

# **Kansas Model Curricular Standards for Health Education**

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# Acknowledgements

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Special thanks are extended to the above list of committee members. The extensive hours that were spent on this document reflects the dedication and commitment this group has to the youth of Kansas.

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# Introduction to the Kansas K-12 Health Education Standards

## Background

Kansas schools have a long history of providing health education to students. While some schools offer more health curricula than others, most offer some type of health education during grades K-12, most notably puberty education for grades 4-6, and a required health class, usually in grades 7, 8, or 9.

In the 1970s and 80s, research studies showed that healthy kids did better in school and scored higher on achievement tests. In the 1990s, educators, nationwide, realized the need for a set of national health education standards that states could use as a template. In 1995, the National Committee for Health Education Standards created seven national health education standards with K-12 benchmarks that covered the ten content areas of health and the Centers for Disease Control's (CDC) six risk behaviors for adolescents.

In 2004, the Kansas State Department of Education (KSDE) recognized the need for Kansas to have its own set of health education standards and a committee of K-12 teachers, school nurses and higher education health professors were convened to create Kansas standards. In April 2005, the proposed standards were posted on the KSDE website and four town forums were held across the state to obtain input on the standards. The standards were then approved by the Kansas State Board of Education in March 2006.

## How to Use the Standards

The Kansas Health Education Standards are to be used to plan and implement K-12 health education in Kansas schools. Although health education is non-assessed in the Kansas Quality Performance Accreditation (QPA) guidelines, it is an important content area. This document provides an outline of recommendations for quality health education instruction for Kansas students.

The Health Education Standards Committee believes that parents should be involved with the health education of their children. Parents are encouraged to visit with their school's health teachers about the health topics that will be covered in class, and to talk with their children about these health issues.

The Kansas Health Education Standards are divided into three sections: K-4, 5-8, and 9-12. They were created using the national standards as a template (available at [www.aahperd.org](http://www.aahperd.org)), but the benchmarks were edited to make the standards more user-friendly for Kansas teachers. Research shows that elementary students, who are given nutrition, physical activity and substance abuse resistance skills education, eat a healthier diet, exercise more, and resist substance use. Students in grades 5-12, who receive health education focused on the CDC's risk factors for adolescents, also eat healthier, exercise more, resist substance use, avoid intentional and unintentional injury, and also delay sexual activity.

**Note: Use of the benchmarks in health meets the state Quality Performance Accreditation (QPA) Regulation 91-31-32 and 91-31-35.**

The Kansas Health Education Standards committee feels strongly that health education for Kansas students should be implemented throughout grades K-12 and we encourage teachers to dialogue with their administration regarding ways to strengthen health education in Kansas schools. While the Kansas State Department of Education does not endorse any particular curricula, there are a number of affordable, research-based, K-12 health education curricula currently available to school districts at reasonable costs. For further information visit KSDE's Coordinated School Health Program website, [www.kshealthykids.org](http://www.kshealthykids.org).

## **Conclusion**

The Health Education Standards Committee hopes these standards will be helpful to you, and we applaud your commitment to providing quality health education for Kansas children and teens. If you have questions or comments regarding these standards please contact: Mark Thompson, Coordinated School Health Project Director, Kansas State Department of Education, 120 SE 10<sup>th</sup> Avenue, Topeka, Kansas 66612; (785)296-1473, [mathompson@ksde.org](mailto:mathompson@ksde.org).

## How to Read the Standards

**Content Standard:** Area of health education where teacher is focusing study.

**Standard:** General statement that addresses the categories of topics that students are expected to achieve.

**Benchmark:** Specifically, what a student should know and be able to do regarding the standards.

Specific Level Knowledge Base Indicators	Instructional Examples
The knowledge and skills a student demonstrates at each level.	<b>Suggestions</b> for classroom activities that would fulfill the benchmark and indicator requirements.
Teacher Notes: Clarifications of information provided in the indicators, benchmarks, and instructional examples.	

**Content Standard: Health Promotion and Disease Prevention**

**By the end of Grade 4**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:  
*(The ten content areas of health are listed in no particular order. See teacher notes for age-appropriate instruction.)*

- (a) nutrition
- (b) prevention and control of disease
- (c) injury prevention and safety
- (d) personal health
- (e) mental and emotional health
- (f) substance use, misuse, abuse, and addiction
- (g) environmental health
- (h) family life and sexuality
- (i) consumer health
- (j) community health

**Benchmark 1:** The student will demonstrate comprehension of basic concepts related to health promotion and disease prevention by identifying and describing relationships between well-being and the health-related behaviors in the ten content areas.

<b>K-4<sup>th</sup> Grade Indicators</b>	<b>Instructional Examples</b>
<p>The student will</p> <p><u>Advanced Indicator</u> describe the relationship between well-being and health-related behaviors in all ten content areas.</p> <p><u>Proficient Indicator</u> describe the relationship between well-being and health-related behaviors in at least eight content areas.</p> <p><u>Partially Proficient Indicator</u> describe the relationship between well-being and health-related behaviors in at least six content areas.</p>	<p>The teacher will</p> <p>(a) introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid.</p> <p>(b) explain germs, how disease is spread, and strategies to prevent the spread of illness; have students test the effectiveness of hand washing using Glow Germ and a black light box.</p> <p>(c) describe safe behaviors and accident prevention at home, school and in the community; have students create safety posters on topics such as bicycle helmet use, using smoke detectors in the home, or stranger danger.</p> <p>(d) lead students in discussion about how they can demonstrate age-appropriate self-care responsibility: personal hygiene, how to know when to ask for help, basic first aid skills, home alone safety, and how their choices can affect how they feel.</p> <p>(e) assist students in creating skits which demonstrate developmentally appropriate decision-making, use of coping and</p>

conflict resolution skills, or using “I” messages.

- (f) have students demonstrate peer pressure resistance skills, such as: ignore and walk away, broken record “no”, and tell an adult.
- (g) describe how the environment affects personal health and how personal choices affect the environment. Students will research and write about subjects such as local air quality, effects of second-hand smoke on nonsmokers, noise pollution, or water pollution.
- (h) lead a student discussion on how family influences affect an individual’s health choices and self-identity. Read a story to the class describing how a young person was affected by parental divorce, a death in the family, or other familial challenge.
- (i) help students develop skills to assess the validity of health information. Have students compare and contrast the validity of messages from media and advertisements, with information from journals, government websites, or food labels.
- (j) identify helpful Internet websites for students to use to research community health groups and the roles they play in keeping the community safe and healthy. Have students report to the class on an agency or group of their choice.

*(The instructional examples provided are **only** examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)*

Teacher Notes: *Instruction in each content area should be developmentally appropriate for each grade level in Grades K-4. Content areas are listed “a-j” to correspond with instructional examples.*



**Content Standard: Access Health Information, Products, and Services**

**By the end of Grade 4**

**Standard 2:** The student will demonstrate the ability to access valid health information and health-promoting products and services.

**Benchmark 1:** The student will locate information on products and services and recognize the validity of the information.

