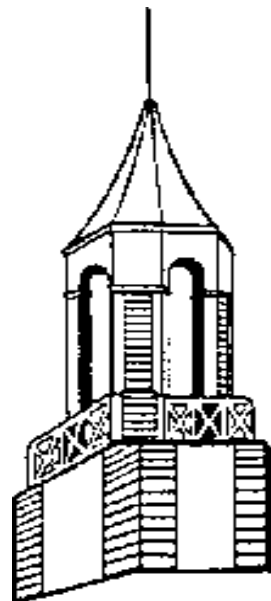


**HEALTH EDUCATION
COURSE OF STUDY
2004**



CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS
400 East Washington Street
Chagrin Falls, Ohio 44022

THE HEALTH EDUCATION COURSE OF STUDY

has been approved

by the

Chagrin Falls Board of Education

on

September 20, 2004

Resolution #04-057

ACKNOWLEDGEMENTS

The development of the Health Education Course of Study reflects the efforts of the Chagrin Falls Schools health education professionals. Developing and revising this Course of Study entailed a commitment of time and cooperation of all members. Our Course of Study review process involved researching national and state standards (guidelines), studying best practices in health education, developing a scope and sequence of knowledge and skills required at each level, and writing and revising this Course of Study. The dedication of the members of this Review Team is deeply appreciated. Special thanks are given to the following:

Pamela Malone, High School Health Education Teacher
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PHILOSOPHY OF THE CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS

Education is a lifelong process. We, the Chagrin Falls Board of Education, as the elected body being legally responsible for the public school portion of that education, subscribe to the following philosophy:

We recognize an obligation to organize and administer the educational program in a manner compatible with a democratic society. We recognize that the unique responsibility of the schools is to pass along a fund of knowledge; and in order to meet this goal, to provide enriched conditions which foster academic excellence and individual growth. We recognize that all persons in our school community have rights and responsibilities that are inherent within that society. We believe that our school system should educate toward responsibility and responsiveness.

We recognize that students differ in their physical, intellectual, emotional, and social growth and in the way they develop these aspects. We believe that the school must play a primary role in the students' education and that educational goals grow out of the needs of individuals.

We believe that students bring together different abilities, talents, and backgrounds. Intellectual growth will flourish in an environment of trust, respect, and teamwork. The school should strive to heighten the students' appreciation of the cultural and individual diversity within the human family.

We believe that students need the freedom to question and should be encouraged to use independent, reflective, and critical thinking. They should have the opportunity to exercise independent judgment by making decisions about their education in addition to following standardized requirements.

We believe that students should understand their relationship to the community, the country, and to the world. Our schools should provide meaningful opportunities for students to become familiar with, and react to, a segment of society outside of their own community.

We believe the education received in Chagrin Falls should fit the students' needs for supporting themselves in the future by preparing for further academic study and vocational opportunities.

We believe objectives and procedures of all educational programs are dynamic rather than static and must change to meet new conditions in an ever-changing world. We should consider changes in the educational program because of their demonstrated worth.

CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS DISTRICT GOALS

The Chagrin Falls Board of Education is committed to quality education as its top priority. The mission of the Chagrin Falls Schools is to provide a comprehensive range of learning opportunities through which students, staff and community, in partnership, can develop each student's knowledge, confidence and responsibility leading to individual success and lifelong learning.

The Board defines a quality education as one that prepares the student to compete effectively in any chosen endeavor. Consideration will be given to the academic, social, cultural, physical, practical and emotional development of students in an integrated effort to equip them with a set of functional life skills.

The Chagrin Falls Board of Education will establish district goals, set policy, monitor progress, and prioritize its instructional, human, and financial resources to ensure accomplishment of its educational mission and defines the following goals:

- ◆ Establish standards for student achievement in the areas of:
 - ◆ Achievement relative to ability;
 - ◆ Identification and achievement of personal goals and feelings of positive self-worth in each student;
 - ◆ Development of an understanding of the world, its people and the student's role and responsibilities toward others;
 - ◆ Development of well-rounded individuals;
 - ◆ Development and implementation of marketing strategies to assure district competitiveness in the areas of college acceptance and other post-secondary options;
 - ◆ Academic and social behaviors that support student achievement;
 - ◆ Technology.

- ◆ Establish standards of teacher effectiveness in the areas of:
 - ◆ Professional and personal growth;
 - ◆ Development and implementation of stimulating lessons;
 - ◆ Development and use of articulate and correct language in all phases of student and employee communication;
 - ◆ Instruction encompassing higher-level thinking and problem-solving skills for all students;
 - ◆ Integration of curricula;
 - ◆ Identification of individual learning styles and adaptation of teaching methods in order to reach all students.

- ◆ Establish a plan and allocate sufficient resources to provide support services for the educational mission, including:
 - ◆ A safe environment;
 - ◆ An efficient transportation system;
 - ◆ Healthy and appetizing food service;
 - ◆ Professional development of classified employees;
 - ◆ Up-to-date instructional equipment and supplies;
 - ◆ Specialized services to meet individual student requirements.

- ◆ Establish a long-term facility plan to ensure:
 - ◆ Facilities that will enhance the educational program;
 - ◆ Maintenance and preservation of the community's investment in district facilities, grounds and equipment.

- ◆ Establish working relationships and communication networks within the community to ensure:
 - ◆ Identification of citizen, Board, parent, and student educational goals;
 - ◆ Commitment of citizens, Board, parents and students to ongoing support of the educational mission of the schools.

- ◆ Establish standards for administrator effectiveness in the areas of:
 - ◆ Fiscal management;
 - ◆ Personnel recruitment and development;
 - ◆ Policy development;
 - ◆ Curriculum development and coordination;
 - ◆ Implementation of district goals;
 - ◆ Appropriate educational offerings for all students;
 - ◆ Effective communications with all sectors of the school community.

