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HEALTH EDUCATION Grade 11-12

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
PERSONAL HEALTH	The learner will:	The learner will:
	Know personal health practices promote physical, social, emotional, spiritual and environment health.	Analyze the impact of personal health practice on physical, emotional, spiritual and environmental health.
	Know regular physical activity promotes physical, emotional, and spiritual fitness.	Analyze the components of his/her personal fitness program and determine how the plan contributes to overall fitness.
	Understand wise food selection is important to well-being	Discuss the reasons for the Seven Dietary Guidelines.
	Know traditional and/or contemporary methods of stress management and its importance to well-being.	Relate reactions to stress to physical problem.
	Know facts associated with the occurrence, treatment and control of disease, and applies methods of prevention.	Identify manifestation of stress and distress.
		Identify strategies for using distressors to our advantage.
		Explain why sexually transmitted diseases are a social problem.
	Describe methods of preventing sexually transmitted disease.	
	Examine and graphs the incidences of non-communicable diseases in his/her community and describe methods for preventing them.	

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CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will:	The learner will:
	Know we can live happy and full lives without using harmful drugs.	Describe the characteristics of people who do not abuse drugs.
	Be aware of the difference between acceptable and unacceptable drug use.	Practice and demonstrate refusal skills.
	Understand the serious social and personal problems associated with inappropriate use of substance.	Identify methods to curb unacceptable drug use in his/her community.
FAMILY HEALTH	Know families differ with respect to rules, customs and economic conditions.	Explain the social, economic and personal impact drug abuse has made in his/her community, and propose methods to alleviate the situation.
		Identify his/her families rules and customs for the past two generations.
		Compare the past generations rules and customs with present family rules and customs and associated feelings with the changes/similarities.
		Describe what rules and customs he/she would want to pass on.
	Recognize peer pressure situations and possible effects.	Distinguish between positive effects of peer pressure and negative effects of peer pressure.
	Know the purposes of, attitudes toward, and practices related to interpersonal relationships in the traditional and/or contemporary setting.	Recognize alternatives to dating.
		List factors which contribute to a successful interpersonal relationship.

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CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will:	The learner will:
		Explore why marriage exists in the U.S. today.
		Interview an elder about interpersonal relationships in pre-missionary times.
	Be aware of birth control methods, their purposes, their appropriateness, their advantages and disadvantages, and related viewpoints.	Review types of birth control.
		Review advantages and disadvantages of various birth control methods.
		Examine differing viewpoints of birth control.
	Be aware of alternative to, assistance for, and effects of pregnancy.	Review assistance available for individuals faced with a pregnancy.
		Examine the costs and responsibilities of pregnancy, child birth and child rearing.
SELF-CONCEPT	Understand the importance of having a positive self-concept.	Analyze the effects of sharing love on the self-concepts of the giver and the receiver.
	Know how to enhance his/her self-concept.	Identify and practice behaviors which positively affect the self-concepts of others.
	Know the characteristics of mental health and factors which influence it.	Outline the characteristics of a mentally healthy person.

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CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
DECISION-MAKING AND COMMUNICATION SKILLS	The learner will:	The learner will:
		Identify possible consequences of impaired mental health.
		Describe the damaging effects of too much or too rapid change on an individual mental health.
		Relate attitude feelings to development of drug dependencies.
		Explain the relationship between conformity and mental health.
	Know the traditional and or contemporary steps in problem solving/decision.	Practice decision making.
	Recognize situations in which decisions are required	Identify and define a problem situation which requires a decision using either the contemporary or traditional decision-making process.
	Be able to seek information relevant to problem solving/decision making.	Gather information relevant to the problem situation requiring a decision.
		Distinguish fact from opinion.
	Identify and analyze alternative solutions to problems.	Brainstorm alternative solutions to the problem situation requiring a decision.
		Predict the consequences of alternatives considered.

