

RSU 54/MSAD 54 Curriculum

Content Area: Health & PE

MLR Span: 6

MLR Content Standard: A. Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health.

Performance Indicators and Descriptor(s)	Grade Level/ Objectives	Instructional Resources/ Activities/Assessments
<p>A1 Healthy Behaviors and Personal Health Students examine the relationship between behaviors and personal health</p> <ul style="list-style-type: none"> a. Explain the importance of assuming responsibility for personal health. b. Examine the relationship between healthy and unhealthy behaviors and personal health. c. Identify the possible barriers to practicing healthy behaviors. <p>A2 Dimensions of Health Students explain the interrelationship of physical, mental/intellectual, emotional, and social health.</p> <p>A3 Diseases/Other Health Problems Students identify causes of common adolescent diseases and other health problems and describe ways to reduce, prevent, or treat them.</p>		

<p>A4 Environment and Personal Health Students determine how environment and other factors impact personal health.</p>	<ol style="list-style-type: none"> 1. Identify what can be done to help improve the environment. 2. Explain how to be a “health advocate” for the environment. 3. Explain how pollution can negatively affect ones health. 	<p>CSHE pages 596-597 Environmental Mural</p>
<p>A5 Growth and Development Students describe specific characteristics of adolescent human growth and development.</p>	<ol style="list-style-type: none"> 1. Describe how hygiene needs are affected by growth and development. 	<p>Compare the different hygiene needs of adolescents with those of younger students, and stress the importance of regular bathing, daily use of deodorant, brushing teeth, and hand washing.</p> <p>See Also C1</p>
<p>A6 Basic Health Concepts Students explain essential health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.</p>	<ol style="list-style-type: none"> 1. Demonstrate how to use MyPlate. 2. Identify healthful foods to obtain personal health. 3. Explain how using MyPlate can help with a well-balanced diet. 	<p>CHSE pages 585-587 The ABC’s of the New Dietary Guidelines for Americans</p> <p>MyPlate.Gov</p>

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MLR Content Standard: B. Health Information, Products and Services: Students demonstrate the ability to access valid health information, service, and products to enhance health.

Performance Indicators and Descriptor(s)	Grade Level/ Objectives	Instructional Resources/ Activities/Assessments
<p>B1 Validity of Resources Students analyze the validity of health information, products, and services.</p> <p>B2 Locating Health Resources Students locate valid and reliable health information, products, and services.</p> <ul style="list-style-type: none"> a. Explain situations requiring the use of valid and reliable health information, products, and services. b. Locate valid and reliable health information. c. Locate valid and reliable health products, and services. 	<ul style="list-style-type: none"> 1. Identify examples of ways to be a responsible consumer of advertisements. 2. Explain how the media influences health behaviors. 3. Recognize the various advertising techniques used to persuade consumers. 	<p>See Also D1</p> <p>CSHE pages 593-595 The One</p> <p>Life Skills Training Advertising</p>

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MLR Content Standard: C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Performance Indicators and Descriptor(s)	Grade Level/ Objectives	Instructional Resources/ Activities/Assessments
<p>C1 Healthy Practices and Behaviors Students demonstrate a healthy practice and/or behavior to maintain or improve their health in each of the following areas: personal hygiene, healthy eating; physical activity; and tobacco, alcohol, and other drug use prevention.</p> <p>C2 Avoiding/Reducing Health Risks Students demonstrate behaviors to avoid or reduce health risks to self and others.</p> <ul style="list-style-type: none"> a. Demonstrate ways to recognize, avoid, or change situations that threaten the safety of self and others. b. Develop injury prevention and response strategies including first aid for personal and family health. <p>C3 Self-Management Students distinguish between healthy and unhealthy strategies for stress, anger, and grief management.</p>	<ul style="list-style-type: none"> 1. Describe how a person’s hygiene can affect his or her personal health. 	<p>Discuss the importance of taking responsibility for one’s personal hygiene and how good or bad habits can affect a person’s physical, mental, emotional, and social health.</p> <p>See Also A5</p>

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MLR Content Standard: D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.