ORGANIZATION OF THE HEALTH COURSE OF STUDY

The Health Course of Study is divided into grade levels, kindergarten through high school. Each Course is organized into Benchmarks, Indicators, Reference Code, Clarification, Resources/Suggestions, and Curriculum Connections.

The **Benchmarks** column is the big idea or major concept that students should understand. Benchmarks that are boldfaced signify those that will be assessed formally at the grade level.

The **Indicators** delineate the understandings students need to build the major concept (Benchmark). Many of the Benchmarks and Indicators in the Health Course of Study come from the National Standards for Health Education (2000). Health educators and professionals developed the Standards to guide curriculum expectations. The Benchmarks and Indicators that come from the National Standards are noted with symbols in the Reference (REF.) column.

The Indicators marked with an **asterisk (*)** are ones that lend themselves well to differentiation. These Indicators allow more room for student choice, creativity, and deeper and more complex understandings. Even though only some of the Indicators have an *, the teacher may develop varied levels of content, activities and modes of student production with any Indicator, as student needs dictate.

The **Clarifications** column provides information related to its adjoining Indicator. The information generally serves one of these purposes: (1) defines terms or concepts, (2) sets parameters for teaching broadly described concepts, (3) explains what students will do when they understand a particular concept, and (4) describes background knowledge needed to understand the concept. The Health Curriculum Committee members developed the contents of the Clarification column.

The contents of the **Suggestions/Resources** column, also developed by Committee members, provide ideas for teaching the related Indicator. Ideas include: guest speaker, textbook pages, web site addresses, project ideas, and student activities. These are suggestions only. The teacher enacting the curriculum with students must decide what resources to use with his/her students.

Finally, the **Curriculum Connections** column provides a link to content in language arts, mathematics, social studies and science. These links are natural connections that teachers may want to make with their students to reinforce concepts from multiple disciplines.

PHILOSOPHY OF THE HEALTH EDUCATION COURSE OF STUDY

Health education in the Chagrin Falls Exempted Village School District emphasizes social, emotional and physical health. The purpose of the health education program is to promote achievement and progress, not only in basic skills, but also in the ability to think independently and critically. Students will have the opportunity to become a health literate individual, which promotes problem solving, being a responsible and productive citizen, self-directed learner and effective communicator.

The health literate, responsible and productive citizen draws upon the contributions of culture, media technology and other factors to strengthen individual, family and community health.

We believe that every individual possesses the capacity and will to learn. We recognize that every learner has different abilities, needs and interests, which affect his/her degree of learning and realize that this necessitates a varied curriculum and stimulating learning environment.

The purpose is not just to present facts, but also to have students develop appropriate skills that make it possible for individuals to transfer health knowledge into healthy lifestyles.

It is the growing belief that any future advances made in improving the nation's health will not result from spectacular biomedical breakthroughs. Rather, advances will result from personally initiated actions that are directly influenced by the individual's health-related attitudes, beliefs, and knowledge. School health education can make a valuable contribution in areas such as these and can play an important role in improving the quality of living.

-American Medical Association

GOALS OF THE HEALTH EDUCATION COURSE OF STUDY

- I. The student will demonstrate personal responsibility for safeguarding and maintaining health through the utilization of health practices and prevention and control of diseases. (HPDP)
- II. The student will demonstrate the skills necessary to access valid health information and health promoting products. (AAI)
- III. The student will practice health-enhancing behaviors and reduce health risks. (RHR)
- IV. The student will demonstrate care, consideration and respect of self and others while practicing interpersonal communication. (COM)
- V. The student will apply a decision-making process to health issues and problems. (DM)
- VI. The student will advocate for personal, family and community health. (ADV)
- VII. The student will apply goal setting to the attainment of personal health and well being. (SHG)

**HEALTH EDUCATION
KINDERGARTEN**

HEALTH EDUCATION KINDERGARTEN

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Identify, evaluate and select components of a healthy individual.	1. Explain and demonstrate good eating habits.	HPDP	Three meals, healthy snacks, variety of foods	Snack time, class parties, school nurse	
"	*2. Describe and practice healthy food handling practices.	HPDP	Wash fruits and vegetables, song, chew food thoroughly, don't talk while eating		
"	*3. Identify and practice safe ways to exercise that promote good health.	HPDP		Physical Education teacher	Physical Education
Access valid health information that is important to provide a foundation for health literacy.	4. Identify needs a person might have.	AAI			
"	5. Identify effective ways to meet needs.	AAI			
Demonstrate and predict behaviors that will reduce risks.	6. Demonstrate safety procedures during fire, tornado.	RHR		School rules	
"	7. Name rules of personal safety when approached inappropriately by a stranger or unfamiliar person.	RHR	Safety Town review	School Resource Officer	
"	*8. Demonstrate safe behavior in the following places: bus, playground, school building.	RHR	Follow school safety rules, traffic/bus safety in parking lot and on field trips		
"	9. Name situations that can cause personal injury and ways to prevent these situations.	RHR	Prevention: using seat belts, child safety seats, bike helmets		
Practice good communication skills.	10. Name feelings and appropriate outlets to express them.	COM		Role play a specific feeling/situation	
"	11. Name appropriate outlets for various feelings.	COM			

Key to Reference Column:

Line 1: (Standard) HPDP = Health Promotion and Disease Prevention

COM = Good Communication Skills to Promote Health

AAI = Access Accurate Information

DM = Decision-Making Process

RHR = Reducing Health Risks

ADV = Health Advocacy

SHG = Setting Health Goals

BOLD indicates assessment benchmark

**HEALTH EDUCATION
GRADE 1**

HEALTH EDUCATION

GRADE 1

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Identify, evaluate and select components of a healthy individual.	1. Relate the importance of exercise in promoting good health.	HPDP		Discuss ways to get physical activity into our lives	Physical Education
"	2. Explain food safety rules.	HPDP	Wash vegetables and fruits, wash hands before eating, do not talk while eating		
"	3. Choose a variety of healthy snacks.	HPDP	Classroom parties		
"	*4. Describe steps in routine dental care.	HPDP		Ohio Dental Association	
Perform healthy behaviors, which reduce the risk of contracting or spreading disease.	5. Name symptoms of ill health that require adult care or attention.	HPDP	Warm temperature, runny nose, nausea, diarrhea, pain	School nurse	
"	6. Discuss actions that lower the transmission of disease.	HPDP	Hand washing, flushing toilets, using kleenex, covering mouth when coughing, spitting or sneezing into a tissue, etc.		
Demonstrate and predict behaviors that will reduce risks.	*7. Describe safety measures for fire prevention and traffic situations.	RHR	911, drop/stop/roll, bus safety, weather hazards, playground safety	School Resource Officer	
"	8. Explain rules for the use of medicines and household products.	RHR	Parent/Designated adult administers, follow instructions from doctor, etc.		
"	9. Recognize that individuals have control over their own behavior, but not the behavior of others.	RHR		Guidance Counselor	

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HEALTH EDUCATION

GRADE 1

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Analyze and practice good communication skills to enhance decision-making.	*10. Recognize that emotions are a natural part of living and the importance of sharing those emotions.	COM	May address playground disputes, dealing with loss, visiting a counselor		
"	11. Use positive ways to deal with upset feelings and difficult situations.	COM		Presentation by Teen Institute Guidance Counselor	
"	12. Resolve disputes without fighting.	COM		Teen Institute visitation	
"	13. Demonstrate consideration and respect of self and others.	COM	Follow classroom rules		

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**HEALTH EDUCATION
GRADE 2**

HEALTH EDUCATION

GRADE 2

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Identify, evaluate and select components of a healthy individual.	*1. Identify the components of a healthy diet.	HPDP	Food pyramid Calcium – bones Vitamin C – immune system, etc.	Food Service Director	
Perform healthy behaviors that reduce the risk of contracting or spreading disease.	2. Demonstrate behaviors that lower the risk of transmission of communicable disease.	HPDP	Prevention of: colds, flu, strep throat, pinkeye, lice		
"	3. Distinguish between communicable and non-communicable diseases.	HPDP	Asthma, allergies, diabetes, cerebral palsy v. colds	School nurse	
Describe the interactions between behavior and good health, the prevention of disease and health problems.	*4. Identify personal health needs.	HPDP	Specific to each individual in different contexts. May touch on getting appropriate rest, exercise and nutrition.		
Analyze and practice good communication skills to enhance decision-making.	5. Discuss ways to manage difficult situations and related feelings/emotions.	COM	Given specific situations, student shows how he/she would respond (use cards in small groups)	Guidance Counselor Role Playing	
"	*6. Recognize the importance of friendship and exhibit how to be a friend.	COM		Guidance Counselor Role Playing	
"	7. Use simple techniques to address conflict.	COM	Asking questions, removing self from situation, telling feelings	Teen Institute	
"	8. Report what contributed to a conflict and determine personal responsibility based on the facts.	COM		Guidance Counselor	
Demonstrate and predict behavior that will reduce risks.	9. Identify poisons used in the home and safety procedures.	RHR	Cleaning materials, lawn supplies		

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HEALTH EDUCATION

GRADE 2

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Demonstrate and predict behavior that will reduce risks. (cont.)	10. Describe ways to avoid and reduce threatening situations.	RHR	Include stranger awareness/guidelines for contact and also basic risks of Internet use.	School Resource Officer Children's Awareness Training (CAT Team)	
"	*11. Demonstrate safety in school.	RHR	Follows school safety drill procedures, traffic/bus safety in parking lot and on field trips	School rules	
Demonstrate goal setting to enhance health.	*12. Set a personal health goal and track progress toward its achievement.	SHG	Possible areas: exercise, nutrition, dealing with feelings		Physical education

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**HEALTH EDUCATION
GRADE 3**

HEALTH EDUCATION

GRADE 3

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Identify, evaluate and select components of a healthy individual.	1. Read and analyze nutrition facts, labels and ingredient lists for food items.	HPDP	Food labels	USDA website	
"	2. Review the major food groups according to the food guide pyramid.	HPDP	Prepare a menu based on the food pyramid	Food Service Director	
"	*3. Make decisions about how much food is needed for individual health.	HPDP	Portion size, energy requirements based on activity levels, size	Food Service Director	
"	4. Advocate the relationship between diet, exercise and optimal health.	HPDP			
Perform healthy behaviors that reduce the risk of contracting or spreading disease.	*5. Explain when to seek assistance in health related decisions and goals.	HPDP			
"	6. Demonstrate and practice habits that promote good oral hygiene.	HPDP		Mouth models, Dr. Coreno, Dr. Goodrich	
Identify the effects of disease and alcohol, tobacco and drugs on body systems.	7. Identify the digestive, skeletal, and muscular system and their basic components.	HPDP		Field Trip: Health Museum	
Analyze and practice good communication skills to enhance decision-making.	*8. Demonstrate respect for classmates through actions and communication.	COM	Use constructive comments	Classroom guidelines/rules	
"	9. Practice assertive self-protective skills.	COM	State wants/needs/feelings, say “no” when appropriate	Guidance Counselor	
"	10. Explore problem-solving skills.	COM	Define the problem, brainstorm solutions, consult resources, collaborate	Guidance Counselor	
Evaluate an emergency situation and propose an action plan.	11. Investigate major human factors that cause accidents.	RHR	“Accident chain”		

