GRADE SPAN  Pre-K – 2
STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts

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

Concept 1: Relationship between Health Behaviors and Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Identify that healthy behaviors affect personal health and overall well-being</td>
<td>PO 1. Identify that good sleep patterns positively affect personal health and overall well-being</td>
</tr>
</tbody>
</table>

Concept 2: Multiple Dimensions of Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Recognize what the human body is and what it means to be healthy</td>
<td>PO 1. Know that health includes a healthy mind and healthy body</td>
</tr>
</tbody>
</table>

Concept 3: Personal Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Describe ways to prevent communicable diseases</td>
<td>PO 1. Describe appropriate steps to hand washing</td>
</tr>
</tbody>
</table>
Students will comprehend concepts related to health promotion and disease prevention to enhance health.

**Concept 3: Personal Health cont.**

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 2. Identify that foods are classified into food groups and that a variety of food is needed for personal health, growth, and development</td>
<td>PO 2. Identify the variety of foods needed to help the individual grow and stay healthy, and that different food groups help the body stay healthy in different ways</td>
</tr>
<tr>
<td>PO 3. Identify that physical activity is integral to good health</td>
<td>PO 3. List ways to be physically active</td>
</tr>
</tbody>
</table>

**Concept 4: Prevention of Injuries and Health Problems**

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. List ways to prevent common childhood injuries</td>
<td>PO 1. List appropriate playground rules</td>
</tr>
</tbody>
</table>

**Concept 5: Use of Health Care**

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Describe why it is important to seek health care</td>
<td>PO 1. Describe reasons why you would go visit a doctor</td>
</tr>
</tbody>
</table>
GRADE SPAN  3 – 5
STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts

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

Concept 1: Relationship between Health Behaviors and Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Describe the relationship between healthy behaviors and personal health</td>
<td>PO 1. Describe the benefits of eating healthy meals with family members</td>
</tr>
</tbody>
</table>

Concept 2: Multiple Dimensions of Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Identify examples of emotional, intellectual, physical, and social health</td>
<td>PO 1. Identify exercises that keep our heart healthy</td>
</tr>
</tbody>
</table>

Concept 3: Personal Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Describe ways in which a safe and healthy school and community environment can promote personal health</td>
<td>PO 1. Describe ways in which walking to school promotes personal health</td>
</tr>
</tbody>
</table>
GRADE SPAN  3 – 5  
STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts

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

Concept 3: Personal Health cont

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 2. Describe the key nutrients contained in the food groups and how these nutrients affect health and learning</td>
<td>PO 2. Describe and explore the relationship between healthy eating behaviors and a healthy body</td>
</tr>
<tr>
<td>PO 3. Describe how physical activity impacts health and learning</td>
<td>PO 3. Explain how physical activity affects how you feel</td>
</tr>
</tbody>
</table>

Concept 4: Prevention of Injuries and Health Problems

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Describe ways to prevent common childhood injuries and health problems</td>
<td>PO 1. Describe school safety rules that prevent common childhood injuries and health problems</td>
</tr>
</tbody>
</table>

Concept 5: Use of Health Care

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Describe when it is important to seek health care</td>
<td>PO 1. Describe situations when it would be important to visit the school/community health office</td>
</tr>
</tbody>
</table>
GRADE SPAN 6 – 8
STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts

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

**Concept 1: Relationship between Health Behaviors and Health**

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Analyze the relationship between healthy behaviors and personal health</td>
<td>PO 1. Describe the health benefits of eating fruits and vegetables</td>
</tr>
</tbody>
</table>

**Concept 2: Multiple Dimensions of Health**

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence</td>
<td>PO 1. Describe the body’s response to stress in adolescents and its effect on overall health</td>
</tr>
</tbody>
</table>

**Concept 3: Personal Health**

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Analyze how the environment affects personal health</td>
<td>PO 1. Analyze how the safety of the school environment affects walking to school</td>
</tr>
<tr>
<td>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</td>
<td>PO 2. Analyze and practice making healthy food choices including planning and preparing snacks and meals, assessing personal needs, and applying strategies to reach personal nutrition goals</td>
</tr>
<tr>
<td>PO 3. Analyze how physical activity contributes to disease prevention</td>
<td>PO 3. Describe health issues that are affected by physical activity and why</td>
</tr>
</tbody>
</table>
GRADE SPAN 6 – 8
STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts

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

Concept 3: Personal Health cont.