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CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will:	The learner will:
	Understand traditional and/or contemporary factors influencing decision-making.	Identify factors which influence decision-making and describe their affects.
	Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.	Determine if any influencing factors could be eliminated for future problem solving.
	Understand the importance of evaluating decisions.	Make a choice from the alternatives considered.
	Understand how individual responsibility relates to decision making in traditional and/or contemporary settings.	Create a plan to carry out the choice made.
	Know and identify traditional and/or contemporary elements of verbal and non-verbal communication, conversation rules, and the importance of each.	Act on the choice made.
		Support the chosen method decision-making.
		Explain how individual responsibility relates to decision-making.
		Recognize the importance of eliminating barriers for effective interethnic communication.
		Recognize the important role that communication has in promoting his/her health.
		Practice good conversation techniques, e.g., asking questions, paying compliments, using personal experiences, sequencing and maintaining topical relevance.

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CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
COMMUNICATION SKILLS	The learner will:	The learner will:
	Know the traditional and/or contemporary elements of negotiation and conflict resolution.	<p>Explore situations where he/she might need to be assertive, excluding situations of avoiding trouble.</p> <p>Identify possible dangers of not asserting him/herself.</p> <p>Review assertion skills.</p> <p>Practice assertion skills.</p>
	Understand the importance of assertion.	<p>Formulate a content statement from listening to a person.</p> <p>Formulate a feeling statement from listening to a person.</p> <p>Combine the above to formulate an understanding response based on another persons conversation.</p> <p>List benefits of understanding responses.</p> <p>Reviews how it feels when another person listens.</p>
	Understand the importance of listening skills	<p>Examine the important role that communication has in initiating, developing and maintaining relationships with other people.</p> <p>Explore how he/she might improve their ability to communicate.</p>

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CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
GROWTH AND DEVELOPMENT	<p>The learner will:</p> <p>Be able describe his/her feelings about loss, death and dying.</p> <p>Know ways to prepare for and cope with death.</p>	<p>The learner will:</p> <p>Define traditional/contemporary words dealing with death.</p> <p>State what physicians consider to be conclusive signs of death.</p> <p>Identify Kubler Ross's five stages in acceptance of death.</p> <p>Explain the purposes of funeral services in traditional/contemporary.</p> <p>Explain the necessity of a death certificate.</p> <p>Contrast beliefs that various religions/cultures hold about death.</p> <p>Compare and contrast reactions to loss and death in traditional/contemporary settings.</p> <p>Describe his/her own feelings about death.</p> <p>Explain how commorative services have or could affect his/her outlook on death.</p> <p>Explore his/her feelings about the individuals right to choose to live or die.</p> <p>List the things he/she could tell someone who has lost a very close loved one.</p>

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CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	The learner will:	The learner will:
		Tell how other individuals handle the death of a close loved one.
		Identify things which could be said to someone who is dying.
		Describe what it means to "accept" death.
ENVIRONMENTAL HEALTH	Know ways to improve the environment in traditional and/or contemporary settings.	Explain how the recycling of garbage contributes to a healthy environment.
		Identify situations in their personal environments that can be improved.
		Plan an effective means of dealing with a problem within their immediate environment.
	Understand the influence of traditional and contemporary environmental factors	Examine how the result of certain atmosphere and environmental conditions affect his/her emotions, i.e., breakup, unseasonal weather, size of fish runs, animal populations, disruption of recreational activities etc.
	Understand radiation affects well-being.	Discuss methods to minimize the effects of radiation of his/her well-being.
EMOTIONAL HEALTH	Cope positively with various emotions.	Identify/recognize mental mechanisms and their alternatives.
		Analyze types of pseudo coping skills.

