check for Understanding</i> <i>Monitor & Adjust (as necessary)</i>	Suicide Prevention Steps reviewed and reinforced through recording of actual language students would use to intervene	12 minutes	Instructor Guideline F Student Handout 4
Lesson 3: Getting Help			
3.1 Video: <i>A Life Saved</i> <i>In-put; Modeling</i>	The video models a real-life suicide intervention based on the steps modeled and outlined in Lesson 2	12 minutes	Instructor Guideline G
3.2 Video Discussion <i>Check for Understanding</i>	Discussion provides review of risk factors, warning signs, intervention steps as well as different responses to the intervention.	8 minutes	
3.3 The Qualities of Helpful People <i>Monitor & Adjust (reinforce idea of turning to a trusted adult). (This is the prep step to gain a commitment to do so.)</i>	Group exercise provides opportunity for youth to identify qualities of helpful people and identify personal, school and community resources.	25 minutes	Instructor Guideline H Student Handout 5
Lesson 4: Helping a Troubled Friend			
4.1 Practice through Role-plays <i>Guided Practice: Monitor & Adjust; Check for Understanding</i>	The use of student written role-plays involves all students as “helpers” through discussion and advising the role-players.	30 minutes	Instructor Guideline I
4.2 Closing Activities <i>Gain a Commitment (to the desired behavior)</i>	Signing of Help Seeking Pledge seeks commitment to help self and others during troubled times. Wallet card provides review of suicide prevention information and resources. Certificate of Completion recognizes student participation.	15 minutes	Instructor Guideline J Student Handout 7, Wallet Cards and Certificates of Completion

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**Lifelines Lesson 1
Troubled Peers**

- **Introduction to the Topic**
- **Exercise: What Would You Do?**
- **Quiz and Discussion**

Overview: Lesson 1 provides the reason for the curriculum, using a few facts and figures and relevant information shared in a participatory manner.

Students will:

1. Define reasons for learning unit on suicide
2. Examine personal reactions to a situation involving a peer's suicidal behavior
3. Examine how feelings influence actions
4. Identify basic facts about suicide

Activity 1: Introduction 5 minutes

Activity 2: What Would You Do? 20 minutes
Employs experiential technique to introduce/prepare students for their intervention role – the primary purpose of this curriculum.

Activity 3: Student Quiz & Discussion 20 minutes
Serves as a basis for sharing relevant information about suicide and doing away with related myths.

- Board or flipchart & markers
- Instructor Guidelines & Student Handouts

Instructor Guideline A:
Introduction to the Topic

Instructor Guideline B:
What Would You Do?
Student Handout 1:
What Would You Do?

Instructor Guideline C:
Student Questionnaire
Student Handout 2:
Questionnaire/True-False

Materials:

**Lifelines Lesson 2
Your Response Role**

- **Video & Video Discussion**
- **Warning Signs of Suicide**
- **Basic Intervention Steps**

Overview: Lesson 2 demonstrates and discusses the warning signs of suicide and builds competency through the introduction of specific intervention steps.

Students will:

1. Name three basic suicide intervention steps
2. Identify the words to use to ask about suicide
3. Organize warning signs around FACT sheet

Activity 1: Introduce & Play Video *15 minutes*
“Suicide. A Guide to Prevention”
Second Edition (or one of your choice)

Activity 2: Discuss Video *10 minutes*
Through facilitated discussion, talk about the similarities and differences in who the students involved as helpers and how.

Activity 3: Organize Warning Signs Around the Word FACT *8 minutes*
Review the warning signs of suicide using the word FACT (Feelings, Actions, Change and Threats).

Activity 4: Prevention Steps *12 minutes*
Outline the 3 prevention steps used in each of the four video vignettes. Reinforce the steps by asking students to record the words they would use to:

1. Show you care
2. Ask about suicide
3. Get Help

- VCR & Monitor
- Board or Flipchart and Markers
- Instructor Guidelines
- Student Handouts

Instructor Guideline D:
Video Intro and Discussion Questions for “Suicide. A Guide to Prevention”

Instructor Guideline E:
Warning Signs
Student Handout 3:
Warning Signs

Instructor Guideline F:
Helpful Steps to Prevent Suicide
Student Handout 4:
Helpful Steps to Prevent Suicide

Materials/Equipment:

Lifelines Lesson 3 Getting Help

- **The Story of a Real-Life Suicide Intervention**
- **Youth Name the Qualities of Helpful People**
- **Identify In-School, Community and Personal Resources**

Overview: Lesson 3 shares an example of how youth can intervene in suicidal behavior, identifies helpful resources and the qualities of helpful people.

Students will:

1. Name warning signs of suicidal behavior and intervention steps illustrated in a true story.
2. Discuss traits of helpful people.
3. Identify in-school, community and personal resources.

Activity 1: Introduce & Play Video *12 minutes*
“A Life Saved”
This video models a real-life suicide intervention based on information and intervention steps outlined in previous lesson.

Activity 2: Discuss Video *8 minutes*
Use questions in Guideline G to review warning signs, protective factors, intervention steps, responses to intervention of both the suicidal youth and those who intervened, and helpful resources.

Activity 3: The Qualities of Helpers *25 minutes*

- 1) In small groups, identify the qualities/traits of a “helpful person.” (*10 min*). Discuss ideas & create a collaborative list (*5 min*).
- 2) Confidentially identify someone to whom you would turn for help. Are his/her qualities on the group list? (*5 min*).
- 3) Inform students of your school’s preparedness to help. (*5 min*).

Materials:

- Board or flipchart and markers
- Instructor Guidelines & Student Handouts

Instructor Guideline G:
Video Introduction

Instructor Guideline G:
Discussion Questions for “A Life Saved”

Instructor Guideline H:
The Qualities of Helpful People

Teacher: Be prepared to clearly describe what will happen in your school when students turn to an adult for help with a troubled peer. Also provide a variety of resources (local, regional, national.).

Student Handout 5:
How Friends Help Friends

Lifelines Lesson 4 Helping a Troubled Friend

- **Scripted Practice of Suicide Intervention Steps**
- **Help Seeking Pledge**
- **Wallet Card Distribution**

Overview: Lesson 4 uses scripted role-plays as a way to practice intervening in suicidal behavior. A “Help Seeking Pledge” further commits students to taking action for themselves and others and also clarifies the limits of responsibility. The wallet card serves as a review and a resource.

Students will:

1. Demonstrate ability to help a troubled friend through a scripted role-plays.
2. Demonstrate willingness to help self or a troubled friend by signing a “Help Seeking Pledge”
3. Identify the “wallet card” as a resource

Activity 1: **Practice through Role -plays** *35 minutes*
A variety of student written role-plays promote use of appropriate suicide intervention steps. All students assume the “helper role” through discussion and advising the role -players.

Activity 2: **Closing Activities** *10 minutes*

Help Seeking Pledge
Students are asked to pledge that they will request help for themselves and/or a troubled friend.

Distribution of Wallet Card
The wallet card summarizes key points covered in this unit.

Certificate of Completion Award

Materials:

- Instructor Guidelines & Student Handouts

Instructor Guideline I:
Guided Practice through Scripted Role-Plays
Role-Plays (choice of 4)
Guided Role-play Discussion Questions

Instructor Guideline J:
Help Seeking Pledge & Wallet Card

Student Handout 6:
Help Seeking Pledge

Student Handout 7:
Wallet Card

Student Certificates *(optional)*