K-4 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> with limited guidance, access health information and health-promoting products and services from five or more different sources and determine their validity.</p> <p><u>Proficient Indicator</u> with some guidance, access health information and health-promoting products and services from three or more sources, and determine their validity.</p> <p><u>Partially Proficient Indicator</u>with much guidance, access health information and health-promoting products and services from two or more sources, and determine their validity.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) assist students in identifying a variety of sources for health information (e.g., food labels, Internet sites, libraries, television, other media, and community agencies).</li> <li>(b) instruct students to identify characteristics of valid health information and health-promoting products and services by finding food labels on a variety of foods.</li> <li>(c) assist students in locating school and community health resources, and brainstorm activities by having guest speakers from the community (firefighters and county health department, etc.)</li> <li>(d) describe what happens during a visit to the dentist and recognize the importance of regular dental checkups.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes: <i>Instruction in each content area should be developmentally appropriate for each grade level in Grades K-4.</i></p>	

**Content Standard: Self-Management**

**By the end of Grade 4**

**Standard 3:** The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Benchmark 1:** The student will identify and demonstrate healthy behaviors to reduce health risks.

K-4 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicators</u></p> <ul style="list-style-type: none"> <li>○ demonstrate three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors.</li> <li>○ identify five health risks and describe at least one risk reduction strategy for each health risk.</li> </ul> <p><u>Proficient Indicators</u></p> <ul style="list-style-type: none"> <li>○ describe three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors.</li> <li>○ will identify three health risks and describe at least one risk reduction strategy for each health risk.</li> </ul> <p><u>Partially Proficient Indicators</u></p> <ul style="list-style-type: none"> <li>○ identify three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors.</li> <li>○ identify one health risk and describe at least one risk reduction strategy for each health risk.</li> </ul>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) have students develop a balanced menu based on the Food Guide Pyramid.</li> <li>(b) assist students in developing injury prevention and management strategies by inviting a speaker from the police or fire department.</li> <li>(c) identify personal health needs by having students develop a personal fitness and wellness plan.</li> <li>(d) demonstrate ways to avoid and reduce threatening situations by having students design posters for safety topics, such as fire prevention, weather safety, and home-alone strategies.</li> <li>(e) compare behaviors that are safe to those that are risky by having students role-play healthy choices versus unhealthy choices (e.g., bicycle safety).</li> <li>(f) demonstrate strategies to improve or maintain personal health by using a personal fitness plan over a period of time and graphing the progress.</li> <li>(g) teach helpful expressions of emotions (e.g., age-appropriate coping strategies, role-playing, problem solving, and decision making activities).</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes: <i>These indicators reflect advancing cognitive domain as reflected in Bloom's Taxonomy of Educational Objectives 1956.</i></p>	

**Content Standard: Influence of Culture, Media and Technology**

**By the end of Grade 4**

**Standard 4:** The student will analyze the influence of culture, media, technology, and other factors on health.

**Benchmark 1:** The student will describe how culture, media, technology, and other factors influence health behavior as related to the ten content areas contained in Standard One.

<b>K-4<sup>th</sup> Grade Indicators</b>	<b>Instructional Examples</b>
<p>The student will</p> <p><u>Advanced Indicator</u> illustrate how culture, media, technology, and other factors influence health.</p> <p><u>Proficient Indicator</u> discuss how culture, media, technology, and other factors influence health.</p> <p><u>Partially Proficient Indicator</u> identify how culture, media, technology, and other factors influence health.</p>	<p>The teacher will</p> <ul style="list-style-type: none"><li>(a) correlate cultural health beliefs of countries studied in social studies or history with current health practices in our society.</li><li>(b) explain how media influences thoughts, feelings, and health behaviors (e.g., TV, DVD, Internet, video games, and printed materials).</li><li>(c) describe ways technology can positively and negatively influence personal health (e.g., discuss health differences between video games versus physical activity; how media portrayal affects body image; how to assess the validity of Internet sites).</li></ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes: <i>These indicators reflect advancing cognitive domain as reflected in Bloom's Taxonomy of Educational Objectives 1956.</i></p>	

**Content Standard: Interpersonal Communication**

**By the end of Grade 4**

**Standard 5:** The student will demonstrate the ability to use interpersonal communication skills to enhance health.

**Benchmark 1:** The student will demonstrate verbal and nonverbal communication skills to enhance health.

K-4 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> demonstrate developmentally appropriate communication by using verbal and nonverbal communication skills.</p> <p><u>Proficient Indicator</u> describe developmentally appropriate communication by using verbal and nonverbal communication skills.</p> <p><u>Partially Proficient Indicator</u> identify developmentally appropriate communication skills.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) demonstrate the difference between verbal and nonverbal communication through role-playing.</li> <li>(b) describe characteristics needed to be a responsible friend and family member by discussing acceptance of responsibility for actions and brainstorming what it means to be a responsible friend and family member.</li> <li>(c) demonstrate ways to communicate care, consideration, and respect of self and others in daily interaction by social skills instruction.</li> <li>(d) demonstrate healthy ways to express needs, wants and feelings by doing class projects and working on "I" messages.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes: <i>These indicators reflect advancing cognitive domain as reflected in Bloom's Taxonomy of Educational Objectives 1956.</i></p>	

**Content Standard: Interpersonal Communication**

**By the end of Grade 4**

**Standard 5:** The student will demonstrate the ability to use interpersonal communication skills to enhance health.

**Benchmark 2:** The student will demonstrate refusal and conflict resolution skills to enhance health.

K-4 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> demonstrate developmentally appropriate use of refusal and conflict resolution skills.</p> <p><u>Proficient Indicator</u> will describe developmentally appropriate use of refusal and conflict resolution skills.</p> <p><u>Partially Proficient Indicator</u> identify developmentally appropriate refusal and conflict resolution skills.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) demonstrate ways to communicate care, consideration, and respect of self and others in daily interaction.</li> <li>(b) differentiate between negative and positive behaviors used in conflict situations by discussing communication skills and by role-playing.</li> <li>(c) demonstrate healthy ways to express needs, wants and feelings by doing class projects and working on “I” messages.</li> <li>(d) have students demonstrate refusal skills to enhance health by discussing anti-bullying techniques and substance use resistance skills.</li> <li>(e) demonstrate nonviolent strategies to resolve conflicts by incorporating problem solving models into the classroom.</li> <li>(f) demonstrate refusal and conflict resolution skills through role-playing.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes: <i>These indicators reflect advancing cognitive domain as reflected in Bloom’s Taxonomy of Educational Objectives 1956.</i></p>	

**Content Standard: Interpersonal Communication**

**By the end of Grade 4**

**Standard 5:** The student will demonstrate the ability to use interpersonal communication skills to enhance health.

**Benchmark 3:** The student will demonstrate healthy ways to express needs, wants, and feelings.

K-4 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> demonstrate developmentally appropriate ways to express needs, wants, and feelings in a healthy manner.</p> <p><u>Proficient Indicator</u> discuss developmentally appropriate healthy ways to express needs, wants, and feelings.</p> <p><u>Partially Proficient Indicator</u> identify developmentally appropriate healthy ways to express needs, wants, and feelings.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) ask students to demonstrate healthy ways to express needs, wants, and feelings by using “I” messages. (e.g., “I feel angry when you call me names!”)</li> <li>(b) demonstrate nonviolent strategies to resolve conflicts by incorporating problem-solving models into the classroom.</li> <li>(c) describe characteristics needed to be a responsible friend and family member by discussing acceptance of responsibility for actions and brainstorming what it means to be a responsible friend and family member.</li> <li>(d) differentiate between negative and positive behaviors used in conflict situations by discussing communication skills and by role-playing.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes: <i>These indicators reflect advancing cognitive domain as reflected in Bloom’s Taxonomy of Educational Objectives 1956.</i></p>	

**Content Standard: Goal-Setting and Decision-Making Skills**

**By the end of Grade 4**

**Standard 6:** The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

**Benchmark 1:** The student will identify, describe, and demonstrate goal-setting and decision-making skills to enhance health as related to the ten content areas contained in Standard One.