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CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
EMERGENCY HELP	<p>The learner will:</p> <p>Identify and relate positively to exceptional people.</p> <p>Know who to contact for help in various emergency situations.</p>	<p>The learner will:</p> <p>Identify ways to alleviate loneliness.</p> <p>Describe the different kinds of love and the importance of expressing each.</p> <p>Distinguish between passive, aggressive, and assertive behavior.</p> <p>Identify possible health problems of handicapped people.</p> <p>Identify examples of exceptional people.</p> <p>Describe senior citizens and explain why there are more elderly today than in years past.</p> <p>Explain what our attitudes and responsibilities toward exceptional people should be.</p> <p>Describe how he/she would like to be treated if he/she were an exceptional person.</p> <p>Explain how he/she feels older relatives should be treated.</p> <p>Describe an emergency situation to a health helper over a telephone or radio and is able to follow their directions.</p>

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CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
CPR	<p>The learner will:</p> <p>Know how to administer CPR (Cardio-Pulmonary Resuscitation)</p>	<p>The learner will:</p> <p>Complete Red Cross or American Heart Association CPR course.</p> <p>Recognize how to maintain current certification.</p> <p>Explain the purpose of practicing CPR skills.</p>
PERSONAL SAFETY	<p>Know how to respond to and/or prevent sexual abuse and understand situations where people could pose a threat to safety.</p>	<p>Recognize potential sexual abuse situations where the offender is; a stranger, casually acquainted with the victim, well known to the victim.</p> <p>Demonstrate how to respond in case of sexual abuse, who to tell and how to support others who have been abused.</p> <p>Demonstrate his/her knowledge of self defense options.</p> <p>Recognize how sex roles and his/her socialization affects behavior.</p> <p>Demonstrate his/her understanding of the effects of alcohol/drugs on behavior.</p> <p>Practice assertive responses to potential sexual abuse situations.</p>