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 4. Describe how family history can affect personal health</td>
<td>PO 4. Describe how family history can affect personal health</td>
</tr>
</tbody>
</table>

Concept 4: Prevention of Injuries and Health Problems

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Describe ways to reduce or prevent injuries and other adolescent health problems</td>
<td>PO 1. Describe how tobacco use prevention can reduce or prevent adolescent health problems</td>
</tr>
</tbody>
</table>

Concept 5: Use of Health Care

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Explain how appropriate health care can promote personal health</td>
<td>PO 1. Explain how regular physicals and vision/dental checkups can promote personal health</td>
</tr>
</tbody>
</table>
Concept 6: Healthy vs. Unhealthy Behaviors

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Describe the benefits of and barriers to practicing healthy behaviors</td>
<td>PO 1. Describe the benefits and barriers to eating a healthy diet</td>
</tr>
<tr>
<td>PO 2. Examine the likelihood of injury or illness if engaging in unhealthy behaviors</td>
<td>PO 2. Examine the likelihood of injury or illness if engaging in alcohol, tobacco and other drug use</td>
</tr>
<tr>
<td>PO 3. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors</td>
<td>PO 3. Examine the potential health risks associated with physical inactivity and poor dietary habits</td>
</tr>
</tbody>
</table>
GRADE SPAN      9 – 12
STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts

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

Concept 1: Relationship between Health Behaviors and Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Predict how healthy behaviors can affect health status</td>
<td>PO 1. Predict the benefits of eating healthy for disease prevention</td>
</tr>
</tbody>
</table>

Concept 2: Multiple Dimensions of Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Describe the interrelationships of emotional, intellectual, physical, and social health</td>
<td>PO 1. Describe the body’s response to stress and its effects on the body</td>
</tr>
</tbody>
</table>

Concept 3: Personal Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Analyze how environment and personal health are interrelated</td>
<td>PO 1. Describe the relationship between environmental toxins and personal health</td>
</tr>
</tbody>
</table>
Concept 3: Personal Health cont.

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 2. Evaluate the impact of food and nutrition, including nutrient deficiencies, on health</td>
<td>PO 2. Evaluate factors that influence food intake and nutritional status including family, friends, culture, emotions, sensory stimuli, media, marketing, and food availability</td>
</tr>
<tr>
<td>PO 3. Evaluate levels and types of physical activity and how these promote health and contribute to disease prevention</td>
<td>PO 3. Explain the types of physical activity that have cardiovascular benefits</td>
</tr>
<tr>
<td>PO 4. Analyze how genetics and family history can impact personal health</td>
<td>PO 4. Explain how genetics and family history may impact personal health</td>
</tr>
</tbody>
</table>

Concept 4: Prevention of Injuries and Health Problems

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Propose ways to reduce or prevent injuries and health problems</td>
<td>PO 1. Propose ways to keep safe when riding in an automobile</td>
</tr>
</tbody>
</table>

Concept 5: Use of Health Care

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Outcomes:</td>
<td></td>
</tr>
<tr>
<td>PO 1. Analyze the relationship between access to health care and health status</td>
<td>PO 1. Identify how poverty may impede access to health care and health status</td>
</tr>
</tbody>
</table>
GRADE SPAN 9 – 12
STRAND 1: Comprehension of Health Promotion and Disease Prevention Concepts

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

Concept 6: Healthy vs. Unhealthy Behaviors

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors</td>
<td>PO 1. Discuss how economics, culture, demographics and genetics are a benefit or a barrier to practicing healthy behaviors</td>
</tr>
<tr>
<td>PO 2. Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors</td>
<td>PO 2. Analyze the relationship between alcohol use and the death rate in auto accidents</td>
</tr>
<tr>
<td>PO 3. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors</td>
<td>PO 3. Analyze the physical and social consequences of drug use and achieving life goals</td>
</tr>
</tbody>
</table>
## Concept 1: External Influences on Personal Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Identify how the family influences personal health practices and behaviors</td>
<td>PO 1. Identify how family meal patterns affect how and what individuals eat</td>
</tr>
<tr>
<td>PO 2. Recognize how culture influences health practices and behaviors</td>
<td>PO 2. Recognize how culture influences food choices.</td>
</tr>
<tr>
<td>PO 3. Recognize how peers can influence healthy and unhealthy behaviors</td>
<td>PO 3. Recognize how peer meal patterns influence how and what the individual eats.</td>
</tr>
<tr>
<td>PO 4. Identify what the school can do to support personal health practices and behaviors</td>
<td>PO 4. Identify how school meal programs support how and what the individual eats.</td>
</tr>
<tr>
<td>PO 5. Describe how the media can influence health behaviors.</td>
<td>PO 5. Describe how the media influences meal patterns and healthy eating.</td>
</tr>
<tr>
<td>PO 6. Recognize how technology can influence personal health.</td>
<td>PO 6. Recognize how technology can promote health, e.g., medical testing.</td>
</tr>
</tbody>
</table>
GRADE SPAN 3 – 5
STRAND 2: Analysis of Factors Affecting Health Behaviors