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HEALTH EDUCATION GRADE 3

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Evaluate an emergency situation and propose an action plan. (cont.)	12. Recognize and name/describe situations that are emergencies.	RHR	Fire, bicycle, strangers, medications, etc.	School Resource Officer	
"	*13. Select possible strategies to use in emergency situations. (See School Resource Officer about Seatbelt Program)	RHR	911, Fire escape plan, weather warnings	Chagrin Police Department: Assembly	
"	*14. Create an action plan to deal with an emergency situation.	RHR			
Demonstrate health advocacy skills to promote healthy choices	15. Identify peer pressure and media influences on choices made by individuals.	ADV	Infomercials, magazine ads, "special offers"	Guidance	
Evaluate progress toward achieving personal health goals.	*16. Identify and track progress of a personal health goal.	SHG	Sleep, diet, exercise, personal hygiene		
"	17. Examine qualities that contribute to attainment of goals.	SHG			

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**HEALTH EDUCATION
GRADE 4**

HEALTH EDUCATION

GRADE 4

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Identify, evaluate and select components of a healthy individual.	*1. Apply nutritional meal planning guidelines to specific foods, meals, patters and menus.	HPDP	Indicate through “nutrition facts” whether a food is high or low in nutrients (i.e. carbs, fats, proteins)	USDA Website	Science
"	2. Set a personal goal to improve healthy food choices.	HPDP	Keep a two-day log of foods consumed, analyze diet	Nutrition analysis tool website	Science
"	3. Differentiate between eating because of hunger or appetite.	HPDP	Portion size, caloric needs based on state of growth, activity level, body type, etc.		Science
Identify the effects of disease and alcohol, tobacco and drugs on body systems	4. Identify specific body systems.	HPDP	Muscular, skeletal, circulatory		Science
"	5. Identify the components of the digestive and cardiovascular systems and the basic functions of each.	HPDP	Digestive and/or cardiovascular classroom models and/or diagrams	Animated Internet resources	Science
"	*6. Describe how some drugs are used to benefit individuals.	HPDP	Prescription drug benefits (aspirin – heart)		
"	7. Identify the side effects of alcohol, tobacco and illegal drugs on body systems.	HPDP			
"	8. List the pressures that cause people to use harmful or illegal drugs.	HPDP			
Analyze and practice good communication skills to enhance decision-making.	9. Use peer mediation skills to maintain friendships and promote cooperation.	COM		Anti bullying resources; Guidance	
"	10. Practice role-play situations for refusal skills.	COM			

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HEALTH EDUCATION

GRADE 4

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Evaluate behaviors that promote safety and reduce health risks.	11. Role-play strategies to deal with different stranger situations.	RHR		School Resource Officer: stranger awareness	
"	12. Identify the threats present through the Internet.	RHR	Chat, inappropriate content, stalking, identity theft, etc.	I-SAFE resource (School Resource Officer) Send parents guideline information about Internet	
Discern major health influences that may contribute to health risks.	13. Explain possible effects of media on self-esteem.	ADV			
"	14. List ways technology can influence personal health.	ADV			
"	*15. Describe possible strategies to counteract negative influences of media, peers, and technology on good health.	ADV	Strategies against infomercials, “healthy quackery, “special offers”		
Access valid health information that is important to provide a foundation for health advocacy.	16. Identify sources for valid health information concerning alcohol, tobacco and drugs.	AAI		Geauga County Family Services	
Apply strategies and skills needed to attain personal health goals.	17. Plan and implement actions to break an undesirable habit.	SHG	Nail biting, lack of exercise, unhealthy snacking		

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**HEALTH EDUCATION
GRADE 5**

HEALTH EDUCATION

GRADE 5

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Identify, evaluate and select components of a healthy individual.	*1. Identify and practice strategies to improve and maintain personal health.	HPDP	Set aside time for rest, proper nutrition. Take part in physical activity regularly. Deal with feelings appropriately.		
Identify the effects of disease and alcohol, tobacco and drugs on body systems.	2. Identify basic components of the nervous, excretory, muscular, skeletal and reproductive systems.	HPDP	Location, function, diseases of these systems	Internet animated website	Science
"	3. Describe simple relationships among cells, organs and systems.	HPDP	Classroom models		Science
"	*4. Explain possible legal/ psychological consequences of illicit drug use, alcohol and tobacco.	HPDP		School Resource Officer	
"	5. Use facts to advocate for refusal from alcohol, tobacco and illicit drug use.	HPDP		School Resource Officer	
Describe the interactions between behavior and good health, the prevention of disease and health problems.	6. Explain how choice of friends can affect mental health and relationships with others.	HPDP			
"	7. Explain how personal actions can have long-term effects on self and others.	HPDP	Pushing, name calling	Guidance Counselor	
Evaluate behaviors that promote safety and reduce health risks.	8. Define physical, emotional and/or sexual abuse.	RHR		Andrea Gorman, M.Ed., L.P.C. Guidance Counselor	
"	9. Describe ways to get help for self or others when abuse is suspected.	RHR		Guidance Counselor	
Apply strategies and skills needed to attain personal health goals	10. Set short and long-range goals for fitness, growth and development, and monitor progress	SHG	Personal health plan		

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BOLD indicates assessment benchmark

**HEALTH EDUCATION
GRADE 6**

HEALTH EDUCATION GRADE 6

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Identify the effects of disease and alcohol, tobacco and drugs on body systems.	*1. Identify vaccine recommendations and describe how they help to prevent spread of diseases.	HPDP		Parent speaker (doctor, nurse)	
"	*2. Identify functions of the endocrine and immune systems.	HPDP		Internet: Animated Website: www.innerbody.com	
"	3. Identify changes in health and hygiene needs during adolescence and adulthood.	HPDP			
"	*4. Compare and contrast the various body systems according to: a. Major organs and their location, b. Functions of the systems, c. Diseases of the systems, d. Effects of alcohol, tobacco and drugs on the systems.	HPDP			
"	5. Research major influences on disease prevention and control.	HPDP		www.cdc.gov	
Describe the interactions between behavior and good health, the prevention of disease and health problems.	6. Define behaviors that will have the most beneficial effects on human health.	HPDP			
"	7. Project consequences of personal behaviors on the family.	HPDP		G.R.E.A.T.	
Demonstrate decision-making skills to promote healthy living.	8. Identify ways to communicate feelings when faced with grief, relocation, divorce, loss, change, etc.	COM	Grief, relocation, divorce or other loss	Guidance	
"	9. Describe the differences between "choice" and "consequences" with alcohol, tobacco and drug use.	COM	For example: choosing to refuse v. legal/health, etc. consequences for use	G.R.E.A.T.	