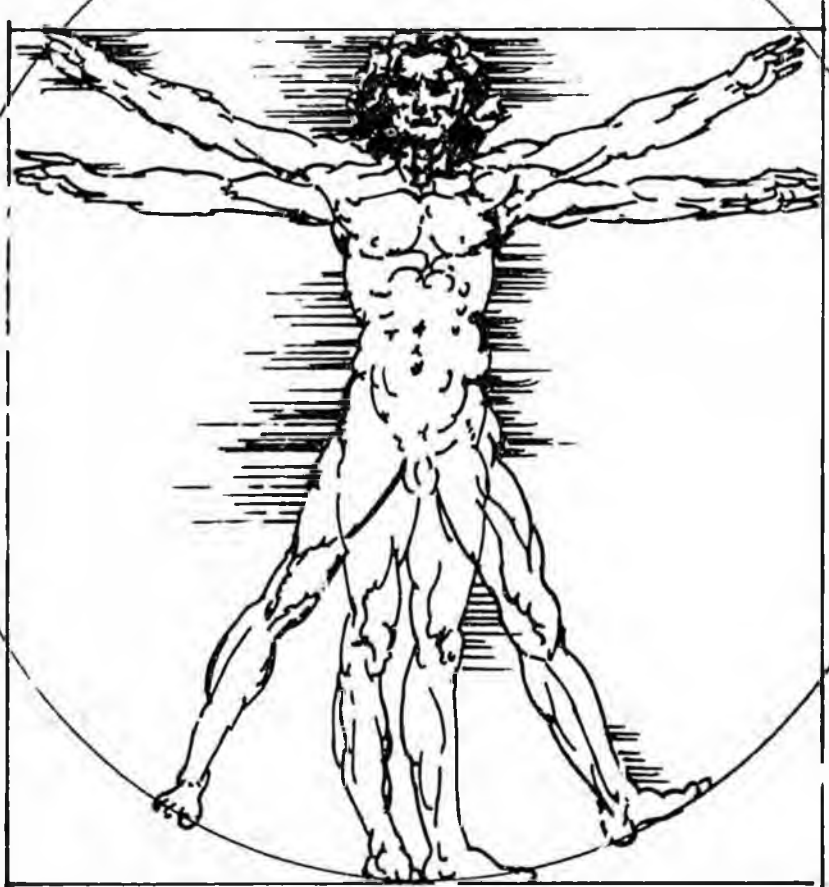
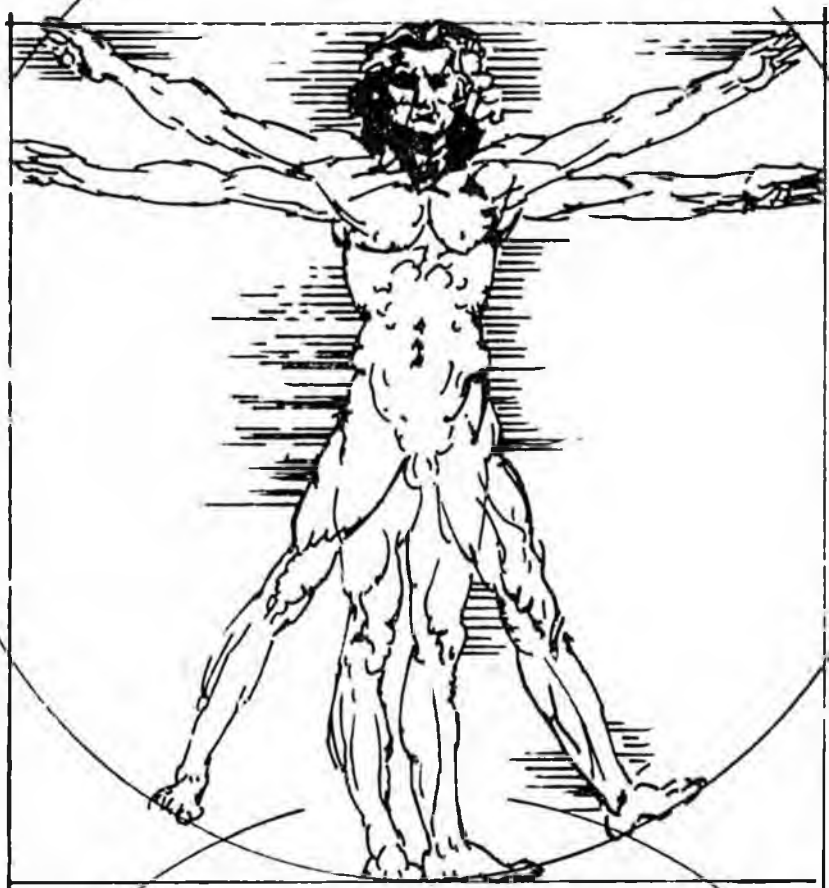
HEALTH EDUCATION Grade 11-12

CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
GLOBAL HEALTH ISSUES	The learner will:	The learner will:
	Know existing school and community health problems, possible causes and solutions or preventive measures.	Identify local health issues. Interview appropriate persons for information regarding possible causes solutions and/or preventive measures.
	Understand laws and regulations affecting public health	Analyze the interviewers. Develop plans for possible solutions and/or preventive measures for the identified health issues.
	Know the factors which influence the effectiveness of public health regulations.	Identify laws and city regulations affecting public health. Identify factors that may influence the effectiveness of public health regulations.
Know national and global health issues, possible causes and solutions or preventive measures.	Identify major health issues in Alaska, United States, and the world.	
		Discuss the similarities and/or differences of the above.
		Describe the importance of various issues in his/her personal, family and community health.
		Examine conflicts, problems controversies, and deterrents or altering various concerns.

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CONCEPT	LEARNING OUTCOME	SAMPLE LEARNING OBJECTIVE
	<p>The learner will:</p> <p>Know major community, national and international health agencies and their responsibilities.</p>	<p>The learner will:</p> <p>Identify resources that can aid in modifying, altering or reducing various concerns.</p> <p>Explore the influences of media, advertising, economics, and politics on health choices related to various issues.</p> <p>Demonstrate how to utilize national and international health agencies.</p> <p>Distinguish between the state and federal health agencies that serve his/her community.</p> <p>Identify national and international health agencies.</p> <p>Describe situations which he/she might utilize the above agencies.</p>
<p>HEALTH CAREERS</p>	<p>Identify occupational requirements of health-related careers.</p>	<p>Explain the broad range of health-related careers.</p> <p>Name sources of information about health related careers.</p> <p>Determine current and future availability of health related jobs.</p> <p>Determine education/training requirements for specific health-related careers.</p>

H e a l t h



Model

Elementary

Curriculum Guide

Draft



June 1984
To Be Revised May 1985

ELEMENTARY HEALTH EDUCATION

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“Health is not a condition of matter but of mind.”