K-4 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> demonstrate goal-setting and decision making skills to enhance health.</p> <p><u>Proficient Indicator</u> discuss goal-setting and decision making skills to enhance health.</p> <p><u>Partially Proficient Indicator</u> identify goal-setting and decision making skills to enhance health.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) discuss the decision-making process and its application to health issues and problems by using role-playing, scenarios, and classroom meetings.</li> <li>(b) explain when to ask for assistance in making health-related decisions and setting health goals. Students will set personal goals by recording the number of minutes of cardiovascular activities per week and discussing self-sufficiency, knowing when to ask for help, or ask to go to the nurse.</li> <li>(c) enable students to predict outcomes of positive health decisions by using the healthy food rat and junk food rat activity and predicting what will happen to each of the rats.</li> <li>(d) set a personal health goal and track progress toward its achievement by tracking healthy choices and setting goals for nutrition, physical activity, and/or steps walked.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes: <i>These indicators reflect advancing cognitive domain as reflected in Bloom's Taxonomy of Educational Objectives 1956.</i></p>	

**Content Standard: Advocating For Health**

**By the end of Grade 4**

**Standard 7:** The student will demonstrate the ability to advocate for personal, family, and community health.

**Benchmark: 1** The student will identify developmentally appropriate methods to advocate for personal, family, and community health.

K-4 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> identify one advocacy strategy from <i>each</i> area of personal, family, and community health.</p> <p><u>Proficient Indicator</u> identify one advocacy strategies from two of the areas of personal, family, and/or community health.</p> <p><u>Partially Proficient Indicator</u> identify one advocacy strategy from one of the areas of personal, family, or community health.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) introduce “written” advocacy strategies, such as writing to a legislator about a community health issue, comparing websites for accuracy of information, etc.</li> <li>(b) introduce “verbal” advocacy strategies, such as making healthy personal choices (e.g., resisting peer pressure to engage in risky behavior), expressing ones needs to responsible adults.</li> <li>(c) introduce “action” advocacy strategies, such as identifying community agencies that advocate for healthy individuals, families and communities, making field trips to area health agencies or health departments.</li> <li>(d) demonstrate the ability to influence and support others in making positive health choices by discussing conflict resolution, bullying, and/or recycling.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	



**Content Standard: Health Promotion and Disease Prevention**

**By the end of Grade 8**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition
- (b) prevention and control of disease
- (c) injury prevention and safety
- (d) personal health
- (e) mental and emotional health
- (f) substance abuse, misuse, abuse, and addiction
- (g) environmental health
- (h) family life and sexuality
- (i) consumer health
- (j) community health

**Benchmark 1:** The student will explain the relationship between positive health behaviors and wellness.

<b>5-8<sup>th</sup> Grade Indicators</b>	<b>Instructional Examples</b>
<p>The student will</p> <p><u>Advanced Indicator</u> analyze the influence of health behavior or absence of behavior on wellness outcomes.</p> <p><u>Proficient Indicator</u> make distinctions about the influences of health behavior or absence of behavior on wellness outcomes.</p> <p><u>Partially Proficient Indicator</u> draw limited conclusions about the influences of health behavior or absence of behavior on wellness outcomes.</p>	<p>The teacher will</p> <p>(a) have students create a comparison chart on the relationship between positive health behaviors and wellness, such as calorie intake versus calorie burn for weight management, immunizations for disease prevention, and seatbelt use prevention of auto injury.</p>

	<p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
Teacher Notes:	

**Content Standard: Health Promotion and Disease Prevention**

**By the end of Grade 8**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition
- (b) prevention and control of disease
- (c) injury prevention and safety
- (d) personal health
- (e) mental and emotional health
- (f) substance abuse, misuse, abuse and, addiction
- (g) environmental health
- (h) family life and sexuality
- (i) consumer health
- (j) community health

**Benchmark 2:** The student will describe the effects of the interrelationship of mental, emotional, social, and physical health during adolescence.

<b>5-8<sup>th</sup> Grade Indicators</b>	<b>Instructional Examples</b>
<p>The student will</p> <p><u>Advanced Indicator</u> demonstrate a thorough understanding of all four categories of effects and their influences during puberty.</p> <p><u>Proficient Indicator</u> demonstrate an adequate understanding of three of the four categories of effects and their influences during puberty.</p> <p><u>Partially Proficient Indicator</u> demonstrate limited understanding of one or two of the four categories of effects and their influences during puberty.</p>	<p>The teacher will</p> <p>(a) have students design a poster or write a report about the mental, emotional, social and physical effects of puberty.</p>

	<p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
Teacher Notes:	

**Content Standard: Health Promotion and Disease Prevention**

**By the end of Grade 8**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition
- (b) prevention and control of disease
- (c) injury prevention and safety
- (d) personal health
- (e) mental and emotional health
- (f) substance abuse, misuse, abuse, and addiction
- (g) environmental health
- (h) family life and sexuality
- (i) consumer health
- (j) community health

**Benchmark 3:** The student will describe the influence of family, community, and peer on adolescent health decisions.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> analyze the impact of social group influences on determining health decisions.</p> <p><u>Proficient Indicator</u> discuss the impact of social group influences on determining health decisions.</p> <p><u>Partially Proficient Indicator</u> identify family and social group attitudes about health decisions.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) have students complete a parent and child worksheet comparing the health decisions made by a teen with those advised by their parents.</li> <li>(b) have students identify the benefits of abstinence in substance abuse and sexual behaviors.</li> <li>(c) have students design and administer a health attitudes survey tool to a population representative of family members, nonparental adults, and peer-group members.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Health Promotion and Disease Prevention**

**By the end of Grade 8**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition
- (b) prevention and control of disease
- (c) injury prevention and safety
- (d) personal health
- (e) mental and emotional health
- (f) substance abuse, misuse, abuse, and addiction
- (g) environmental health
- (h) family life and sexuality
- (i) consumer health
- (j) community health

**Benchmark 4:** Students describe ways to reduce risks related to adolescent growth and development.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> demonstrate knowledge of male and female reproductive organ names and functions, development of male and female reproductive organs, and risks and prevention of sexually-transmitted infections.</p> <p><u>Proficient Indicator</u> with some assistance, demonstrate knowledge of male and female reproductive organ names and functions, development of male and female reproductive organs, and risks and prevention of sexually-transmitted infections.</p> <p><u>Partially Proficient Indicator</u> with some assistance, demonstrate limited knowledge of male and female reproductive organ names and functions, development of male and female reproductive organs, and risks and prevention of sexually-transmitted infections.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) have students fill in the blanks of a chart identifying the appropriate reproductive organ.</li> <li>(b) assign the same chart to take home to work collaboratively with parents.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Health Promotion and Disease Prevention**

**By the end of Grade 8**

**Standard 1:** The student will comprehend concepts related to health-promotion and disease-prevention as related to:

- (a) nutrition
- (b) prevention and control of disease
- (c) injury prevention and safety
- (d) personal health
- (e) mental and emotional health
- (f) substance abuse, misuse, abuse, and addiction
- (g) environmental health
- (h) family life and sexuality
- (i) consumer health
- (j) community health

**Benchmark 5:** The student will recognize personal and bodily risks of: (1) intentional injury such as harassment, date rape, assault, and suicide (2) unintentional injury such as vehicle and industrial accidents.