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DM = Decision-Making Process

RHR = Reducing Health Risks

ADV = Health Advocacy

SHG = Setting Health Goals

BOLD indicates assessment benchmark

HEALTH EDUCATION

GRADE 6

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Demonstrate decision-making skills to promote healthy living. (cont.)	10. Explore levels of peer pressure and techniques of peer refusal.	COM		G.R.E.A.T.	
"	11. Demonstrate ways to handle stress.	COM		G.R.E.A.T.	
"	12. Use conflict resolution strategies in real and simulated situations.	COM		G.R.E.A.T.	
"	13. Explain the "health triangle," its importance and possible applications	COM	Social, physical, and emotional well-being		
Evaluate behaviors that promote safety and reduce health risks.	14. Discriminate between risky behaviors leading to growth and those that are destructive.	RHR		G.R.E.A.T.	
Apply safety in a range of environments.	15. Determine basic first aid response for accidents.	COM			
Demonstrate goal setting to enhance health.	16. Set a goal and implement plan to improve a relationships.	SHG	Action plan and follow through		
"	17. Develop a plan to avoid alcohol, tobacco and drug use.	SHG	Action plan and follow through	G.R.E.A.T.	
Demonstrate health advocacy skills to promote healthy choices.	18. Advocate safety in the home, school and community.	ADV		G.R.E.A.T.	
"	*19. Develop an awareness of laws and school behavior codes in relation to rights and safety of others.	ADV		G.R.E.A.T.	
Discern major health influences that may contribute to health risks.	20. Examine advertisements and their depiction of body image.	ADV	Billboards, TV, commercials, magazines.		

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**HEALTH EDUCATION
GRADE 7**

HEALTH EDUCATION

GRADE 7

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Identify, evaluate and select components of a healthy individual.	1. Explain components of a healthy diet and process for nutritional decision-making.	HPDP			
"	2. Investigate dietary behaviors that may lower the risk of chronic diseases.	HPDP		Registered Dietician School Food Service	
"	3. Examine the impact of economic factors, food processing techniques, task preferences and environmental factors relating to dietary choices and nutritional quality of the diet.	HPDP			Consumer Science menu planning
"	4. Describe the effects that eating disorders have on the mind and body.	HPDP		Video - Eating Disorders	
"	5. Examine characteristics and conditions associated with positive self-esteem.	HPDP			
"	6. Perform basic procedures in first aid and safety.	HPDP	Rubric assessment	American Red Cross First Aid & Safety Scenarios #1-6	
Describe the interactions between behavior and good health, the prevention of disease and health problems.	*7. Analyze the interrelationships of mental, emotional, social and physical health.	HPDP	Health triangle Health stations	Health Models, CD ROM on nutrition C-D ROM Drug Classification Distance Learning Lab	Science: Life Sciences Math: Charts and Graphing
"	8. Summarize strategies to maintain and improve mental, emotional, social and physical health.	HPDP	Questioning strategies	SADD – Guest speaker	

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HEALTH EDUCATION

GRADE 7

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Describe the interactions between behavior and good health, the prevention of disease and health problems. (cont.)	9. Create personal inventories (strengths and weaknesses in social, emotional and physical areas).	HPDP	Evaluate personal health practices and determine what improvements should be made (physical fitness, nutrition, stress management, peer relationships, avoidance of alcohol, tobacco and drugs, etc.)	Newspapers, magazines, books, Web database, physical education teacher	Physical Fitness Testing
"	10. Describe the physical, emotional and social changes of adolescence.	HPDP	Conferencing, group sharing		
"	11. Demonstrate the ability to locate school and community health helpers.	HPDP		Guidance Counselor as speaker	
Demonstrate decision-making skills to promote healthy living.	12. Describe the application of a decision-making process to a particular health issue or problem.	COM	Formal and informal presentations Good listening etiquette	Health Agenda Planners	
"	13. Predict how decisions regarding health behaviors have consequences for self and others.	COM			
"	14. Practice refusal and negotiation skills to resist peer pressure.	COM			
Analyze and practice good communication skills to enhance decision-making.	15. Distinguish between verbal/non verbal methods of communication.	COM	Provide examples		
"	16. Demonstrate communication skills that build and maintain healthy relationships.	COM	Incorporate cultural differences; revisit conflict resolution strategies		

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BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Analyze and practice good communication skills to enhance decision-making. (cont.)	17. Analyze health concerns that require collaborative decision-making.	COM			
Demonstrate and predict behaviors that will reduce risks.	18. Demonstrate ways to avoid and reduce threatening situations.	RHR		School Resource Officer	
Evaluate behaviors that promote safety and reduce health risk.	19. Differentiate between safe and risky or harmful behaviors in relationships.	RHR		School Resource Officer	
"	20. List safe habits and lifestyle behaviors.	RHR		School Resource Officer	
"	21. Recognize abstinence as the best choice to avoid risky behaviors. (ORC, Section 3313.6011)	RHR		Ohio Revised Code	
"	22. Demonstrate ways to avoid and reduce threatening situations.	RHR	Interventions and strategies	School Resource Officer	
"	23. Determine community safeguards to enhance stranger awareness and means to protect self in stranger situations.	RHR		School Resource Officer	
Demonstrate goal-setting to enhance health.	24. Distinguish between long-term and short-term goals and explain the relationship between the two.	SHG			
"	25. Develop an action plan that incorporates both long and short term goals to reach a health goal based on personal inventory (see indicator #9)	SHG		Microsoft Word/Publisher	Physical Fitness Test

