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| **Concept 1: Understand Relationship Between Health Behaviors and Health** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
| PO 1. Identify that healthybehaviors affect personal health and overall well-being | PO 1. Describe the relationshipbetween healthy behaviors and personal health | PO 1. Analyze the relationshipbetween healthy behaviors and personal health | PO 1. Predict how healthybehaviors can affect health status |

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| **Concept 2: Understanding Multiple Dimensions of Health** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
| PO 1. Recognize what the human body is and what it means to be healthy | PO 1. Identify examples of emotional, intellectual, physical, and social health | PO 1. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence | PO 1. Describe the interrelationships of emotional, intellectual, physical, and social health |

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| **Concept 3: Understanding Personal Health** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
| PO 1. Describe ways to prevent communicable diseases | PO 1. Describe ways in which a safe and healthy school and community environment canpromote personal health. | PO 1. Analyze how the environment affects personal health | PO 1. Analyze how environment and personal health are interrelated |
| PO 2. Identify that foods are classified into food groups and that a variety of food is needed for personal health, growth, and development | PO 2. Describe the key nutrients contained in the food groups and how these nutrients affect health and learning | PO 2. Analyze how food provides energy and nutrients for growth and development, that nutrition requirements vary from person to person, and how food intake affects health | PO 2. Evaluate the impact of food and nutrition, including nutrient deficiencies on health |

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| **Concept 3: Understanding Personal Health** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
| PO 3. Identify that physical activity is integral to good health | PO 3. Describe how physical activity impacts health | PO 3. Analyze how physical activity contributes to disease prevention | PO 3. Evaluate levels and types of physical activity andhow these promote health and contribute to disease prevention |
|  |  | PO 4. Describe how family history can affect personal health | PO 4. Analyze how genetics and family history can impact personal health |

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| **Concept 4: Understanding Prevention of Injuries and Health Problems** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
| PO 1. List ways to prevent common childhood injuries | PO 1. Describe ways to prevent common childhood injuries and health problems | PO 1. Describe ways to reduce or prevent injuries and other adolescent health problems | PO 1. Propose ways to reduce or prevent injuries and health problems |

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| **Concept 5: Understanding Use of Health Care** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
| PO 1. Describe why it is important to seek health care | PO 1. Describe when it is important to seek health care | PO 1. Explain how appropriate health care can promotepersonal health | PO 1. Analyze the relationship between access to health careand health status |

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| **Concept 6: Understanding Healthy vs. Unhealthy Behaviors** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
|  |  | PO 1. Describe the benefits of and barriers to practicing healthy behaviors | PO 1. Compare and contrast the benefits of and barriers topracticing a variety of healthy behaviors |
|  |  | PO 2. Examine the likelihood of injury or illness if engaging in unhealthy behaviors | PO 2. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors |
|  |  | PO 3. Examine the potential seriousness of injury or illness if engaging in unhealthybehaviors | PO 3. Analyze the potential severity of injury or illness if engaging in unhealthybehaviors |

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| **Concept 1: External Influences on Personal Health** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
| PO 1. Identify how the family influences personal health practices and behaviors | PO 1. Describe how the family influences personal health practices and behaviors | PO 1. Examine how the family influences the health of adolescents | PO 1. Analyze how the family influences the health of individuals |
| PO 2. Recognize how culture influences health practices andbehaviors | PO 2. Identify the influence of culture on health practices andbehaviors | PO 2. Describe the influence of culture on health beliefs,practices, and behaviors | PO 2. Analyze how the culture supports and challenges healthbeliefs, practices, and behaviors |
| PO 3. Recognize how peers can influence healthy and unhealthy behaviors | PO 3. Describe how peers can influence healthy and unhealthy behaviors | PO 3. Analyze how peers influence healthy and unhealthy behaviors | PO 3. Evaluate how peers influence healthy and unhealthy behaviors |
| PO 4. Identify what the school can do to support personal health practices and behaviors | PO 4. Describe how the school and community can supportpersonal health practices and behaviors | PO 4. Analyze how the school and community can affectpersonal health practices and behaviors | PO 4. Evaluate how the school and community can impactpersonal health practice and behaviors |
| PO 5. Describe how the media can influence health behaviors | PO 5. Explain how media influences thoughts, feelings, and health behaviors | PO 5. Analyze how messages from media influence health behaviors | PO 5. Evaluate the effect of media on personal and family health |
| PO 6. Recognize how technology can influencepersonal health | PO 6. Describe ways that technology can influencepersonal health | PO 6. Analyze the influence of technology on personal andfamily health | PO 6. Evaluate the impact of technology on personal, family,and community health |