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

Concept 1: External Influences on Personal Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Describe how the family influences personal health practices and behaviors</td>
<td>PO 1. Describe how family meal patterns and eating behaviors influence/affect personal body image and health risk</td>
</tr>
<tr>
<td>PO 2. Identify the influence of culture on health practices and behaviors</td>
<td>PO 2. Identify how cultural beliefs affect personal body image and health risks</td>
</tr>
<tr>
<td>PO 3. Describe how peers can influence healthy and unhealthy behaviors</td>
<td>PO 3. Describe how peers influence healthy and unhealthy meal patterns and eating behaviors</td>
</tr>
<tr>
<td>PO 4. Describe how the school and community can support personal health practices and behaviors</td>
<td>PO 4. Describe how the school and community support individual meal patterns, nutritionally balanced meals, and healthy snacks</td>
</tr>
<tr>
<td>PO 5. Explain how media influences thoughts, feelings, and health behaviors</td>
<td>PO 5. Explain how the media influences thoughts, feelings, and health behaviors related to eating patterns and body image</td>
</tr>
<tr>
<td>PO 6. Describe ways that technology can influence personal health</td>
<td>PO 6. Describe the ways technology can assist in the early detection of disease</td>
</tr>
</tbody>
</table>
GRADE SPAN 6 – 8
STRAND 2: Analysis of Factors Affecting Health Behaviors

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

Concept 1: External Influences on Personal Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Examine how the family influences the health of adolescents</td>
<td>PO 1. Examine how the family influences meal patterns and body image</td>
</tr>
<tr>
<td>PO 2. Describe the influence of culture on health beliefs, practices, and behaviors</td>
<td>PO 2. Describe how cultural beliefs influence body image and health risks</td>
</tr>
<tr>
<td>PO 3. Analyze how peers influence healthy and unhealthy behaviors</td>
<td>PO 3. Examine how peer meal patterns and eating behaviors influence body image and health risks</td>
</tr>
<tr>
<td>PO 4. Analyze how the school and community can affect personal health practices and behaviors</td>
<td>PO 4. Analyze how the school and community food environment influence access to healthy food</td>
</tr>
<tr>
<td>PO 5. Analyze how messages from media influence health behaviors</td>
<td>PO 5. Analyze how the media influences thoughts, feelings, and health behaviors related to smoking, alcohol use and sexual behaviors</td>
</tr>
<tr>
<td>PO 6. Analyze the influence of technology on personal and family health</td>
<td>PO 6. Analyze the influence of technology on prevention of injuries</td>
</tr>
</tbody>
</table>

Concept 2: Internal Influences on Personal Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Explain how the perceptions of norms influence healthy and unhealthy behaviors</td>
<td>PO 1. Explain how perception of body image influences healthy and unhealthy eating patterns</td>
</tr>
</tbody>
</table>
GRADE SPAN 6 – 8

STRAND 2: Analysis of Factors Affecting Health Behaviors

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

Concept 2: Internal Influences on Personal Health cont.

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 2. Explain the influence of personal values and beliefs on individual health practices and behaviors</td>
<td>PO 2. Explain the influence of personal values and beliefs on physical activity</td>
</tr>
<tr>
<td>PO 3. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors</td>
<td>PO 3. Describe how dieting and disordered eating can influence the likelihood of unhealthy behaviors</td>
</tr>
</tbody>
</table>

Concept 3: Influence of Public Policy on Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Examine and explain how school and public health policies can influence health promotion and disease prevention</td>
<td>PO 1. Examine and explain how school and public wellness policies can influence health promotion and disease prevention</td>
</tr>
</tbody>
</table>
GRADE SPAN  9 – 12
STRAND 2: Analysis of Factors Affecting Health Behaviors