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**HEALTH EDUCATION
GRADE 8**

HEALTH EDUCATION

GRADE 8

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Describe the interactions between behavior and good health, the prevention of disease and health problems.	1. Project potential consequences of personal lifestyle choices as relates to emotional, physical, mental and social health.	HPDP			
"	*2. Explain the importance of assuming personal responsibility for healthy behaviors.	HPDP	Understand that when needs dictate, outside help may be needed and should be sought	Movies, plays, poems, short stories	
"	3. Evaluate how choice of friends can affect your physical, social and mental health and relationships with others.	HPDP	Creative Learning Projects	Videos, posters, concept maps	
"	4. Describe the relationship between positive self-esteem and emotional/ mental, social and physical well-being.	HPDP	Discuss the nature of positive self-esteem and means to achieve it. Oral/Written Responses		Language Arts
"	5. Describe maturational changes of adolescence.	HPDP		Video: Maturation changes	
"	6. Determine that abstinence from sexual activity is the best choice to prevent sexually transmitted diseases (ORC. Section 3313.6011) and unwanted pregnancy.	HPDP			
"	7. Apply components of health-related fitness to daily routine.	HPDP			Physical Education Life Time Sports
"	8. Describe the warning signs of stress, depression and suicide and identify sources of help.	HPDP	Nurse – blood pressure	AHA Guidance Counselor	
"	9. Implement strategies and techniques to minimize the effects of stress.	HPDP			

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HEALTH EDUCATION

GRADE 8

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Describe the interactions between behavior and good health, the prevention of disease and health problems. (cont.)	10. Analyze how cultural diversity enriches and challenges health behaviors.	HPDP			Social Studies - Cultural Diversity
"	11. Analyze personal health inventories to determine health strengths and risks.	HPDP			
"	*12. Analyze current events and issues that can affect adolescents.	HPDP	HRA Appraisal (Internet Health Risk Appraisal)	Current Health II Magazine	
"	13. Explain how the aging process affects body systems through growth/development.	HPDP	Outlining	Independent Learning - various CD-ROMs/ Videos	
"	*14. Determine the impact of alcohol, tobacco and drug use and abuse on future life and career goals.	HPDP	Videos, maps, presentations	School Resource Officer	
"	15. Analyze various types of relationships and their impact on the health pyramid.	HPDP			
Access valid health information that is important to provide a foundation for health literacy	16. Compile a list of community resources related to drug prevention.	AAI		Librarian	
"	17. Research and explain resources that may provide help with conflict resolution and injury prevention.	AAI		First Aid and Safety Handbook	
"	18. Determine resources that may enhance understanding of teenage growth and development.	AAI	Collages, art, essays	Video-Growth and Development	Science PO #9 GI #12
Demonstrate and predict behaviors that will reduce risks.	19. Compare and contrast legal and illegal drug use and consequences of abuse.	RHR		School Resource Officer	

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GRADE 8

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Evaluate behaviors that promote safety and reduce health risks.	20. Identify potentially dangerous situations involving strangers.	RHR		School Resource Officer	
"	21. Identify potentially dangerous situations involving the internet, instant messaging email, chat rooms, etc.	RHR	I – SAFE program	School Resource Officer	
"	22. Define strategies to get help for self or others with various types of abuse	RHR		Guidance counselor speaker	
"	23. Examine emergency survival skills for natural and man-made disasters.	RHR		American Red Cross Disaster Relief	Science PO #7 IG #3,5,8
"	24. Describe outward signs and symptoms of risky health behaviors.	RHR			
"	*25. Identify current trends in drug use and abuse.	RHR		CD-ROM Internet Resources	
"	26. Explore the legal consequences for underage use of alcohol, tobacco or drugs.	RHR		School Resource Officer	
"	27. Project consequences of behaviors through mechanisms, which may include decision trees, analysis of costs, benefits and lists of advantages and disadvantages.	RHR	Tiered Activities/Labs		
Analyze and practice good communication skills to enhance decision-making.	28. Analyze health concerns that require collaborative decision-making.	COM	Small and large group discussions	Current Event II Magazine	
"	29. Analyze effective coping strategies dealing with loss, stress, anger and peer situations.	COM		Grief counselor	

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GRADE 8

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Analyze and practice good communication skills to enhance decision-making. (cont.)	30. Analyze possible causes of conflict in schools, families and communities.	COM			
Demonstrate decision-making skills to promote healthy living.	31. Identify and utilize ways to communicate feelings.	COM	Role-plays		
"	32. Implement refusal, negotiation and collaboration skills.	COM	Peer pressure	School Resource Officer	
"	33. Identify peer influences on uses of alcohol, tobacco and other drugs.	COM	Learning, projects, word games	School Resource Officer	
"	34. Explain the importance of personal responsibility in decision-making.	COM	Essays, stories reports		
"	35. Identify the importance of personal responsibility in decision-making.	COM	Drama		
"	36. Apply the concept of "choice" and "consequences" in hypothetical situations.	COM			
Apply strategies and skills needed to attain personal health goals	37. Examine qualities and actions that contribute to attainment of goals.	SHG			
Demonstrate goal setting to enhance health	38. Set short and long-term goals to become a successful learner.	SHG	Career Portfolio	Guidance	
Demonstrate health advocacy skills to promote healthy choices.	39. Demonstrate ways to communicate care, consideration and respect of self and others.	ADV		Respect and Responsibility Program	
Discern major health influences that may contribute to health risks.	40. Describe the influence of technology on personal and family health.	ADV	Consumerism	Internet-based Learning	Technology
"	41. Analyze how information from peers influences health.	ADV			

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HEALTH EDUCATION GRADE 8

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Discern major health influences that may contribute to health risks. (cont.)	42. Explain how health and safety problems have been altered by technology, media and medicine.	ADV	Research plague outbreaks		
"	43. Analyze how media influences the selection of health information and products.	ADV			