Performance Indicators and Descriptor(s)	Grade Level/ Objectives	Instructional Resources/ Activities/Assessments
<p>D1 Influences on Health Practices/Behaviors</p> <p>Students explain and analyze influences on adolescent health behaviors.</p> <ul style="list-style-type: none"> a. Examine how the family, school and community influence the health behaviors of adolescents. b. Describe how peers influence healthy and unhealthy behaviors c. Analyze how messages from media influence health behaviors. d. Explain how the perception of norms influence healthy and unhealthy behaviors. e. Explain how culture and personal values and beliefs influence individual health behaviors. <p>D2 Technology and Health</p> <p>Students analyze the influence of technology, including medical technology, on personal and family health.</p>	<ul style="list-style-type: none"> 1. Identify examples of ways to be a responsible consumer of advertisements. 2. Explain how the media influences health behaviors. 3. Recognize the various advertising techniques used to persuade consumers. 	<p>See Also B1 and B2</p> <p>CSHE pages 593-595 The One</p> <p>Life Skills Training Advertising</p>

D3 Compound Effect of Risk Behavior

Students describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.

- a. Describe how gateway drugs can lead to the use of other drugs.
- b. Describe the influence of alcohol and other drug use on judgment and self-control.

1. Define physical and psychological addiction and describe the effects of addiction to various behaviors and substances.
2. State the value and positive benefits of a drug free lifestyle.
3. Predict what might happen in the next 10 years to someone age 15 who becomes addicted to substances such as alcohol, drugs, or cigarettes or a behavior such as dieting or gambling.

Write and sign a contract to stay drug free.

Create ways to educate others on drugs and addictions (ie posters, discussions, essays).

Interview people with drug dependencies or those who are survivors.

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MLR Content Standard: E. Communication and Advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

Performance Indicators and Descriptor(s)	Grade Level/ Objectives	Instructional Resources/ Activities/Assessments
<p>E1 Interpersonal Communication Skills</p> <p>Students apply effective verbal and nonverbal interpersonal communication skills to enhance health.</p> <ul style="list-style-type: none"> a. Demonstrate communication skills to build and maintain healthy relationships. b. Demonstrate effective communication skills including asking for assistance to enhance the health of self and others. c. Demonstrate refusal and negotiation skills to avoid or reduce health risks. d. Demonstrate effective conflict management or conflict resolution strategies. <p>E2 Advocacy Skills</p> <p>Students describe ways to influence and support others in making positive health choices.</p> <ul style="list-style-type: none"> a. Develop a health-enhancing position on a topic and support it with information. b. Develop health-enhancing messages using communication techniques that target a specific audience. 	<ul style="list-style-type: none"> 1. Demonstrate conflict resolution skills. 2. Identify various ways to solve a conflict. 3. Define communication skills. 4. Differentiate between active and passive listening. 5. Demonstrate active and passive listening techniques. 	<p>Life Skills Training Social Skills</p> <p>Life Skills Training Communication Skills</p>

c. Demonstrate an ability to work cooperatively as an advocate for healthy individuals, families, and schools.

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MLR Content Standard: F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.

Performance Indicators and Descriptor(s)	Grade Level/ Objectives	Instructional Resources/ Activities/Assessments
<p>F1 Decision-Making</p> <p>Students apply decision-making skills to enhance health.</p> <ol style="list-style-type: none"> a. Determine when health-related situations require the application of a thoughtful decision-making process. b. Determine when individual or collaborative decision-making is appropriate. c. Distinguish between healthy and unhealthy alternatives to health related issues or problems and predict the potential short-term impact of alternative decisions for themselves and others. d. Choose healthy alternatives over unhealthy alternatives when making a decision. e. Analyze the outcomes of a health-related decision. 	<ol style="list-style-type: none"> 1. Demonstrate the use of “Resistance Skills”. 2. Define, “Risk Behaviors” and how it relates to making responsible decisions. 3. Explain how making responsible decisions can have a positive impact on ones health and future. 	<p>CSHE pages 576-580 Stormy Weather</p>
<p>F2 Goal-Setting</p> <p>Students develop and apply strategies to attain a short-term personal health goal.</p> <ol style="list-style-type: none"> a. Assess personal health practices. b. Develop a short-term goal to adopt, maintain, or 	<ol style="list-style-type: none"> 1. Identify short-term personal health goals. 2. Identify long-term personal health goals. 3. Describe the relationship between risk behaviors and goal achievement. 	<p>Life Skills Training Self-Esteem</p>

<p>improve a personal health practice.</p> <ul style="list-style-type: none">c. Develop and apply strategies and monitor progress toward a personal health goal.d. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.		
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