<b>5-8<sup>th</sup> Grade Indicators</b>	<b>Instructional Examples</b>
<p>The student will</p> <p><u>Advanced Indicator</u> demonstrate a thorough understanding of the risks, prevention, and possible outcomes of intentional and unintentional injuries.</p> <p><u>Proficient Indicator</u> demonstrate some understanding of the risks, prevention, and possible outcomes of intentional and unintentional injuries.</p> <p><u>Partially Proficient Indicator</u> demonstrate a limited understanding of the risks, prevention, and possible outcomes of intentional and unintentional injuries.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) have students role-play a risky behavior situation, such as harassment, and let them finish the role-play situation on paper.</li> <li>(b) have students take a card with one of the top 10 causes of death for teens and ask each student what they could have done differently to change the lifestyle that determined that cause of death.</li> <li>(c) have students select one or more topic areas (harassment, date rape, assault, suicide, unintentional injury) and have students design a poster to illuminate incidence, prevention tips, and interventions; have students present their posters to class.</li> </ul>

	<i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i>
Teacher Notes:	



**Content Standard: Access Health Information, Products, and Services**

**By the end of Grade 8**

**Standard 2:** The student will demonstrate the ability to access valid health information and health-promoting products and services.

**Benchmark 1:** The student will demonstrate the ability to locate health products, services and information, explore their validity, and compare their costs.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> illustrate a complex assessment of available resources, compare their costs, and discuss their validity.</p> <p><u>Proficient Indicator</u> demonstrate a thorough understanding of available resources, and be able to compare costs and discuss validity.</p> <p><u>Partially Proficient Indicator</u> demonstrate a limited understanding of available resources, and be able to compare costs and discuss validity.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) have students gather phone books, pamphlets, and catalogs to compare prices of health products, services, and information.</li> <li>(b) give a specific health condition (e.g., pregnancy or bone fracture), and have students research health products, care for the condition, recent treatment developments, and costs of each.</li> <li>(c) have students form groups, look at pamphlets that provide valid health information, and create their own pamphlet.</li> <li>(d) have students compile resource information on local health-care providers and make a resource directory.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Access Health Information, Products, and Services**

**By the end of Grade 8**

**Standard 2:** The student will demonstrate the ability to access valid health information and health-promoting products and services.

**Benchmark 2:** The student will describe how media influences the selection of health information and products.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> critically examine health information validity.</p> <p><u>Proficient Indicator</u> summarize evaluation of health information validity.</p> <p><u>Partially Proficient Indicator</u> identify sources of health information validity.</p>	<p>The teacher will</p> <ul style="list-style-type: none"><li>(a) have students research a commercial or television show that includes health information and present their evaluation of the media message to class.</li><li>(b) have students compile a given number of health information resources, or medical product promotions, and evaluate each on biases, methods of influence, and potential effects on consumers.</li></ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
Teacher Notes:	

**Content Standard: Access Health Information, Products, and Services**

**By the end of Grade 8**

**Standard 2:** The student will demonstrate the ability to access valid health information and health-promoting products and services.

**Benchmark 3:** The student will describe situations requiring professional health services.

<b>5-8<sup>th</sup> Grade Indicators</b>	<b>Instructional Examples</b>
<p>The student will</p> <p><u>Advanced Indicator</u> independently articulate help-seeking steps with appropriate questions for several common health problems.</p> <p><u>Proficient Indicator</u> with some assistance, articulate help-seeking steps with appropriate questions for several common health problems.</p> <p><u>Partially Proficient Indicator</u> with limited ability, report help-seeking steps with appropriate questions for common health problems.</p>	<p>The teacher will</p> <ul style="list-style-type: none"><li>(a) provide a common set of signs and symptoms to students and require students to generate possible steps to take in problem resolution (e.g., parents, school personnel, etc.).</li><li>(b) assign students to invite guest speakers representing a variety of health care professionals, product companies, or health service organizations to address the class.</li><li>(c) assign students to generate a list of appropriate questions for the speaker to address.</li></ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Self-Management**

**By the end of Grade 8**

**Standard 3:** The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Benchmark 1:** The student will explain the importance of assuming responsibility for health behaviors.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> independently design an assessment and intervention plan for their individual health.</p> <p><u>Proficient Indicator</u> with some assistance, design an assessment and intervention plan for their individual health.</p> <p><u>Partially Proficient Indicator</u> with limited ability, design an assessment and intervention plan for their individual health.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) have each student develop a three-week fitness plan and present it to small groups within the class.</li> <li>(b) have small groups generate health assessment tools based on “Standard 1, a-g” concepts (include mental, emotional health, risk-taking behaviors, sexuality, physical activity, nutrition, tobacco use, alcohol use, and general health assessments).</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Self-Management**

**By the end of Grade 8**

**Standard 3:** The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Benchmark 2:** Students recognize strategies to maximize health strengths within their personal health assessment.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> independently design strategies to improve health-enhancing behaviors and reduce health risks.</p> <p><u>Proficient Indicator</u> identify and explain strategies to improve health-enhancing behaviors and reduce health risks.</p> <p><u>Partially Proficient Indicator</u> with limited ability, identify strategies to improve health-enhancing behaviors and reduce health risks.</p>	<p>The teacher will</p> <p>(a) have students look at their developed fitness plan and redesign it to make it more difficult and to include multiple factors that are listed with the 10 content areas which are: nutrition, prevention and control of disease, injury prevention and safety, personal health, mental and emotional health, substance use, misuse, abuse and addiction, environmental health, family life and sexuality, consumer health, and community health.</p> <p>(b) have students complete an online health assessment tool and document strategies to move toward greater health enhancement.</p> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Self-Management**

**By the end of Grade 8**

**Standard 3:** The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Benchmark 3:** The student will recognize risky and harmful health behaviors.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> independently assess health behaviors and determine their degree of risk.</p> <p><u>Proficient Indicator</u> with assistance, assess health behaviors and determine their degree of risk.</p> <p><u>Partially Proficient Indicator</u> with limited ability, identify risky health behaviors.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) assign students, in groups, to research one sexually-transmitted infection, develop a poster relating information, and present poster to class as a whole.</li> <li>(b) have students demonstrate resistance skills against bullying, peer pressure, shop lifting, and substance abuse.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Self-Management**

**By the end of Grade 8**

**Standard 3:** The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Benchmark 4:** Students demonstrate strategies to manage stress.