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| **Concept 2: Internal Influences on Personal Health** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
|  |  | PO 1. Explain how the perceptions of norms influence healthy and unhealthy behaviors | PO 1. Analyze how the perceptions of norms influence healthy and unhealthy behaviors |

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| **Concept 2: Internal Influences on Personal Health** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
|  |  | PO 2. Explain the influence of personal values and beliefs on individual health practices and behaviors | PO 2. Analyze the influence of personal values and beliefs on individual health practices and behaviors |
|  |  | PO 3. Describe how some health risk behaviors can influence the likelihood ofengaging in unhealthy behaviors | PO 3. Analyze how some health risk behaviors can influence the likelihood ofengaging in unhealthy behaviors |

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| **Concept 3: Influence of Public Policy on Health** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
|  |  | PO 1. Examine and explain how school and public health policies can influence health promotion and disease prevention | PO 1. Analyze how public health policies and government regulations can influence health promotion and disease prevention |

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| **Concept 1: Knowledge of Sources of Help** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
| PO 1. Identify trusted adults and professionals who can help promote health | PO 1. Identify characteristics of valid health information, products, and services | PO 1. Analyze the validity of health information, products, and services | PO 1. Evaluate the validity of health information, products, and services |

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| **Concept 2: Accessing Help** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
| PO 1. Identify ways to locate school and community health helpers | PO 1. Locate resources from home, school, and community that provide valid health information | PO 1. Access valid health information from home, school, and community | PO 1. Use resources from home, school, and community that provide valid health information |
|  |  | PO 2. Determine the accessibility of products that enhance health | PO 2. Determine the accessibility of products and services that enhance health. |
|  |  | PO 3. Describe situations that may require professional healthservices | PO 3. Analyze a situation in which professional healthservices may be required |
|  |  | PO 4. Locate valid and reliable health products and services | PO 4. Access valid and reliable health products and services |

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| **Concept 1: Communication to Enhance Help** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
| PO 1. Demonstrate healthy ways to express needs, wants, and feelings | PO 1. Demonstrate effective verbal and nonverbal communication skills to enhance health | PO 1. Apply effective verbal and nonverbal communication skills to enhance health | PO 1. Utilize skills for communicating effectively with family, peers, and others to enhance health |
| PO 2. Demonstrate listening skills to enhance health | PO 2. Demonstrate refusal skills that avoid or reduce health risks | PO 2. Demonstrate refusal and negotiation skills that avoid or reduce health risks | PO 2. Demonstrate refusal, negotiation, and collaboration skills to enhance health andavoid or reduce health risks |

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| **Concept 2: Self Protection and Dealing with Conflict** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
| PO 1. Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation | PO 1. Demonstrate nonviolent strategies to manage or resolve conflict | PO 1. Identify effective conflict management or resolution strategies | PO 1. Evaluate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others |

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| **Concept 3: Asking for Help** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
| PO 1. Demonstrate ways to tell a trusted adult if threatened or harmed | PO 1. Demonstrate how to ask for assistance to enhance personal health | PO 1. Identify ways to ask for assistance to enhance the health of self and others | PO 1. Evaluate effective ways to ask for and offer assistance to enhance the health of selfand others |

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| **Concept 1: Influences on Health Decision Making** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
| PO 1. Identify circumstances that can help or hinder healthy decision making | PO 1. Identify circumstances that can help or hinder healthy decision making | PO 1. Identify circumstances that can help or hinder healthy decision making | PO 1. Examine barriers to healthy decision making |