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

Concept 1: External Influences on Personal Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Analyze how the family influences the health of individuals</td>
<td>PO 1. Analyze how nutrient content and food preparation methods in the home affect the health of individuals</td>
</tr>
<tr>
<td>PO 2. Analyze how the culture supports and challenges health beliefs, practices, and behaviors</td>
<td>PO 2. Analyze how culture challenges and supports meal patterns, eating behaviors, and body image</td>
</tr>
<tr>
<td>PO 3. Evaluate how peers influence healthy and unhealthy behaviors</td>
<td>PO 3. Evaluate how peers influence healthy and unhealthy behaviors related to meal patterns and eating behaviors</td>
</tr>
<tr>
<td>PO 4. Evaluate how the school and community can impact personal health practice and behaviors</td>
<td>PO 4. Evaluate how the school and community support individual meals patterns, nutritionally balanced meals, and healthy snacks</td>
</tr>
<tr>
<td>PO 5. Evaluate the effect of media on personal and family health</td>
<td>PO 5. Evaluate how the media influences thoughts, feelings, and health behaviors related to smoking, alcohol use and sexual behaviors</td>
</tr>
<tr>
<td>PO 6. Evaluate the impact of technology on personal, family, and community health</td>
<td>PO 6. Evaluate the impact of technology on personal, family, and community health related to eating patterns</td>
</tr>
</tbody>
</table>

Concept 2: Internal Influences on Personal Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
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<tbody>
<tr>
<td>PO 1. Analyze how the perceptions of norms influence healthy and unhealthy behaviors</td>
<td>PO 1. Analyze how perception of body image influences healthy and unhealthy eating patterns</td>
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</tbody>
</table>
GRADE SPAN 9 – 12
STRAND 2: Analysis of Factors Affecting Health Behaviors

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

Concept 2: Internal Influences on Personal Health cont.

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 2. Analyze the influence of personal values and beliefs on individual health practices and behaviors</td>
<td>PO 2. Analyze the influence of personal values and beliefs related to meal patterns, eating behaviors, and body image on individual health practices and behaviors</td>
</tr>
<tr>
<td>PO 3. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors</td>
<td>PO 3. Analyze how dieting and disordered eating can influence the likelihood of unhealthy behaviors</td>
</tr>
</tbody>
</table>

Concept 3: Influence of Public Policy on Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Analyze how public health policies and government regulations can influence health promotion and disease prevention</td>
<td>PO 1. Analyze how public health policies and government wellness regulations related to nutrition can influence health promotion and disease prevention</td>
</tr>
</tbody>
</table>
Concept 1: Knowledge of Sources of Help

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Identify trusted adults and professionals who can help promote health.</td>
<td>PO 1. Identify parents, teachers, and school health personnel who can answer health questions.</td>
</tr>
</tbody>
</table>

Concept 2: Accessing Help

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Identify ways to locate school and community health helpers.</td>
<td>PO 1. Locate the school health office.</td>
</tr>
</tbody>
</table>
GRADE SPAN  3 – 5
STRAND 3: Access to Health Information, Products, and Services to Enhance Health

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

Concept 1: Knowledge of Sources of Help

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Identify characteristics of valid health information, products, and services</td>
<td>PO 1. List trusted health information sources and describe what makes a trusted source</td>
</tr>
</tbody>
</table>

Concept 2: Accessing Help

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Locate resources from home, school, and community that provide valid health information</td>
<td>PO 1. Locate resources to examine the relationship between family health history and personal health</td>
</tr>
</tbody>
</table>
Students will demonstrate the ability to access valid information, products, and services to enhance health

**Concept 1: Knowledge of Sources of Help**

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Analyze the validity of health information, products, and services</td>
<td>PO 1. Recognize when health information is accurate</td>
</tr>
</tbody>
</table>

**Concept 2: Accessing Help**

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Access valid health information from home, school, and community</td>
<td>PO 1. Distinguish between a valid and non-valid internet health information source</td>
</tr>
<tr>
<td>PO 2. Determine the accessibility of products that enhance health</td>
<td>PO 2. Compare and contrast generic and name brand health products</td>
</tr>
<tr>
<td>PO 3. Describe situations that may require professional health services</td>
<td>PO 3. Identify situations that require a trip to the doctor</td>
</tr>
<tr>
<td>PO 4. Locate valid and reliable health products and services</td>
<td>PO 4. Examine the pros and cons of energy drinks and their effect on personal health</td>
</tr>
</tbody>
</table>
GRADE SPAN 9 – 12
STRAND 3: Access to Health Information, Products, and Services to Enhance Health

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

**Concept 1: Knowledge of Sources of Help**

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Evaluate the validity of health information, products, and services</td>
<td>PO 1. Differentiate between valid and non-valid internet sources for health information</td>
</tr>
</tbody>
</table>

**Concept 2: Accessing Help**

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Use resources from home, school, and community that provide valid health information</td>
<td>PO 1. Explore health resources available through county health departments</td>
</tr>
<tr>
<td>PO 2. Determine the accessibility of products and services that enhance health</td>
<td>PO 2. Analyze local gym and fitness centers based on costs and services available</td>
</tr>
<tr>
<td>PO 3. Analyze a situation in which professional health services may be required</td>
<td>PO 3. Recognize signs and symptoms of choking</td>
</tr>
<tr>
<td>PO 4. Access valid and reliable health products and services</td>
<td>PO 4. Describe the impact of a teen suicide hotline on teenage emotional and physical health</td>
</tr>
</tbody>
</table>
GRADE SPAN Pre-K – 2
STRAND 4: Use of Interpersonal Communication Skills to Enhance Health