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**HEALTH EDUCATION
HIGH SCHOOL**

HEALTH EDUCATION HIGH SCHOOL

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Identify, evaluate and select components of a healthy individual.	1. Identify personal characteristics that make individuals unique and special and those that make others unique and special.	HPDP	Self-assessment activity		
"	2. Given model of the food guide pyramid, the learner will identify the categories and explain the importance of their role in a balanced diet.	HPDP		Food guide pyramid model	
"	*3. Recognize and discuss current nutritional trends.	HPDP			Consumer Science
"	4. Examine their dietary intake to determine their nutritional needs.	HPDP		Use nutritional analysis tool – examine their diet	
"	5. Identify and apply, as appropriate, ways to gain and lose weight.	HPDP	Research current trends		Technology
"	6. Explain the role nutrients play in a person's diet.	HPDP		Dietitian or athletic trainer	
"	7. Recognize the effects of nutrition on body performance.	HPDP		Dietitian or athletic trainer	
"	8. Explore the relationship of nutrition to disease.	HPDP			Consumer Science
Identify the effects of disease and alcohol, tobacco and drugs on body systems.	9. Differentiate between infectious and non-infectious diseases.	HPDP		Immune system model	Biology
"	*10. Explore the relationships between a sedentary lifestyle and diseases.	HPDP			
"	11. Determine the relationship between physical fitness and their overall health status.	HPDP			

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HEALTH EDUCATION HIGH SCHOOL

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Identify the effects of disease and alcohol, tobacco and drugs on body systems. (cont.)	12. Determine the relationship between physical fitness and overall health.	HPDP			
"	13. Identify the body's natural defenses against disease.	HPDP		Immune system model	Biology
"	14. Describe the relationship between medical care and the prevention and treatment of disease.	HPDP		School nurse (pulse, blood pressure)	
"	15. Define the terms drug use, drug abuse, dependency and alcoholism.	HPDP		<ul style="list-style-type: none"> • Drug/Guidance counselor • School Resource Officer 	
"	*16. Recognize the harmful physiological effects of substance abuse (alcohol, tobacco and other drugs).	HPDP	Drug display case	<ul style="list-style-type: none"> • Drug/Guidance counselor • School Resource Officer 	
"	17. Be familiar with the harmful mental effects of substance abuse (alcohol, tobacco and other drugs).	HPDP		<ul style="list-style-type: none"> • Guest speaker Chagrin Falls Police Department • School Resource Officer 	
"	18. Gain knowledge of the harmful social effects of substance abuse (alcohol, tobacco and other drugs).	HPDP		School Resource Officer	
"	19. Determine the harmful emotional effects of substance abuse (alcohol, tobacco and other drugs).	HPDP	Discussion – small groups	Social worker	
"	20. Classify drug types.	HPDP	Drug display case	School Resources Officer	

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HEALTH EDUCATION HIGH SCHOOL

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Describe the interactions between behavior and hood health, the prevention of disease and health problems.	21. Describe the interrelationships of mental, emotional, social and physical health throughout adulthood.	HPDP		www.driloap-lifestyle.com Assessment	Technology
"	22. Analyze how the family, peers and community influence the health of individuals.	HPDP	Small/Large group discussion		
"	23. Describe how to delay, offset and reduce risks of potential health problems during adulthood.	HPDP			
"	24. Explain the wellness concept.	HPDP			
"	25. Measure personal level of wellness.	HPDP		Complete a health risk appraisal	Technology
"	26. Recognize the relationship of wellness and long-term health problems.	HPDP	Individual health history		
"	27. Explain the specific components of fitness.	HPDP		Athletic trainer	
"	28. Describe appropriate methods to develop the fitness components.	HPDP			
"	29. Evaluate personal level of fitness in regard to the fitness components.	HPDP		Fitness assessment % Body fat measure	
"	30. Organize and prepare an individualized fitness program.	HPDP	Action plan	www.presidentschallenges.org .	
"	31. Given a diagram, label the endocrine system and explain the functions of the glands as they relate to physical growth and development.	HPDP	Oral and written responses	Use life-sized model to show organs	

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BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Describe the interactions between behavior and hood health, the prevention of disease and health problems. (cont.)	32. Identify the male and female reproductive systems and explain the functions of the glands as they relate to physical growth and development.	HPDP		Male/Female reproductive organs model	Biology
"	33. Identify the responsibilities and consequences of abstinence, unplanned pregnancy and birth control.	HPDP			
"	34. Become knowledgeable in the prevention and treatment of sexually transmitted diseases.	HPDP	Slideshow	www.cdc.gov	
"	35. Distinguish the causes, preventions, and treatment of human immunodeficiency virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS).	HPDP	AIDS/HIV model	Video: Reflections: Mary Lou	
"	36. Distinguish the relationship between the development of self-esteem and mental health.	HPDP			
"	37. Explain the personal and interpersonal elements of a mentally healthy lifestyle.	HPDP	Graphics and Desktop publication	Technology	Health Promotion and Disease Prevention
"	38. Recognize and explain treatment of different mental disorders.	HPDP	Microsoft Publisher	Technology	Health Promotion and Disease Prevention
"	39. Acknowledge the relationship between the development of self-esteem and social growth.	HPDP			
"	40. Recognize the warning signs of depression and suicide and identify sources of help and suicide prevention techniques.	HPDP		School social worker	