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| **Concept 2: Application of Decision-Making Skills to Health** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
| PO 1. Identify situations when a health-related decision is needed | PO 1. Identify health-related situations that might require a thoughtful decision | PO 1. Determine when health- related situations require the application of a thoughtful decision-making process | PO 1. Determine the value of applying a thoughtful decision- making process in health- related situations |
| PO 2. Differentiate between situations when a health-related decision can be made individually or when assistance is needed | PO 2. Analyze when assistance is needed when making a health- related decision | PO 2. Distinguish when individual or collaborative decision making is appropriate | PO 2. Justify when individual or collaborative decision making is appropriate |
|  | PO 3. List healthy options to health-related issues or problems | PO 3. Distinguish between healthy and unhealthy alternatives to health-relatedissues or problems | PO 3. Analyze and propose alternatives to health-related issues or problems |
|  | PO 4. Predict the potential outcomes of each option when making a health-related decision | PO 4. Predict the potential short-term impact of each alternative on self and others | PO 4. Predict the potential short-term and long-term impact of each alternative on self and others |

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| **Concept 2: Application of Decision-Making Skills to Health** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
|  | PO 5. Choose a healthy option when making a decision | PO 5. Choose healthy alternatives over unhealthy alternatives when making a decision | PO 5. Defend the healthy choice when making decisions |
|  | PO 6. Describe the outcomes of a health-related decision | PO 6. Analyze the outcomes of a health-related decision | PO 6. Evaluate theeffectiveness of health-related decisions |

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| **Concept 1: Assessment of Health** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
|  |  | PO 1. Assess personal health practices | PO 1. Assess personal health practices and overall health status |

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| **Concept 2: Health-Related Goal Setting** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
| PO 1. Identify a short-term personal health goal and take action toward achieving the goal | PO 1. Set a personal health goal and track progress toward its achievement | PO 1. Develop a goal to adopt, maintain, or improve a personal health practice | PO 1. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks |
| PO 2. Identify who can help when assistance is needed to achieve a personal health goal | PO 2. Identify resources to assist in achieving a personal health goal | PO 2. Apply strategies and skills needed to attain a personal health goal | PO 2. Implement strategies and monitor progress in achieving a personal health goal |
|  |  | PO 3. Describe how personal health goals can vary with changing abilities, priorities,and responsibilities | PO 3. Formulate an effective long-term personal health plan |

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| **Concept 1: Personal Responsibility for Health** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
|  | PO 1. Identify responsible personal health behaviors | PO 1. Explain the importance of assuming responsibility for personal health behaviors | PO 1. Analyze the role of individual responsibility in enhancing health |

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| **Concept 2: Healthy Practices and Behaviors** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
| PO 1. Demonstrate healthy practices and behaviors to maintain or improve personal health | PO 1. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health | PO 1. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others | PO 1. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others |
| PO 2. Demonstrate behaviors that avoid or reduce health risks | PO 2. Demonstrate a variety of behaviors that avoid or reduce health risks | PO 2. Demonstrate behaviors that avoid or reduce health risks to self and others | PO 2. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others |

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| **Concept 1: Personal Advocacy** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
| PO 1. Make requests to promote personal health | PO 1. Express opinions and give accurate information about health issues | PO 1. State a health enhancing position on a topic and support it with accurate information | PO 1. Use accurate peer and societal norms to formulate a health-enhancing message |
| PO 2. Encourage family and peers to make positive healthchoices | PO 2. Encourage others to make positive health choices | PO 2. Demonstrate how to influence and support others tomake positive health choices | PO 2. Influence and support others to make positive healthchoices |

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| **Concept 2: Collective Advocacy** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
|  |  | PO 1. Demonstrate how to work cooperatively to advocate for healthy individuals, families, and schools | PO 1. Work cooperatively as an advocate for improving personal, family, and community health |

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| **Concept 3: Tailoring Advocacy Message to Audience** |
| **Grade Pre-K - 2** | **Grade 3 - 5** | **Grade 6 - 8** | **Grade 9 - 12** |
|  |  | PO 1. Identify ways in which health messages and communication techniques can be altered for differentaudiences | PO 1. Adapt health messages and communication techniques to a specific target audience |