— Mary Baker Eddy

Preface

Among the many decisions that schools must make, none is more important than the choice of a curriculum. Curriculum defines the intent behind instruction and the expectations we have for student performance. This draft curriculum guide is intended to serve as a model to aid school districts as they develop and review their own curriculum in the area of health. In the future as schools use this material to plan and implement programs, its value will be measured in terms of the increased abilities of students to learn, think and perform as informed and productive citizens.

In its present form this document is a draft that synthesizes national and Alaskan curriculum materials. It was prepared by Department of Education staff and has been reviewed by committees of the Alaska Association for Health, Physical Education, Recreation and Dance and the Alaska Health Education Consortium. The document will be reviewed and revised again during the 1984-85 school year. Educators and community members alike are encouraged to read and review this draft and to forward their comments to the Alaska Department of Education.

The format of the model curriculum is straightforward but not oversimplified. It lists concepts, learning outcomes and learning objectives in three columns.

Concepts, shown in the first column, describe the major parts of each curricular area. They define broadly the content to be included in the study of each subject area. They include topics such as *personal health practices* and *environmental health*.

Learning outcomes, shown in the second column, describe the behavior that students will demonstrate as a result of their learning experiences. Learning outcomes are the goals toward which student learning is directed.

Sample learning objectives, shown in the third column, are reasonable measures of student progress toward the stated goals. Sample objectives are stated as student activities or as quantitative measures of achievement. At least one learning objective is stated for each learning outcome, but each objective is only one of many that could assess students' performance. School districts are encouraged to develop more comprehensive lists that reflect their knowledge of their students and their methods and techniques of instruction.

The Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this material. Our mission is to promote the growth and development of all school aged children through good instruction. We all need to work together to achieve this goal.

Acknowledgments

In preparing the Model Curriculum Guides, the Department of Education requested and received copies of curriculum materials from school districts in Alaska, the state's own Centralized Correspondence Study and other state departments of education. The department thanks the following school districts and state departments for submitting materials:

Alaska School Districts

Adak	Galena	Nenana
Anchorage	Haines	Nome
Annette Island	Iditarod	North Slope
Bristol Bay	Kenai Peninsula	Northwest Arctic
Copper River	Ketchikan	Pelican
Cordova	Klawock	Railbelt
Craig	Lower Kuskokwim	Valdez
Delta/Greely	Lower Yukon	Yakutat
Fairbanks	Matanuska-Susitna	

State Departments of Education

Alabama	Maine	South Carolina
Arizona	Minnesota	South Dakota
Arkansas	Maryland	Tennessee
California	Nebraska	Texas
Connecticut	Nevada	Utah
Delaware	New Mexico	Vermont
Florida	New York	Virginia
Idaho	North Carolina	West Virginia
Illinois	Oregon	Virgin Islands
Indiana	Rhode Island	Guam

The department appreciates the efforts of its staff who reviewed and synthesized specific content area materials which resulted in an earlier draft of this Model Curriculum Guide. Contributions in elementary health included:

Sandra Berry
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The department also appreciates the efforts of members of the Alaska Association for Health, Physical Education, Recreation and Dance and the Alaska Health Education Consortium who reviewed, critiqued and revised an earlier draft of this Model Curriculum. Working within very tight timelines, they provided useful and helpful suggestions for how the document could be improved. People who were involved included:

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Introduction

The following model is a recommended guide for comprehensive health education in the State of Alaska. The intent of the suggested goals and objectives is to incorporate the health needs of all school age Alaskans living in either urban or rural/village settings.