<b>5-8<sup>th</sup> Grade Indicators</b>	<b>Instructional Examples</b>
<p>The student will</p> <p><u>Advanced Indicator</u> develop and implement a stress management plan.</p> <p><u>Proficient Indicator</u> with guidance, implement a stress management plan.</p> <p><u>Partially Proficient Indicator</u> develop a list of stress management techniques.</p>	<p>The teacher will</p> <ul style="list-style-type: none"><li>(a) have students define at least eight stress management strategies, research cost availability, and access barriers to each.</li><li>(b) have students develop a lesson that describes different types of stress management; use class time to identify the different stress management techniques.</li></ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
Teacher Notes:	

**Content Standard: Influence of Culture, Media and Technology**

**By the end of Grade 8**

**Standard 4:** The student will analyze the influence of culture, media, technology, and other factors on health.

**Benchmark 1:** The student will describe the influence of cultural beliefs on health behaviors and the use of health services.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> analyze the influence of cultural beliefs in respect to health behaviors and the use of health services.</p> <p><u>Proficient Indicator</u> recognize some influences of cultural beliefs in respect to health behaviors and the use of health services.</p> <p><u>Partially Proficient Indicator</u> describe a few of the influences of cultural beliefs on health behaviors.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) assign students to conduct research on-cultural health behaviors, or methods.</li> <li>(b) assign students to select a country and research availability of health care services, laws related to health care availability, and cultural influences.</li> <li>(c) assign students to conduct research on the prevalence of one communicable disease in a foreign country which is not commonly seen in the United States, such as malaria, typhoid fever, or measles.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	



**Content Standard: Influence of Culture, Media and Technology**

**By the end of Grade 8**

**Standard 4:** The student will analyze the influence of culture, media, technology, and other factors on health.

**Benchmark 2:** The student will analyze how messages from media and other sources influence health behaviors.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> analyze how media and other sources influence health behaviors.</p> <p><u>Proficient Indicator</u> with assistance, recognize how media and other sources influence health behaviors.</p> <p><u>Partially Proficient Indicator</u> identify one media and other source that influence health behavior.</p>	<p>The teacher will</p> <ul style="list-style-type: none"><li>(a) have students bring to class examples on positive health-media messages and negative health-media messages from resources such as television, print media, and advertising.</li><li>(b) have students work in pairs to write and present a hard-sell commercial for a health product or service.</li><li>(c) have students write a radio commercial for a healthy snack.</li></ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
Teacher Notes:	

**Content Standard: Influence of Culture, Media and Technology**

**By the end of Grade 8**

**Standard 4:** The student will analyze the influence of culture, media, technology, and other factors on health.

**Benchmark 3:** The student will analyze the influence of technology on health.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> explain advances in technology and the influences on health outcomes.</p> <p><u>Proficient Indicator</u> interpret some advances in technology and the influences on health outcomes.</p> <p><u>Partially Proficient Indicator</u> identify some advances in technology on health.</p>	<p>The teacher will</p> <ul style="list-style-type: none"><li>(a) have students research the history of treatments for common health problems, comparing past with present.</li><li>(b) assign students to research and report on historic incidences, in the United States, of diseases against which children are currently immunized.</li></ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
Teacher Notes:	

**Content Standard: Influence of Culture, Media and Technology**

**By the end of Grade 8**

**Standard 4:** The student will analyze the influence of culture, media, technology, and other factors on health.

**Benchmark 4:** Students analyze how information from peers influences health.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> collect and evaluate the information within surveys to analyze peer influences on health.</p> <p><u>Proficient Indicator</u> with assistance, collect and evaluate survey-information to analyze peer influences on health.</p> <p><u>Partially Proficient Indicator</u> will demonstrate a limited understanding of peer influences on health.</p>	<p>The teacher will</p> <p>(a) have students develop a survey to determine peer influences on health.</p> <p>(b) have students individually survey peers to examine peer influences on health.</p> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Interpersonal Communication**

**By the end of Grade 8**

**Standard 5:** The student will demonstrate the ability to use interpersonal communication skills to enhance health.

**Benchmark 1:** The student will demonstrate effective verbal and non-verbal communication skills in order to express needs, wants, and feelings.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> consistently use effective communication skills to enhance interactions and strengthen relationships.</p> <p><u>Proficient Indicator</u> occasionally use effective communication skills to enhance interactions and strengthen relationships.</p> <p><u>Partially Proficient Indicator</u> use limited communication skills to enhance interactions and strengthen relationships.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) have students design an interactive game that illustrates communication skills, both verbal and nonverbal.</li> <li>(b) have students play a common board or card game using <i>only</i> verbal or <i>only</i> nonverbal communication techniques.</li> <li>(c) have students write a song or rap about expressing their needs, wants, and feelings.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Interpersonal Communication**

**By the end of Grade 8**

**Standard 5:** The student will demonstrate the ability to use interpersonal communication skills to enhance health.

**Benchmark 2:** Students demonstrate communication skills to build and maintain a variety of healthy relationships.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> actively demonstrate at least three styles of both verbal and nonverbal communication in a role-play situation.</p> <p><u>Proficient Indicator</u> actively demonstrate at least two styles of both verbal and nonverbal communication in a role-play situation.</p> <p><u>Partially Proficient Indicator</u> recognize both verbal and nonverbal styles of communication.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) have students create a poster, or list tips to promote communication within a variety of relationships, such as: communication with parents, friends, someone of the opposite sex, or with a teacher.</li> <li>(b) have students write a letter to a friend in which they would address their concern over the friend's smoking.</li> <li>(c) have students develop a role-playing skit to demonstrate communication skills.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Interpersonal Communication**

**By the end of Grade 8**

**Standard 5:** The student will demonstrate the ability to use interpersonal communication skills to enhance health.

**Benchmark 3:** Students analyze and identify possible causes of conflict among youth and strategies to manage that conflict.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> analyze potential causes of conflict among youth and develop strategies to manage those conflicts.</p> <p><u>Proficient Indicator</u> identify possible causes of conflict among youth and develop one strategy for managing that conflict.</p> <p><u>Partially Proficient Indicator</u> show a limited comprehension of causes of conflict among youth.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) have students create tables contrasting conflict situations and how those can differ between age groups.</li> <li>(b) provide several fictional conflict scenarios; assign students to write a letter of conflict resolution to one participant in one conflict.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Interpersonal Communication**

**By the end of Grade 8**

**Standard 5:** The student will demonstrate the ability to use interpersonal communication skills to enhance health.

**Benchmark 4:** The student will demonstrate refusal and negotiation skills to enhance health.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> consistently demonstrate effective refusal skills.</p> <p><u>Proficient Indicator</u> occasionally use effective refusal skills.</p> <p><u>Partially Proficient Indicator</u> use ineffective refusal skills.</p>	<p>The teacher will</p> <p>(a) have students create a role-play demonstrating effective refusal skills in fictional situations.</p> <p>(b) have students write and produce a play that demonstrates effective refusal skills.</p> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Goal-Setting and Decision-Making Skills**

