

Curriculum Standard One: The student will accept personal responsibility for lifelong health.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will demonstrate ways in which he/she can enhance and maintain his/her health and well-being.</p>	<p>THE HUMAN BODY</p> <p>A. Can the student practice good personal hygiene and practice behaviors that will protect the body from disease?</p>	<ul style="list-style-type: none">• The student will define health and wellness.• The student will identify major factors that determine health.• The student will explain what is meant by risky behavior.• The student will practice good personal hygiene.• The student will analyze how environmental conditions affect body systems and discuss ways to protect himself/herself from exposure to potentially harmful conditions.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>(continued)</p> <p>1. The student will demonstrate ways in which he/she can enhance and maintain his/her health and well-being.</p>	<p>FOOD CHOICES</p> <p>B. Can the student understand the need for a complete and balanced nutritional life style?</p>	<ul style="list-style-type: none">• The student will identify nutritional needs during different life stages.• The student will explain the relationship between a healthy diet and disease prevention.• The student will identify food choices that promote health and reduce risk for disease.• The student will select appropriate practices to maintain, lose, or gain weight based on individual needs and scientific research.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>(continued)</p> <p>1. The student will demonstrate ways in which he/she can enhance and maintain his/her health and well-being.</p>	<p>PHYSICAL ACTIVITY</p> <p>C. Can the student understand the physiological and the psychological benefits of exercise?</p>	<ul style="list-style-type: none">• The student will define physical fitness.• The student will identify the factors that contribute to physical fitness.• The student will set personal fitness goals.• The student will explore ways to maintain regular exercise outside the school setting.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>(continued)</p> <p>1. The student will demonstrate ways in which he/she can enhance and maintain his/her health and well-being.</p>	<p>MENTAL AND EMOTIONAL HEALTH</p> <p>D. Can the student describe how mental health relates to wellness?</p>	<ul style="list-style-type: none">• The student will explain how heredity and environment influence personality.• The student will identify the characteristics of a mentally healthy person.• The student will describe a realistic self-concept.• The student will explain how emotions can be expressed in healthy and unhealthy ways.• The student will give examples of how anger can be channeled.• The student will develop skills to maintain emotional health.• The student will explain how self-concept affects well-being.

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<p>3. The student will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect his/her health.</p>	<p>POTENTIALLY DANGEROUS SITUATIONS</p> <p>A. Can the student identify how to protect the body from potentially harmful conditions?</p>	<ul style="list-style-type: none">• The student will practice safe behaviors in and near motorized vehicles.• The student will develop and use appropriate skills to identify, avoid when possible, or cope with potentially dangerous situations.• The student will demonstrate competency in responding appropriately to emergencies.• The student will identify the potential for injury when interacting with others who exhibit dangerous behavior.• The student will understand and respect rules prohibiting weapons at school and in the community.

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<p>(continued)</p> <p>3. The student will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect his/her health.</p>	<p style="text-align: center;">CHILD ABUSE, INCLUDING SEXUAL EXPLOITATION</p> <p>D. Can the student recognize, avoid, and/or respond to situations involving child abuse or sexual exploitation?</p>	<ul style="list-style-type: none"> • The student will recognize sexual abuse and identify responsible actions to take when sexual abuse occurs. • The student will discuss the professional help that may be needed by victims of sexual abuse, abusers, and families. • The student will recognize and avoid situations that can increase the risk of abuse, including avoiding the use of alcohol and other drugs. • The student will recognize and respond to negative social influences and pressure to become sexually active, including applying refusal skills when appropriate. • The student will identify and dispel common myths about rape. • The student will identify procedures to follow if rape occurs. • The student will identify obscene telephone calling and discuss responsible actions to take if obscene telephone calling occurs. • The student will recognize sexual harassment and identify responsible actions to take when sexual harassment occurs.

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<p>(continued)</p> <p>3. The student will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect his/her health.</p>	<p style="text-align: center;">EMERGENCIES</p> <p>E. Can the student recognize emergency situations and demonstrate skills and knowledge to assist with them?</p>	<ul style="list-style-type: none"> • The student will demonstrate skills and knowledge in first-aid procedures for life-threatening emergencies, such as CPR, victims of severe insect stings and snakebites, broken bones, head injuries, severe bleeding, and poisoning. • The student will develop and maintain, with other family members, a personal and family emergency plan, including maintaining supplies in readiness for emergencies, including supplies at home and supplies in his/her vehicle. • The student will identify appropriate use of local emergency services. • The student will recognize the need to use latex gloves when assisting individuals who are injured.