Because the model is designed to serve a diverse population, some of the objectives may not be appropriate for all school districts. Therefore, it is recommended that the model be used as a *guide* for selection of desired objectives which address individual district needs.

A healthy society is determined by the overall wellbeing of its citizens. Informed decision making represents one of the highest desirable skills for responsible citizens. The most important decisions made by individual citizens are those affecting their own health and wellbeing. The calibre of health related decisions made by individual people has implications now and for the future quality of life in the school, community and the state.

School health education is designed to provide students with the basic information and experiences they will need to make intelligent decisions and assume responsibility for their physical, social, emotional, spiritual and environmental health. School health education focuses upon the need for students to establish patterns of living that promote good health and the ability to enjoy life to its fullest.

In Alaska, school health programs should highlight both the traditional and contemporary values of health, living and community. Special emphasis should be placed upon the leading health issues within the state. Students should be given the opportunity to examine these issues and explore alternate strategies for addressing them.

As a result of the school health education experience, students educated in Alaska schools shall:

1. Employ behavior which promotes physical, social, emotional, spiritual and environmental health and prevents disease.
2. Recognize the importance of family, elders, and significant others to their wellbeing and understand their role in developing a wholesome community.
3. Develop a positive sense of self worth and understand its value throughout life.
4. Understand responsible decision making and communication skills within the traditional and/or contemporary setting and effectively demonstrate these processes in the course of daily living as well as during stressful situations.
5. Understand the physical, social and emotional changes that occur from conception through death and prepare to meet the challenges within the growing process.
6. Interpret how their traditional and/or contemporary environment affects their wellbeing and know ways they can alter their environment to enhance wellbeing.

Introduction (con't)

7. Express feelings in an appropriate and positive manner, and interact satisfactorily with other people.
8. Have knowledge and skills relative to safe living, accident prevention and emergency care/procedures.
9. Select, use and evaluate health care products and services based on the best available evidence with professional supervision and advice recommended.
10. Understand current local, state, national and global health issues, and some of the ways they might be addressed.
11. Know career opportunities in health-related occupations.

HEALTH EDUCATION

GRADE 1.

HEALTH EDUCATION Grade 1

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
PERSONAL HEALTH PRACTICES	The learner will:	The learner will:
	Know that certain personal health practices protect his/her health and the health of others.	Identify two ways to spread colds.
	Know that regular physical activity promotes physical, emotional and spiritual fitness.	Tell two ways to prevent the spread of colds.
	Understand that wise food selection is important to well-being.	Identify five kinds of physical activities s/he enjoys.
	Know how to promote dental health and inhibit the development dental caries.	Recognize how s/he feels both during and after activity.
	Understand the relationship of adequate rest and sleep to well-being.	Identify the four basic food groups.
	Practice appropriate health care and grooming habits.	Recognize the importance of a nutritious breakfast.
		Demonstrate brushing techniques.
		Tell that children his/her age need ten hours of sleep to help them grow and be healthy.
		Identify bed and waking times that will insure his/her obtaining ten hours of sleep.
		Demonstrate basic grooming/hygiene habits (washing hands after using the toilet and before eating; cleaning hair, skin, nails clothing).

HEALTH EDUCATION Grade 1

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Select appropriate clothing for different situations.	Identify proper clothing for a variety of situations i.e., cold weather, boating, fishing, school, etc.
	Know that most drugs are beneficial when used properly.	Describe a situation in which a drug helped his/her or an acquaintance.
	Understand that substances designed to help us can also be harmful.	Relate that some medicines and household substances can be poisonous.
	Know that we can live happy, full lives without using harmful drugs.	Identify three activities (non-drug) which s/he enjoys.
	Be aware of the difference between acceptable and unacceptable drug use.	Explain why medical/parental control is necessary when using medicines.
	Understand the serious social and personal problems associated with inappropriate use of substances.	Explain why "too much of anything is not good."
FAMILY HEALTH	Understand the composition of traditional and/or contemporary families.	Describe family as people who live together and take care of one another.
	Know family members have roles.	Discuss how each family member is dependent upon each other (receiving).
		Tell how each family member is responsible for each other (giving).
	Practice social behaviors which contribute positively to friendships and relationships with others.	Work and play well with others.
		Give other students their privacy and not bother their personal things.

