

Responsible Healthy Lifestyles
Health Education
Level 6

Course Description (Levels K-6)

Health Education offers students an opportunity to acquire knowledge, practice skills, and develop attitudes that can benefit them throughout life. Building a solid foundation of good decision-making skills can contribute to a variety of healthy choices for self and others. Although the knowledge components are addressed through seven different content sections, the development of skills and attitudes has been woven throughout each of the seven areas.

Key

Phrases in bold lettering: Refers to content concepts embedded in the objective that are also printed on the Scope and Sequence poster.

Phrases in italicized lettering: Refers to the Process Skill development that should be addressed, and are printed on the Scope and Sequence poster.

Phrases in bold and italics: Refers to those skills that are also content.

(Abbreviations in Parentheses): Refers to other Core Curriculum in which the objective is similar, identical, or refers to a common concept. A key for integration:

- (FA) Fine Arts**
- (LA) Language Arts**
- (LM) Library Media**
- (PE) Physical Education**
- (SC) Science**
- (SS) Social Studies**

***Abbreviations with an *asterisk:** Refers to resources that are available to help implement, teach, or enrich the objective(s).

- *MP Maturation Program**
- *NU Nutrition**
- *PD Prevention Dimensions**

Core Standards of the Course

Healthy Self

Standard 1: The students will learn ways to improve mental health and manage stress.

Objective 1: Develop strategies for appropriately and safely expressing emotions.

- a. Recognize the **range of emotions, including extremes. *PD**
- b. List situations that elicit strong emotions; e.g., winning or losing a competition, losing a friend, family changes.
- c. Predict the effect of substance use on emotions and the ability to appropriately manage them.

Objective 2: Demonstrate **acceptance of self and others. *PD**

- a. Identify the benefits of feeling good about self.
- b. Recognize the value of other human beings.
- c. Predict the outcome of caring about self and others.

Objective 3: Develop personal **assets** that help **promote resiliency. *PD**

- a. Identify personal developmental assets; i.e., internal, external.
- b. Identify opportunities to incorporate additional assets into life.

Objective 4: Demonstrate positive strategies for **managing stress.**

- a. Identify situations or circumstances that cause stress.
- b. Recognize personal reaction or response to stressful situations.
- c. Design a personal plan that includes options for managing stress and stressful situations.

Substance Abuse Prevention

Standard 2: The students will adopt health-promoting and risk-reducing behaviors to prevent substance abuse.

Objective 1: Examine the possible **physical effects of substance abuse. *PD**

- a. Identify the general physical effects of depressants and stimulants.
- b. Explain the concept of blood alcohol content.
- c. Explain the meaning of chemical dependence.

Objective 2: Summarize the **legal, social, and emotional consequences of substance abuse. *PD**

- a. Identify legal age for using some substances and the consequences for underage use.
- b. Describe how meaningful relationships may suffer as a result of substance use.

Objective 3: Assess the role of **positive peer involvement** in making healthy choices.

***PD**

- a. Name the people comprising a personal support system.
- b. Explore the impact friends have on *decision making*.
- c. *Practice Refusal Skills®* in responding to pressure from others.

Human Development and Relationships
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Standard 3: The students will understand and respect self and others related to human development and relationships.

Objective 1: Practice ways of showing **respect for self and others**.

- a. Adopt behaviors that contribute to a healthy body image; e.g., posture, hygiene, exercise, balanced diet.
- b. Demonstrate ability to communicate affection appropriately.

Objective 2: Summarize **changes that accompany puberty**. ***MP**

- a. Recognize fluctuations in emotions and discuss ways of dealing with emotional changes.
- b. Predict ways that relationships may change over time.
- c. Recognize physical changes that occur during puberty.
- d. Practice behaviors that maintain good **hygiene**.

Disease Prevention and HIV/AIDS Education
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Standard 4: The students will understand concepts related to health promotion and disease prevention.

Objective 1: Compare **viruses to other microorganisms**. **(SC)**

- a. List several types of microorganisms.
- b. Explain how viruses differ from other microorganisms.

Objective 2: Describe the **HIV disease continuum**.

- a. Explain the progression of the disease beginning with HIV infection.
- b. Recognize how infected yet symptom-free people can infect others.
- c. Explain why opportunistic infections occur in people with weakened immune systems.

Objective 3: Demonstrate *decision-making and Refusal Skills®* for **HIV prevention**.

- a. List situations that pose a risk for **transmission of HIV**.
- b. *Identify, avoid, manage, or escape* situations involving exposure to body fluids.

Safety and Injury/Violence Prevention

Standard 5: The students will adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

Objective 1: Manage **abusive situations**.

- a. Recognize abusive situations; e.g., physical, emotional, and sexual.
- b. Identify sources of responsible **help for self and others**; e.g., parents, grandparents, school counselors, health professionals, clergy.

Objective 2: Examine **emotions** that may lead to violence, and determine safe ways to **manage** them.

- a. List situations that elicit strong emotions; e.g., winning or losing a competition, losing a friend, family changes.
- b. Identify strategies to appropriately and safely manage emotions that may lead to violence toward self or others.
- c. Predict the effect that substance use may have on emotions and the ability to appropriately manage them.

Nutrition and Fitness

Standard 6: The students will understand how a healthy diet and exercise can increase the likelihood of physical and mental wellness.

Objective 1: Evaluate **food intake and levels of activity**. **(PE)*NU**

- a. Analyze food intake and compare to Dietary Guidelines for Americans.
- b. Modify personal eating and activity plans to promote health and well-being.
- c. Choose activities to maintain or improve fitness.
- d. Examine how weight can be managed in a healthy manner.

Objective 2: Compare a variety of **food preparation techniques**. ***NU**

- a. Explain the impact of food preparation on nutritional content.
- b. Judge food preparation methods to determine impact on nutritional content.
- c. Prepare a nutritionally sound snack.

Objective 3: Explain **nutritional labeling** and identify nutritional content. ***NU**

- a. Recognize serving size information.
- b. Compare similar products and determine nutritional values of each.

Objective 4: Recognize the **dangers of dysfunctional eating**.

- a. Identify eating habits that may be dysfunctional; e.g., unbalanced diet, fad dieting, starving, compulsive overeating, bulimia nervosa, anorexia nervosa.
- b. Recognize the concept of self-abusive behaviors.
- c. Determine how dysfunctional eating may have negative effects on mental, physical, and social health.

Consumer and Community Health

Standard 7: The students will understand the value of service and effective consumer practices.

Objective 1: Participate in **service learning that benefits the environment. (SC)**

- a. *Identify* environmental protection *needs*.
- b. Examine situations where a person or group assists with the protection of the environment.
- c. *Plan, implement, and report* on environmental service.

Objective 2: Research and summarize the reliability of **health resources and information. (LM)**

- a. Identify various types of health resources and information; e.g., pamphlets, journals, Internet, folklore, peers, fact lines, quackery, healthcare professionals, media.
- b. Determine a standard for reliability in health resources and information.
- c. Evaluate the reliability of resources and information based on the established standards.

Objective 3: Determine ways to be a more **effective health consumer. (LM)**

- a. Recognize media influences on making healthy choices.
- b. Predict the reliability of the product or information being considered.