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

**Concept 1: Communication to Enhance Health**

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Demonstrate healthy ways to express needs, wants, and feelings.</td>
<td>PO 1. Describe ways to join others in a game on the playground.</td>
</tr>
<tr>
<td>PO 2. Demonstrate listening skills to enhance health.</td>
<td>PO 2. Describe body language that demonstrates actively listening.</td>
</tr>
</tbody>
</table>

**Concept 2: Self-protection and Dealing with Conflict**

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.</td>
<td>PO 1. Demonstrate ways to walk away from a bully.</td>
</tr>
</tbody>
</table>

**Concept 3: Asking for Help**

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Outcomes:</td>
<td></td>
</tr>
<tr>
<td>PO 1. Demonstrate ways to tell a trusted adult if threatened or harmed.</td>
<td>PO 1. Identify trusted adults at your school.</td>
</tr>
</tbody>
</table>
GRADE SPAN 3 – 5
STRAND 4: Use of Interpersonal Communication Skills to Enhance Health

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

Concept 1: Communication to Enhance Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Demonstrate effective verbal and nonverbal communication skills to enhance health</td>
<td>PO 1. Demonstrate verbal and nonverbal ways to greet others that promote healthy relationships</td>
</tr>
<tr>
<td>PO 2. Demonstrate refusal skills that avoid or reduce health risks</td>
<td>PO 2. Describe effective ways to refuse something that makes you feel uncomfortable</td>
</tr>
</tbody>
</table>

Concept 2: Self-protection and Dealing with Conflict

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Demonstrate nonviolent strategies to manage or resolve conflict</td>
<td>PO 1. Demonstrate ways to walk away from a conflict</td>
</tr>
</tbody>
</table>

Concept 3: Asking for Help

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Demonstrate how to ask for assistance to enhance personal health</td>
<td>PO 1. Identify both verbal and nonverbal ways to ask an adult for help</td>
</tr>
</tbody>
</table>
GRADE SPAN    6 – 8
STRAND 4: Use of Interpersonal Communication Skills to Enhance Health

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

**Concept 1: Communication to Enhance Health**

<table>
<thead>
<tr>
<th><strong>Performance Objectives</strong></th>
<th><strong>Examples</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Apply effective verbal and nonverbal communication skills to enhance health</td>
<td>PO 1. Demonstrate verbal and nonverbal ways to decline alcohol</td>
</tr>
<tr>
<td>PO 2. Demonstrate refusal and negotiation skills that avoid or reduce health risks</td>
<td>PO 2. Demonstrate effective ways to say no when offered tobacco products by peers</td>
</tr>
</tbody>
</table>

**Concept 2: Self-protection and Dealing with Conflict**

<table>
<thead>
<tr>
<th><strong>Performance Objectives</strong></th>
<th><strong>Examples</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Identify effective conflict management or resolution strategies</td>
<td>PO 1. Identify effective peer mediation skills</td>
</tr>
</tbody>
</table>

**Concept 3: Asking for Help**

<table>
<thead>
<tr>
<th><strong>Performance Objectives</strong></th>
<th><strong>Examples</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Identify ways to ask for assistance to enhance the health of self and others</td>
<td>PO 1. Describe harmful situations that require assistance from an adult</td>
</tr>
</tbody>
</table>
GRADE SPAN  9 – 12
STRAND 4: Use of Interpersonal Communication Skills to Enhance Health

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

Concept 1: Communication to Enhance Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Utilize skills for communicating effectively with family, peers, and others to enhance health</td>
<td>PO 1. Describe procedures to keep safe on the internet</td>
</tr>
<tr>
<td>PO 2. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks</td>
<td>PO 2. Analyze ways to advocate for healthy decisions(to avoid or reduce health risks)</td>
</tr>
</tbody>
</table>

Concept 2: Self-protection and Dealing with Conflict

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Evaluate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others</td>
<td>PO 1. Evaluate stress management skills which can assist in resolving interpersonal conflicts</td>
</tr>
</tbody>
</table>

Concept 3: Asking for Help

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Evaluate effective ways to ask for and offer assistance to enhance the health of self and others</td>
<td>PO 1. Evaluate ways to communicate about a threat to the school environment</td>
</tr>
</tbody>
</table>
GRADE SPAN      Pre-K – 2
STRAND 5: Use of Decision-making Skills to Enhance Health