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BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Describe the interactions between behavior and hood health, the prevention of disease and health problems. (cont.)	41. Explain the effects of peer pressure on social growth.	HPDP		Refusal skills with school social worker	
"	42. Explain how peer pressure may cause compromise on their values to gain acceptance.	HPDP	Small/Large group discussions		
"	43. Distinguish the relationship between the development of self-esteem and emotional growth.	HPDP	Eric Erikson Theory of Personality Development		
"	44. Establish the influence values have on decisions and actions.	HPDP			
"	45. Recognize the effects peer pressure has on social growth, as well as the effect peer pressure may have on their values to gain acceptance.	HPDP	Role playing "Go along to get along"	Respect and Responsibility Program	
Access valid health information that is important to provide a foundation for health literacy	46. Analyze situations requiring professional health services.	AAI			
"	*47. Evaluate the validity of health information, products and services.	AAI	Health quackery		
"	48. Demonstrate the ability to access school and community health services for self and others.	AAI		Speaker's Bureau	
Demonstrate and predict behaviors that will reduce risk.	49. Develop strategies for potentially dangerous situations involving strangers.	RHR		School Resource Officer	
"	50. Develop strategies for potential dangers involving the Internet.	RHR		School Resource Officer (I-SAFE)	
Evaluate behaviors that promote safety and reduce health risks.	51. Analyze the role of the individual responsibility of enhancing health.	RHR	Self-assessment activity		

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HEALTH EDUCATION HIGH SCHOOL

BENCHMARK	INDICATOR	REF.	CLARIFICATION	RESOURCES/ SUGGESTIONS	CURRICULUM CONNECTION
Evaluate behaviors that promote safety and reduce health risks. (cont.)	*52. Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.	RHR		Complete a health risk appraisal	
"	53. Analyze the short-term and long-term consequences of safe, risky and harmful behaviors.	RHR		Risky Behavior video	
"	54. Develop strategies to improve or maintain personal, family and community health.	RHR	Action plan		
"	55. Develop injury prevention and management strategies for personal, family and community health.	RHR		First aid and safety	
Analyze and practice good communication skills to enhance decision-making.	56. Demonstrate skills for communicating effectively with family, peers and others.	COM	Role playing		
"	57. Demonstrate strategies for solving interpersonal conflicts without harming self or others.	COM	Healthy relationships. Dating	Refusal skills with school social worker	
"	58. Define the qualities of compromise.	COM			
"	59. Describe the importance of expressing emotions constructively.	COM	Role playing		
"	60. Identify the body's physical, mental and emotional response to stress and demonstrate the coping strategies needed for dealing with it.	COM		Guest speaker – managing stress <ul style="list-style-type: none"> ● Biofeedback ● Progressive muscle relaxation ● Visualization ● Time management 	

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Analyze and practice good communication skills to enhance decision-making. (cont.)	61. Explain the sequence of emotional growth throughout life.	COM	Maslow's hierarchy		
Demonstrate decision-making skills to promote healthy living.	62. Demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.	COM	Healthy relationships, dating		
"	63. Predict immediate and long-term impact of health decisions on the individual, family and community	COM		Health risk appraisal	Technology
"	64. Apply strategies/skills needed to resist drug use and abuse.	COM		Teen Institute S.A.D.D. (Students Against Destructive Decisions)	
"	65. Find healthy alternatives to resist peer pressure.	COM	Role playing		
Apply strategies and skills needed to attain personal health goals.	66. Implement a plan for attaining a personal health goal.	SHG	Action plan		
Evaluate progress toward achieving personal health goals.	67. Evaluate progress toward achieving personal health goals.	SHG			
Demonstrate goal setting to enhance health.	68. Formulate an effective plan for lifelong health.	SHG			
Demonstrate health advocacy skills to promote healthy choices.	69. Express accurate information about health issues.	ADV			
"	70. Demonstrate the ability to influence and support others in making positive health choices.	ADV	Criteria or checklist		
Discern major health influences that may contribute to health risks.	71. Evaluate the effect of media and other factors on personal, family and community health.	ADV			

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Discern major health influences that may contribute to health risks. (cont.)	72. Evaluate the impact of technology on personal, family and community health.	ADV	Research/Explore medicinal inventions	Microsoft Publisher	
"	73. Analyze how information from the community influences health.	ADV			
"	74. Evaluate factors that influence personal selection of health products and services.	ADV			Consumer Science

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HEALTH EDUCATION EVALUATION

Evaluation procedures used with the Health Course of Study are designed to help address the individual needs of the students. A variety of methods from traditional to alternative are utilized to assess students' knowledge and progress. Examples of these methods include the following:

- Daily class work
- Homework
- Teacher observation
- Interviews
- Journals
- Portfolios
- Group discussion
- Oral and written presentations and projects
- Quizzes
- Pre and post tests

Pupil Evaluation

The assessment of students' health knowledge should yield information about the following:

1. Knowledge and understanding of:
 - Health promotion and disease prevention
 - Communication skills to promote health
 - Reducing health risks
 - Health advocacy
 - Setting goals for good health
2. Ability to think independently, critically and analyze health data
3. Ability to apply health knowledge and solve problems in health related areas

Program Evaluation

In addition to measuring student progress, systematic evaluation also provides information to determine program effectiveness. Chagrin Falls Schools evaluates each content area on a periodic basis.

CHAGRIN FALLS EXEMPTED VILLAGE SCHOOLS COURSE OF STUDY DEVELOPMENT

2004-2005	English/Language Arts	2012-2013	Music Science K-12 Guidance	2019-2020	Technology Business Library
2005-2006	Foreign Language Industrial Technology Family and Consumer Science	2013-2014	Art Social Studies	2020-2021	English/Language Arts
2006-2007	Music Science K-12 Guidance	2014-2015	Technology Business Library	2021-2022	Foreign Language Industrial Technology Family and Consumer Science
2007-2008	Art Social Studies	2015-2016	Mathematics Health Physical Education	2022-2023	Music Science K-12 Guidance
2008-2009	Technology Business Library	2016-2017	Foreign Language Industrial Technology Family and Consumer Science	2023-2024	Art Social Studies
2009-2010	Mathematics Health Physical Education	2017-2018	Music Science K-12 Guidance	2024-2025	Technology Business Library
2010-2011	English/Language Arts	2018-2019	Art Social Studies		
2011-2012	Foreign Language Industrial Technology Family and Consumer Science				