**By the end of Grade 8**

**Standard 6:** The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

**Benchmark 1:** The student will demonstrate the ability to apply a decision-making model to develop a plan of personal strengths, needs, and health risks.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> independently use a decision-making model to draw conclusions and demonstrate effective goal-setting.</p> <p><u>Proficient Indicator</u> with assistance, draw conclusions and demonstrate effective goal-setting.</p> <p><u>Partially Proficient Indicator</u> demonstrate a limited ability to use a decision-making model to draw conclusions and demonstrate effective goal-setting.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) have students develop a plan that addresses personal strengths, needs, and health risks, and present plan orally to class.</li> <li>(b) have students demonstrate a stepwise decision-making process by evaluating one personally selected health need; students will determine need, assess strengths, and formulate a plan-of-action.</li> <li>(c) have students help their parents or guardians develop a fitness plan that they can do together.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	



**Content Standard: Advocating For Health**

**By the end of Grade 8**

**Standard 7:** The student will demonstrate the ability to advocate for personal, family, and community health.

**Benchmark 1:** The student will identify various research methods to compare and contrast reliable health resources.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> independently identify at least four research methods and rank the reliability of those health resources.</p> <p><u>Proficient Indicator</u> independently identify at least two research methods and rank the reliability of those health resources.</p> <p><u>Partially Proficient Indicator</u> with assistance, identify at least one research method.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) have students research possible resources (e.g., phone books, pamphlets, Internet).</li> <li>(b) have students develop a method of ranking.</li> <li>(c) have students apply those resources.</li> <li>(d) have students discuss the reliability of health resources.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Advocating For Health**

**By the end of Grade 8**

**Standard 7:** The student will demonstrate the ability to advocate for personal, family, and community health.

**Benchmark 2:** Students share information and express opinions about current issues in health.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> gather and articulate information and share opinions about current issues in health.</p> <p><u>Proficient Indicator</u> gather information about current issues in health.</p> <p><u>Partially Proficient Indicator</u> with assistance, gather information about current issues in health.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) have students create a family health newsletter.</li> <li>(b) have students investigate a current issue on health and report their opinion about their issue.</li> <li>(c) make a three-minute oral report regarding this issue.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Advocating For Health**

**By the end of Grade 8**

**Standard 7:** The student will demonstrate the ability to advocate for personal, family, and community health.

**Benchmark 3:** The student will demonstrate the ability to work cooperatively with peers when advocating for healthy individuals, families and schools.

5-8 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> take initiative and leadership in an advocacy health project and work collaboratively with their peers.</p> <p><u>Proficient Indicator</u> with assistance, participate in an advocacy health project and work collaboratively with their peers.</p> <p><u>Partially Proficient Indicator</u> with specific direction, participate in an advocacy health project and work collaboratively with their peers.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) have students produce a brochure or poster supporting a healthy lifestyle.</li> <li>(b) have students research a community event and enlist others to participate in a group format.</li> <li>(c) have class write a letter to a state legislator requesting his or her support in writing about a health issue.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Health Promotion and Disease Prevention**

**By the end of Grade 12**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to the ten content areas of health (the content areas are not listed in any particular order):

- (a) nutrition \*
- (b) prevention and control of disease \*
- (c) injury prevention and safety \*
- (d) personal health \*
- (e) mental and emotional health \*
- (f) substance use, misuse, abuse and addiction \*
- (g) environmental health \*
- (h) family life and sexuality \*
- (i) consumer health
- (j) community health

**Benchmark 1:** The student will analyze how behavior can impact health maintenance and disease prevention.

9-12 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> demonstrate an in-depth, extensive knowledge of the consequences of the risk behaviors of adolescents.</p> <p><u>Proficient Indicator</u> demonstrate a broad-based knowledge of the consequences of the risk behaviors of adolescents.</p> <p><u>Partially Proficient Indicator</u> demonstrate limited knowledge of the consequences of the risk behaviors of adolescents.</p>	<p>The teacher will</p> <p>(a) explain the effects of the risk behaviors of adolescence which increase the risk of various diseases and life threatening situations (such as alcohol poisoning, dating violence, and sexual harassment) and assess students over content knowledge.</p> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction. There are a number of health lessons that may be used to meet this benchmark.)</i></p>
<p>Teacher Notes: <i>*The starred content listed under Standard 1, are the categories of risk behaviors for adolescents as identified by the Centers for Disease Control (CDC). The categories are: dietary behavior, tobacco use, alcohol and drug use, intentional and unintentional injuries, sexual behaviors that result in unwanted pregnancies and sexually transmitted infections (STIs) and physical activity.</i></p>	

**Content Standard: Health Promotion and Disease Prevention**

**By the end of Grade 12**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) personal health
- (b) mental and emotional health

**Benchmark 2:** The student will describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.

9-12 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> demonstrate an in-depth, extensive knowledge of the six dimensions of health (e.g., physical, mental, emotional, social, spiritual, and environmental) as they relate to one’s personal health.</p> <p><u>Proficient Indicator</u> demonstrate a broad-based knowledge of the six dimensions of health (e.g., physical, mental, emotional, social, spiritual, and environmental) as they relate to one’s personal health.</p> <p><u>Partially Proficient Indicator</u> demonstrate limited knowledge of the six dimensions of health (e.g., physical, mental, emotional, social, spiritual, and environmental) as they relate to one’s personal health.</p>	<p>The teacher will</p> <p>(a) explain the six dimensions of health and have the students complete a pre-personal health and wellness inventory. At the end of the course students will complete a post-personal wellness inventory and assess results.</p> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction. There are a number of health lessons that may be used to meet this benchmark.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Health Promotion and Disease Prevention**

**By the end of Grade 12**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition
- (b) prevention and control of disease
- (c) Injury prevention and safety
- (d) substance use, misuse, abuse, and addiction
- (e) family life and sexuality

**Benchmark 3:** The student will analyze how their family, peers, and community influence the health of individuals.

9-12 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> demonstrate an in-depth, extensive knowledge of positive and negative influences of family and peers on unhealthy behaviors (e.g., alcoholism, anorexia, sexual activity, etc.).</p> <p><u>Proficient Indicator</u> demonstrate a broad-based knowledge of positive and negative influences of family and peers on unhealthy behaviors (e.g., alcoholism, anorexia, sexual activity, etc.).</p> <p><u>Partially Proficient Indicator</u> demonstrate a limited knowledge of positive and negative influences of family and peers on unhealthy behaviors (e.g., alcoholism, anorexia, sexual activity, etc.).</p>	<p>The teacher will</p> <p>(a) have the student select two of the six CDC risk behaviors and present a project on the positive or negative influences of family or peers on personal health.</p> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction. There are a number of health lessons that may be used to meet this benchmark.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Health Promotion and Disease Prevention**

**By the end of Grade 12**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) prevention and control of disease
- (b) substance use, misuse, abuse, and addiction
- (c) family life and sexuality

**Benchmark 4:** The student will describe how to delay the onset of and reduce risk for potential health problems across their lifespan.

9-12 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> demonstrate an in-depth, extensive knowledge of the importance and benefits of abstinent behavior and risk-reducing strategies in the areas of substance use and sexuality.</p> <p><u>Proficient Indicator</u> demonstrate a broad-based knowledge of the importance and benefits of abstinent behavior and risk-reducing strategies in the areas of substance use and sexuality.</p> <p><u>Partially Proficient Indicator</u> demonstrate limited knowledge of the importance and benefits of abstinent behavior and risk-reducing strategies in the areas of substance use and sexuality.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) have the students list the health risks and consequences involved in substance use (e.g., alcohol, tobacco and illegal drugs) and risky sexual behaviors.</li> <li>(b) have the students identify the benefits of abstinence in substance use and sexual behaviors.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction. There are a number of health lessons that may be used to meet this benchmark.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Health Promotion and Disease Prevention**

**By the end of Grade 12**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) nutrition
- (b) prevention and control of disease
- (c) Injury prevention and safety
- (d) personal health
- (e) mental and emotional health
- (f) substance use, misuse, abuse, and addiction
- (g) environmental health
- (h) family life and sexuality
- (i) consumer health
- (j) community health

**Benchmark 5:** The student will analyze how public health policies and government regulations influence health promotion and disease prevention.