Concept 1: Influences on Healthy Decision Making

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Identify circumstances that can help or hinder healthy decision making</td>
<td>PO 1. Identify how peers and media can influence decision making</td>
</tr>
</tbody>
</table>

Concept 2: Application of Decision-making Skills to Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Identify situations when a health-related decision is needed</td>
<td>PO 1. Identify when you need to wash your hands, such as, after using the restroom</td>
</tr>
<tr>
<td>PO 2. Differentiate between situations when a health-related decision can be made individually or when assistance is needed</td>
<td>PO 2. Identify when it is necessary to go to the school nurse or call 911 for help</td>
</tr>
</tbody>
</table>
GRADE SPAN      3 – 5
STRAND 5: Use of Decision-making Skills to Enhance Health

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

Concept 1: Influences on Healthy Decision Making

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Identify circumstances that can help or hinder healthy decision making</td>
<td>PO 1. Identify how peers can influence decision making</td>
</tr>
</tbody>
</table>

Concept 2: Application of Decision-making Skills to Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Identify health-related situations that might require a thoughtful decision</td>
<td>PO 1. Identify a healthy snack vs. an unhealthy snack</td>
</tr>
<tr>
<td>PO 2. Analyze when assistance is needed when making a health-related decision</td>
<td>PO 2. Analyze when help is needed to relieve symptoms, such as stomach aches and headaches</td>
</tr>
<tr>
<td>PO 3. List healthy options to health-related issues or problems</td>
<td>PO 3. List healthy options, like healthy eating to address health issues such as obesity</td>
</tr>
<tr>
<td>PO 4. Predict the potential outcomes of each option when making a health-related decision</td>
<td>PO 4. Identify the potential outcomes of smoking and unhealthy eating habits</td>
</tr>
<tr>
<td>PO 5. Choose a healthy option when making a decision</td>
<td>PO 5. Discuss how choosing to drink water over soda is a healthy choice</td>
</tr>
<tr>
<td>PO 6. Describe the outcomes of a health-related decision</td>
<td>PO 6. Describe the outcomes of not wearing a seat belt or bicycle helmet</td>
</tr>
</tbody>
</table>
GRADE SPAN  6 – 8  
STRAND 5: Use of Decision-making Skills to Enhance Health

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

Concept 1: Influences on Healthy Decision Making

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Identify circumstances that can help or hinder healthy decision making</td>
<td>PO 1. Identify how peers and media can influence decision making</td>
</tr>
</tbody>
</table>

Concept 2: Application of Decision-making Skills to Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Determine when health-related situations require the application of a thoughtful decision-making process</td>
<td>PO 1. Describe how one might decide not to smoke despite influences of peers or family</td>
</tr>
<tr>
<td>PO 2. Distinguish when individual or collaborative decision making is appropriate</td>
<td>PO 2. Distinguish when experiencing sadness requires support from an adult</td>
</tr>
<tr>
<td>PO 3. Distinguish between healthy and unhealthy alternatives to health-related issues or problems</td>
<td>PO 3. Compare the healthy and unhealthy choices related to issues such as high blood pressure, obesity, and diabetes</td>
</tr>
<tr>
<td>PO 4. Predict the potential short-term impact of each alternative on self and others</td>
<td>PO 4. Predict the short term impact of drug abuse and gang involvement on self and others</td>
</tr>
<tr>
<td>PO 5. Choose healthy alternatives over unhealthy alternatives when making a decision</td>
<td>PO 5. Discuss the outcome of choosing fruits and vegetables over high fat foods</td>
</tr>
<tr>
<td>PO 6. Analyze the outcomes of a health-related decision</td>
<td>PO 6. Analyze the potential outcomes of teen sexual activity or substance abuse</td>
</tr>
</tbody>
</table>
GRADE SPAN 9 – 12
STRAND 5: Use of Decision-making Skills to Enhance Health

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

Concept 1: Influences on Healthy Decision Making

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Examine barriers to healthy decision making</td>
<td>PO 1. Examine barriers such as poor coping/stress management skills to healthy decision making</td>
</tr>
</tbody>
</table>