Curriculum Standard Two: The student will respect and promote the health of others.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will play a positive, active role in promoting the health of his/her family.</p>	<p>ROLE OF FAMILY MEMBERS</p> <p>A. Can the student demonstrate ways he/she can support and contribute to positive family interactions?</p>	<ul style="list-style-type: none"> • The student will respect and support all family members. • The student will demonstrate ways in which children can help support positive family interactions. • The student will develop and use effective communication skills. • The student will evaluate how to handle family responsibilities. • The student will use effective strategies to cope with change in the family. • The student will identify where to seek support if living in a family where abuse of alcohol or other drugs exists. • The student will recognize that the foundation for forming meaningful relationships is usually established in a family. • The student will identify the family as the primary provider of sex education and morality and that communication between parents and children is strongly encouraged. • The student will describe the importance of family communication.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>(continued)</p> <p>1. The student will play a positive, active role in promoting the health of his/her family.</p>	<p>CHANGE AND THE FAMILY</p> <p>B. Can the student examine the effects of change on the family?</p>	<ul style="list-style-type: none">• The student will develop a plan to facilitate transition from the role as a child to the role of an independent adult.• The student will identify plans for continuing education and how this will affect family roles and interactions.• The student will recognize effective strategies to cope with change in the family.• The student will explore how the aging process affects families and recognize how he/she can help his/her parents assist grandparents.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>(continued)</p> <p>2. The student will promote positive health practices within the school and the community, including positive relationships with peers.</p>	<p style="text-align: center;">SCHOOL-BASED AND COMMUNITY-BASED EFFORTS TO PROMOTE AND PROTECT HEALTH</p> <p>G. Can the student understand the need for communication between school and community?</p> <p>H. Can the student understand the need to take responsibility for the care of his/her school and the community he/she lives?</p> <p>I. Can the student identify the problems and responsibilities of teen pregnancy?</p>	<ul style="list-style-type: none"> • The student will participate in school-wide activities on avoiding drugs and alcohol. • The student will describe ways to get help for friends who may abuse drugs and alcohol. • The student will participate in school/community service projects. • The student will discuss the problems associated with pregnancy among teenagers. • The student will discuss ways to reduce teenage pregnancy.

Curriculum Standard Three: The student will understand the process of growth and development.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>1. The student will understand the variety of physical, mental, emotional, and social changes that occur throughout life.</p>	<p style="text-align: center;">LIFE CYCLE</p> <p>A. Can the student recognize changes that occur throughout the life cycle?</p>	<ul style="list-style-type: none"> • The student will explore changes during the life cycle, including normal bodily growth and development and physical changes caused by diseases and injuries. • The student will recognize that a variety of physical, mental, emotional and social changes occur throughout life. • The student will discuss the role of prenatal care and proper nutrition in promoting optimal health for both the baby and the mother. • The student will explore death and dying by recognizing normal emotions associated with death and dying and the stages of the mourning process.

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<p>2. The student will understand and accept individual differences in growth and development.</p>	<p>GROWTH AND DEVELOPMENT</p> <p>A. Can the student foster positive feelings about individual growth patterns?</p>	<ul style="list-style-type: none">• The student will recognize health and psychological problems associated with not having a realistic body image, including dieting and eating disorders.• The student will understand that each individual experiences changes and stages at his/her own pace.• The student will develop positive ways to improve well-being.• The student will recognize the effects of performance altering substances.• The student will recognize the importance of basing personal nutrition and fitness plans on valid scientific data.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>(continued)</p> <p>2. The student will understand and accept individual differences in growth and development.</p>	<p>MENTAL AND EMOTIONAL DEVELOPMENT</p> <p>B. Can the student demonstrate effective communication skills and the ability to cope with mental and emotional changes?</p>	<ul style="list-style-type: none">• The student will identify, express, and manage feelings appropriately.• The student will develop and use effective communication skills.• The student will recognize his/her own strengths and limitations.• The student will develop a focus on the future.• The student will discuss successful coping strategies when faced with tragedy or death.

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<p>(continued)</p> <p>3. The student will understand his/her developing sexuality, will choose to abstain from sexual activity, and will treat the sexuality of others with respect.</p>	<p>SEXUALITY-Family Planning</p> <p>G. Can the student identify various family planning methods?</p>	<ul style="list-style-type: none"> • The student will recognize that unlike other animals, human beings are capable of controlling their own reproductive rate through the control of their behavior and the use of a variety of techniques to prevent conception. • The student will recognize that responsible decisions about sexuality involve considerations of health, safety, legality, respect for self and others, and follow parents and guardians guidelines. • The student will describe contraceptive methods and list their failure rates. • The student will explain why douching is not a recommended method of birth control. • The student will discuss how irresponsible decisions about sexuality can affect health status. • The student will discuss the laws, regulations, and community resources related to the various pregnancy alternatives.

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<p>(continued)</p> <p>3. The student will understand his/her developing sexuality, will choose to abstain from sexual activity, and will treat the sexuality of others with respect.</p>	<p style="text-align: center;">SEXUALITY – Sexually Transmitted Diseases</p> <p>H. Can the student identify ways to treat and prevent sexually transmitted diseases, including HIV.</p>	<ul style="list-style-type: none"> • The student will define abstinence as the most effective method of avoiding sexually transmitted diseases. • The student will identify the causes, signs and symptoms, methods of diagnosis, and treatment of all sexually transmitted diseases, including HIV. • The student will list the current laws related to sexually transmitted diseases, human sexuality, and minors. • The student will describe the public health services available to treat sexually transmitted diseases.

Curriculum Standard Four: The student will become an informed user of health-related information, products, and services.

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<p>1. The student will identify products, services, and information that may be helpful or harmful to his/her health.</p>	<p>PRODUCTS AND SERVICES</p> <p>A. Can the student discover why consumer awareness is important to his/her total wellness?</p>	<ul style="list-style-type: none"> • The student will identify what it takes to become an informed health consumer. • The student will apply criteria for selecting health services, products, and information. • The student will identify available community resources. • The student will learn strategies for identifying fraudulent health products, services, and information. • The student will analyze the influences of advertising on the selection of health and nutritional products. • The student will evaluate nutritional and fitness claims. • The student will identify various health careers. • The student will understand influences of family and cultural factors on the treatment of disease.

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Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>(continued)</p> <p>1. The student will identify products, services, and information that may be helpful or harmful to his/her health.</p>	<p>FOOD CHOICES</p> <p>B. Can the student analyze how environmental conditions affect body systems?</p>	<ul style="list-style-type: none">• The student will define pollution.• The student will identify health conditions caused by environmental factors.• The student will identify precautions and behaviors to practice to safeguard his/her health from environmental hazards.