9-12 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> demonstrate an in-depth understanding of how government regulations influence health promotion and disease prevention.</p> <p><u>Proficient Indicator</u> demonstrate a broad-based understanding of how government regulations influence health promotion and disease prevention.</p> <p><u>Partially Proficient Indicator</u> demonstrate a limited understanding of how government regulations influence health promotion and disease prevention.</p>	<p>The teacher will</p> <p>(a) have the students select a news article on how government regulations impact health promotion, or disease prevention, and present their findings and viewpoints to the class.</p> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction. There are a number of health lessons that may be used to meet this benchmark.)</i></p>
<p>Teacher Notes:</p>	



**Content Standard: Access Health Information, Products, and Services**

**By the end of Grade 12**

**Standard 2:** The student will demonstrate the ability to access valid health information and health-promoting products and services.

**Benchmark 1:** The student will demonstrate the ability to evaluate health information, products, and services for validity, reliability, and effectiveness as they relate to personal selection.

9-12 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> independently locate health products, services and information and accurately describe their validity, reliability, and effectiveness as they relate to personal choice.</p> <p><u>Proficient Indicator</u> with limited guidance, locate health products, services and information, and describe their validity, reliability, and effectiveness as they relate to personal choice.</p> <p><u>Partially Proficient Indicator</u> with limited ability, locate health products, services and information, and describe their validity, reliability, and effectiveness as they relate to personal choice.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) assign an Internet activity that requires students to access a health product website (approved by the instructor) and evaluate the website.</li> <li>(b) have students compare and contrast cost and accessibility of health services and products.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction. There are a number of health lessons that may be used to meet this benchmark.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Access Health Information, Products, and Services**

**By the end of Grade 12**

**Standard 2:** The student will demonstrate the ability to access valid health information and health-promoting products and services.

**Benchmark 2:** The student will analyze situations requiring professional health services.

9-12 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> identify five situations requiring health services.</p> <p><u>Proficient Indicator</u> identify four situations requiring health services.</p> <p><u>Partially Proficient Indicator</u> identify two situations requiring health services.</p>	<p>The teacher will</p> <p>(a) present scenarios (disordered eating, threatened suicide, addiction, abuse, etc.) requiring students to discern the need for health services and appropriate community referral.</p> <p>(b) assign the class to research and compile a directory of school and community health services.</p> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction. There are a number of health lessons that may be used to meet this benchmark.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Self-Management**

**By the end of Grade 12**

**Standard 3:** The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Benchmark 1:** The student will analyze the short-term and long-term consequences of safe, risky, and harmful behaviors and recognize their responsibility for self-management.

9-12 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> demonstrate the ability to self-evaluate personal health and set five individual goals to practice health-enhancing behaviors and reduce health risks.</p> <p><u>Proficient Indicator</u> demonstrate the ability to self-evaluate personal health and set three individual goals to practice health-enhancing behaviors and reduce health risks.</p> <p><u>Partially Proficient Indicator</u> demonstrate the ability to self-evaluate personal health and set two individual goals to practice health-enhancing behaviors and reduce health risks.</p>	<p>The teacher will</p> <p>(a) assign a health risk appraisal assessment; have students identify their areas of risk, analyze short and long-term consequences of their risky behaviors, and complete a health behavior contract designed to address and improve these behaviors.</p> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction. There are a number of health lessons that may be used to meet this benchmark.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Self-Management**

**By the end of Grade 12**

**Standard 3:** The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Benchmark 2:** The student will identify and practice strategies to manage stress.

9-12 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> independently identify the signs of stress and practice a stress-reducing strategy that will work for them.</p> <p><u>Proficient Indicator</u> with limited assistance, identify the signs of stress and practice a stress-reducing strategy that will work for them.</p> <p><u>Partially Proficient Indicator</u> with limited ability, identify the signs of stress and practice a stress-reducing strategy that will work for them.</p>	<p>The teacher will</p> <p>(a) have the students complete a stress inventory and identify their personal stressors.</p> <p>(b) lead the students through breathing, muscle relaxation, and imagery stress management techniques. Students will then write a reflective paper on the techniques and identify which they prefer and why.</p> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction. There are a number of health lessons that may be used to meet this benchmark.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Influence of Culture, Media, and Technology**

**By the end of Grade 12**

**Standard 4:** The student will analyze the influence of culture, media, technology, and other factors on health.

**Benchmark 1:** The student will evaluate the influences of media and technology on health.

9-12 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> independently evaluate the effects of media and technology on alcohol and tobacco use and dietary and sexual behaviors.</p> <p><u>Proficient Indicator</u> with limited assistance, evaluate the effects of media and technology on alcohol and tobacco use and dietary and sexual behaviors.</p> <p><u>Partially Proficient Indicator</u> with limited ability, evaluate the effects of media and technology on alcohol and tobacco use and dietary and sexual behaviors.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) assign each student to select an advertisement, movie or song about a health related behavior and analyze the positive and/or negative messages.</li> <li>(b) instruct the students to identify and present the ways technology (e.g., cars, pedometers, computers, treadmills, etc) positively and negatively affect physical activity.</li> <li>(c) assign students to interview their parents on how technology impacted physical activity when they were in school, and compare and contrast technology then and now.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction. There are a number of health lessons that may be used to meet this benchmark.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Influence of Culture, Media, and Technology**

**By the end of Grade 12**

**Standard 4:** The student will analyze the influence of culture, media, technology, and other factors on health.

**Benchmark 2:** The student will analyze how cultural diversity enriches and challenges health behavior.

9-12 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> independently evaluate the effects of diverse cultures on health behaviors.</p> <p><u>Proficient Indicator</u> with some assistance, evaluate the effects of diverse cultures on health behaviors.</p> <p><u>Partially Proficient Indicator</u> with limited effectiveness, evaluate the effects of diverse cultures on health behaviors.</p>	<p>The teacher will</p> <p>(a) provide an overview of the American and other pyramid eating plans from around the world; students will then complete an assignment comparing and contrasting the various pyramids.</p> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction. There are a number of health lessons that may be used to meet this benchmark.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Interpersonal Communication**

**By the end of Grade 12**

**Standard 5:** The student will demonstrate the ability to use interpersonal communication skills to enhance health.

**Benchmark 1:** The student will demonstrate skills for communicating effectively with family, peers, and others.

9-12 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student</p> <p><u>Advanced Indicator</u> demonstrate effective communication and empathy skills with family, peers, and dating relationships.</p> <p><u>Proficient Indicator</u> demonstrate somewhat effective communication and empathy skills with family, peers, and dating relationships.</p> <p><u>Partially Proficient Indicator</u> with assistance, demonstrate limited communication and empathy skills with family, peers, and dating relationships.</p>	<p>The teacher will</p> <p>(a) review “I” messages and assign the students to use the techniques to address a conflict in their personal lives; students will turn in a reflective paper on the experience.</p> <p>(b) assign an effective communication activity and have the students role-play active listening skills.</p> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction. There are a number of health lessons that may be used to meet this benchmark.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Interpersonal Communication**

**By the end of Grade 12**

**Standard 5:** The student will demonstrate the ability to use interpersonal communication skills to enhance health.

**Benchmark 2:** The student will demonstrate refusal, negotiation, collaboration, mediation, and conflict resolution skills to avoid potentially harmful situations.