Concept 2: Application of Decision-making Skills to Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Determine the value of applying a thoughtful decision-making process in health-related situations</td>
<td>PO 1. Evaluate the outcome of a thoughtful decision such as refusing gang involvement</td>
</tr>
<tr>
<td>PO 2. Justify when individual or collaborative decision making is appropriate</td>
<td>PO 2. Explain the reasons why positive support is needed to help with situations such as suicide or sexual behavior</td>
</tr>
<tr>
<td>PO 3. Analyze and propose alternatives to health-related issues or problems</td>
<td>PO 3. Justify healthy nutritional choices as positive alternatives to a high fat diet</td>
</tr>
<tr>
<td>PO 4. Predict the potential short-term and long-term impact of each alternative on self and others</td>
<td>PO 4. Analyze the short and long term impact of smoking and unhealthy eating habits on self and others</td>
</tr>
<tr>
<td>PO 5. Defend the healthy choice when making decisions</td>
<td>PO 5. Defend the reasons why choosing fruits and vegetables over high fat foods is the healthy choice</td>
</tr>
<tr>
<td>PO 6. Evaluate the effectiveness of health-related decisions</td>
<td>PO 6. Evaluate the effectiveness of making an informed decision regarding sexual activity or substance use</td>
</tr>
</tbody>
</table>
Students will demonstrate the ability to use goal-setting skills to enhance health

**Concept 1: Assessment of Health – This concept does not apply to this grade level.**

**Concept 2: Health-related Goal Setting**

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Identify a short-term personal health goal and take action toward achieving the goal</td>
<td>PO 1. Identify times that are good to brush your teeth</td>
</tr>
<tr>
<td>PO 2. Identify who can help when assistance is needed to achieve a personal health goal</td>
<td>PO 2. Identify how a dentist will help you with your teeth</td>
</tr>
</tbody>
</table>
GRADE SPAN 3 – 5
STRAND 6: Use of Goal-Setting Skills to Enhance Health

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

Concept 1: Assessment of Health – This concept does not apply to this grade level

Concept 2: Health-related Goal Setting

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Set a personal health goal and track progress toward its achievement</td>
<td>PO 1. Set a goal and list how many fruits/vegetables you eat a day</td>
</tr>
<tr>
<td>PO 2. Identify resources to assist in achieving a personal health goal</td>
<td>PO 2. List helping professionals in the community (EMS, fire)</td>
</tr>
</tbody>
</table>
GRADE SPAN    6 – 8  
STRAND 6: Use of Goal-Setting Skills to Enhance Health

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

**Concept 1: Assessment of Health**

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Assess personal health practices</td>
<td>PO 1. Assess your level of physical activity</td>
</tr>
</tbody>
</table>

**Concept 2: Health-related Goal Setting**

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Develop a goal to adopt, maintain, or improve a personal health practice</td>
<td>PO 1. Describe ways to get physical activities in your daily routine</td>
</tr>
<tr>
<td>PO 2. Apply strategies and skills needed to attain a personal health goal</td>
<td>PO 2. Describe the skills needed to attain a personal goal</td>
</tr>
<tr>
<td>PO 3. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities</td>
<td>PO 3. Describe the components of a physical activity program based on life changes</td>
</tr>
</tbody>
</table>
GRADE SPAN    9 – 12
STRAND 6: Use of Goal-Setting Skills to Enhance Health

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

Concept 1: Assessment of Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Assess personal health practices and overall health status</td>
<td>PO 1. Develop a daily food plan that supports long term health</td>
</tr>
</tbody>
</table>

Concept 2: Health-related Goal Setting

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks</td>
<td>PO 1. Develop a written personal health plan</td>
</tr>
<tr>
<td>PO 2. Implement strategies and monitor progress in achieving a personal health goal</td>
<td>PO 2. Develop written exercise plan</td>
</tr>
<tr>
<td>PO 3. Formulate an effective long-term personal health plan</td>
<td>PO 3. Develop a written long-term personal health plan with measurable objectives (30 minute sessions, heart rate, etc)</td>
</tr>
</tbody>
</table>
GRADE SPAN  Pre-K – 2
STRAND 7: Ability to Practice Health-Enhancing Behaviors

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

Concept 1: Personal Responsibility for Health – This concept does not apply to this grade level.

Concept 2: Healthy Practices and Behaviors

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Demonstrate healthy practices and behaviors to maintain or improve personal health</td>
<td>PO 1. Demonstrate good hand washing techniques</td>
</tr>
<tr>
<td>PO 2. Demonstrate behaviors that avoid or reduce health risks</td>
<td>PO 2. Demonstrate techniques for proper hand washing to reduce germs</td>
</tr>
</tbody>
</table>
GRADE SPAN  3 – 5  
STRAND 7: Ability to Practice Health-Enhancing Behaviors

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

Concept 1: Personal Responsibility for Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Identify responsible personal health behaviors</td>
<td>PO 1. Describe the benefits of using helmets and other protective gear</td>
</tr>
</tbody>
</table>

Concept 2: Healthy Practices and Behaviors

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health</td>
<td>PO 1. Demonstrate preventive techniques for keeping teeth and mouth clean and healthy</td>
</tr>
<tr>
<td>PO 2. Demonstrate a variety of behaviors that avoid or reduce health risks</td>
<td>PO 2. Recognize the dangers of loud music to hearing</td>
</tr>
</tbody>
</table>
GRADE SPAN 6 – 8
STRAND 7: Ability to Practice Health-Enhancing Behaviors

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

Concept 1: Personal Responsibility for Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Explain the importance of assuming responsibility for personal health behaviors</td>
<td>PO 1. Recognize the difference between a healthy vs. unhealthy snack</td>
</tr>
</tbody>
</table>

Concept 2: Healthy Practices and Behaviors

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others</td>
<td>PO 1. Demonstrate good decision making skills related to behaviors that can cause oral health problems (e.g., mouth piercing, tobacco use)</td>
</tr>
<tr>
<td>PO 2. Demonstrate behaviors that avoid or reduce health risks to self and others</td>
<td>PO 2. Examine the effects of alcohol use</td>
</tr>
</tbody>
</table>
GRADE SPAN  9 – 12
STRAND 7: Ability to Practice Health-Enhancing Behaviors

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

Concept 1: Personal Responsibility for Health

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Analyze the role of individual responsibility in enhancing health</td>
<td>PO 1. Analyze the benefits of a personal fitness plan</td>
</tr>
</tbody>
</table>

Concept 2: Healthy Practices and Behaviors

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others</td>
<td>PO 1. Demonstrate behaviors that can prevent oral health problems</td>
</tr>
<tr>
<td>PO 2. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others</td>
<td>PO 2. Differentiate between safe and unsafe practices for tattoos or body piercing</td>
</tr>
</tbody>
</table>
GRADE SPAN: Pre-K – 2
STRAND 8: Ability to Advocate for Health

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

Concept 1: Personal Advocacy

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Make requests to promote personal health</td>
<td>PO 1. Identify safety rules for personal health</td>
</tr>
<tr>
<td>PO 2. Encourage family and peers to make positive health choices</td>
<td>PO 2. List items for a healthy family meal</td>
</tr>
</tbody>
</table>
GRADE SPAN 3 – 5
STRAND 8: Ability to Advocate for Health

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

Concept 1: Personal Advocacy

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Express opinions and give accurate information about</td>
<td>PO 1. Discuss dangers of smoking and tobacco</td>
</tr>
<tr>
<td>health issues</td>
<td>use</td>
</tr>
<tr>
<td>PO 2. Encourage others to make positive health choices</td>
<td>PO 2. Recognize dangers of sun exposure and</td>
</tr>
<tr>
<td></td>
<td>need for sun protection</td>
</tr>
</tbody>
</table>
GRADE SPAN  6 – 8
STRAND 8: Ability to Advocate for Health

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

Concept 1: Personal Advocacy

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. State a health enhancing position on a topic and support it with accurate information</td>
<td>PO 1. Explore dangers of steroid use</td>
</tr>
<tr>
<td>PO 2. Demonstrate how to influence and support others to make positive health choices</td>
<td>PO 2. Recognize the safe use of technology including social networking websites</td>
</tr>
</tbody>
</table>

Concept 2: Collective Advocacy

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Demonstrate how to work cooperatively to advocate for healthy individuals, families, and schools</td>
<td>PO 1. Describe the benefits of community volunteering in health related organizations, e.g., Heart Association</td>
</tr>
</tbody>
</table>

Concept 3: Tailoring Advocacy Message to Audience

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Identify ways in which health messages and communication techniques can be altered for different audiences</td>
<td>PO 1. Distinguish between positive and negative health product advertising</td>
</tr>
</tbody>
</table>
GRADE SPAN      9 – 12  
STRAND 8: Ability to Advocate for Health

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

Concept 1: Personal Advocacy

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Use accurate peer and societal norms to formulate a health-enhancing message</td>
<td>PO 1. Apply peer and societal norms to describe healthy exercise habits</td>
</tr>
<tr>
<td>PO 2. Influence and support others to make positive health choices</td>
<td>PO 2. Design positive health messages for the school community</td>
</tr>
</tbody>
</table>

Concept 2: Collective Advocacy

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Work cooperatively as an advocate for improving personal, family, and community health</td>
<td>PO 1. Utilize health information resources to advocate for increased physical education in schools</td>
</tr>
</tbody>
</table>

Concept 3: Tailoring Advocacy Message to Audience

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1. Adapt health messages and communication techniques to a specific target audience</td>
<td>PO 1. Design drug awareness campaign targeted to school-age children</td>
</tr>
</tbody>
</table>