9-12 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> demonstrate the ability to effectively use health-enhancing and interpersonal communication skills as established in the benchmark.</p> <p><u>Proficient Indicator</u> demonstrate the ability to use health-enhancing communication skills as established in the benchmark.</p> <p><u>Partially Proficient Indicator</u> demonstrate limited ability to use health-enhancing interpersonal communication skills as established in the benchmark.</p>	<p>The teacher will</p> <p>(a) teach the six-steps of peer mediation.            (1) agree to mediate            (2) gather points of view            (3) focus on interests            (4) create win-win points            (5) evaluate options            (6) create an agreement</p> <p>(b) have students demonstrate application of the knowledge through role-playing.</p> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction. There are a number of health lessons that may be used to meet this benchmark.)</i></p>
<p>Teacher Notes:</p>	



**Content Standard: Goal-Setting and Decision-Making Skills**

**By the end of Grade 12**

**Standard 6:** The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

**Benchmark 1:** The student will demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.

9-12 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> demonstrate complex decision-making skills.</p> <p><u>Proficient Indicator</u> demonstrate effective decision-making skills.</p> <p><u>Partially Proficient Indicator</u> demonstrate limited decision-making skills.</p>	<p>The teacher will</p> <p>(a) review various decision-making models. Students will create a scenario using one of the six CDC youth risk behaviors in which they utilize a decision-making model.</p> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction. There are a number of health lessons that may be used to meet this benchmark.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Goal-Setting and Decision-Making Skills**

**By the end of Grade 12**

**Standard 6:** The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

**Benchmark 2:** The student will demonstrate the ability to create short-term and long-term health goals and the ability to predict the immediate and long-term impact of these goals on the individual, family, and community.

9-12 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> independently provide evidence of effective goal setting.</p> <p><u>Proficient Indicator</u> with limited assistance, demonstrate effective goal setting.</p> <p><u>Partially Proficient Indicator</u> demonstrate a limited understanding of goal setting.</p>	<p>The teacher will</p> <p>(a) teach short- and long-term goal writing. Students will develop short- and long-term personal health goals for two of the six CDC youth risk behaviors.</p> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction. There are a number of health lessons that may be used to meet this benchmark.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Advocating For Health**

**By the end of Grade 12**

**Standard 7:** The student will demonstrate the ability to advocate for personal, family, and community health.

**Benchmark 1:** The student will evaluate and express the effectiveness of communicating accurate health information and ideas.

9-12 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> independently devise and implement a strategic plan that promotes a health issue or concern.</p> <p><u>Proficient Indicator</u> implement and promote a health issue or concern that promotes a health issue or concern.</p> <p><u>Partially Proficient Indicator</u> under much direction, promote a health issue or concern.</p>	<p>The teacher will</p> <p>(a) have the students create and present a public service announcement (e.g., video, audio, or print) that promotes a health issue or concern.</p> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction. There are a number of health lessons that may be used to meet this benchmark.)</i></p>
<p>Teacher Notes:</p>	

**Content Standard: Advocating For Health**

**By the end of Grade 12**

**Standard 7:** The student will demonstrate the ability to advocate for personal, family, and community health.

**Benchmark 2:** The student will demonstrate ability to work cooperatively when advocating for health.

9-12 <sup>th</sup> Grade Indicators	Instructional Examples
<p>The student will</p> <p><u>Advanced Indicator</u> within a group, devise and implement a strategic plan to influence and support a personal, family, or community health issue or concern.</p> <p><u>Proficient Indicator</u> within a group and with assistance, implement a strategic plan to influence and support a personal, family, or community health issue or concern.</p> <p><u>Partially Proficient Indicator</u> under much direction, work cooperatively within their group to help enhance personal, family, or community health.</p>	<p>The teacher will</p> <ul style="list-style-type: none"> <li>(a) teach different communication methods of health advocacy.</li> <li>(b) assign the class to plan and implement a health awareness week for their school and/or community.</li> </ul> <p><i>(The instructional examples provided are <b>only</b> examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction. There are a number of health lessons that may be used to meet this benchmark.)</i></p>
<p>Teacher Notes:</p>	

**Sample Opt-In Letter**

**PARENT/GUARDIAN CONSENT FORM  
HUMAN SEXUALITY EDUCATION**

Course: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

School: \_\_\_\_\_ Phone: \_\_\_\_\_

Dear Parent/Guardian:

As part of your child’s education, he/she is enrolled in a course that includes information on puberty and human sexuality. If you would like to review the curriculum and talk with the teacher before signing this form, call or email the teacher immediately to set up a conference time. (Teacher’s email / school phone).

NOTE: Opt-in letters work differently than opt-out letters you may have worked with before, in this or other school districts. The school must have a signed form from every student’s parent/guardian indicating that the student has permission to participate in the human sexuality curriculum. Failure of a parent/guardian to return a signed form means the student will attend study hall and will not attend class sessions which are identified as addressing puberty and human sexuality.

If your preference is for your child to “opt-in” the puberty and human sexuality education, please indicate so by providing your child’s name, placing a check in the space provided, and signing and dating this form. By so doing, you are giving permission for your child to receive information on puberty and human sexuality.

Student’s Name: \_\_\_\_\_

\_\_\_\_\_ I GRANT permission for my child to participate in the puberty and human sexuality education.

Parent/Guardian Signature: \_\_\_\_\_ Date \_\_\_\_\_

**Please Sign and Return this form to the school on or before (date set by school).**

**Sample Opt-Out Letter**

**PARENT/GUARDIAN CONSENT FORM  
HUMAN SEXUALITY EDUCATION**

Course: \_\_\_\_\_ Teacher(s): \_\_\_\_\_

School: \_\_\_\_\_ Phone: \_\_\_\_\_

Dear Parent/Guardian:

As part of your child’s education, he/she is enrolled in a course that includes information on puberty and human sexuality. If you would like to review the curriculum and talk with the teacher before signing this form, call or email the teacher immediately to set up a conference time. (Teacher’s email / school phone).

If your preference is for your child to “opt-out” of the puberty and human sexuality education, please indicate so by providing your child’s name, placing a check in the space provided, and signing and dating this form. By so doing, your child will attend study hall and will not attend class sessions which are identified as addressing puberty and human sexuality.

Student’s Name: \_\_\_\_\_

\_\_\_\_\_ I DO NOT grant permission for my child to participate in the puberty and human sexuality education.

**Parent/Guardian Signature:** \_\_\_\_\_ **Date** \_\_\_\_\_

**Please sign and return this form to the school on or before (date set by school).**