HEALTH EDUCATION Grade 1

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know individual rights and responsibilities and the relationships between them.	Name his/her personal rights and responsibilities.
SELF CONCEPT	Be aware that s/he is important as an individual.	State that s/he is important.
DECISION-MAKING AND COMMUNICATION SKILLS	Know the traditional and/or contemporary steps for problem solving/decision making.	Identify and define a problem.
	Recognize situations in which decisions are required.	Recognize whether or not an individual has made a choice.
	Be able to seek information relevant to problem solving/decision making.	Identify personal choices made in daily living situations.
	Identify and analyze alternative solutions to problems.	Identify people to talk to in order to acquire more information about a problem.
	Understand traditional and/or contemporary factors that influence decision making.	Brainstorm alternative solutions to a problem area.
	Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.	Identify human factors which influence decision making.
GROWTH AND DEVELOPMENT	Understand that there are many changes that occur as part of growing up.	Make a choice from the alternatives considered.
		Tell how s/he has changed since she/he was a baby.

HEALTH EDUCATION Grade 1

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
ENVIRONMENTAL HEALTH	The learner will:	The learner will:
	Know the five senses and how they work.	Identify the five senses and tell how they help us.
	Understand that people grow at different rates.	Relate the difference in individual growth patterns.
	Be aware that natural environmental conditions affect health.	Discuss how weather can affect a person's health.
EMOTIONAL HEALTH	Be aware of human made environmental conditions which affect health in traditional and/or contemporary settings.	List natural resources on which we are dependent on for life.
	Understand emotions are a normal part of living.	Recognize how pets and other animals can contribute to well-being.
	Know appropriate and constructive ways to express emotions.	Tell that feelings are normal, and verbalize different emotions.
	Know the importance of getting along with others.	Identify positive ways of expressing hurt or angry feelings.
SAFE LIVING AND EMERGENCY CARE	Identify and relate positively to exceptional people.	Share, take turns and help others.
	Recognize the types of emergency situations.	Become familiar with a variety of handicaps.
	Know who to contact for help in various emergency situations.	Recognize the difference between an emergency and non-emergency situation.
		Identify safety helpers.

HEALTH EDUCATION Grade 1

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know how to administer first aid for a choking victim.	Recognize if a conscious victim is choking.
	Understand how to reach school and return home safely.	Demonstrate how to get help.
		Demonstrate how to cross the street safely in various weather conditions.
		Demonstrate how to obey traffic signals.
		Demonstrate how to walk on rural roads safely.
	Understand safe school behavior.	List and practice playground safety rules.
		Conduct self safely in the halls, cafeteria, classroom, and on the bus.
	Know fire prevention and escape procedures.	Participate in fire drill's and display self-control.
		Demonstrate the steps needed to report a fire.
		Demonstrate how to safely leave a burning building.
	Know how to ride a bicycle safely.	Identify the stop sign, railroad crossing, curve sign, pedestrian crossing sign and traffic light.
	Understand safety procedures pertaining to the use of firearms.	Recognize that firearms are dangerous.

HEALTH EDUCATION Grade 1

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand procedures for safe travel on motorized or non motorized vehicles.	Recognize that firearms should only be used by qualified adults.
	Understand cold weather safety precautions.	Identify the rules governing passenger safety for a vehicle, bus, snow machine, 3-wheeler, etc.
	Understand earthquake safety procedures.	Demonstrate the choice of appropriate clothing.
	Understand situations where domestic or wild animals could pose threat to safety.	Demonstrate actions to take in event of earthquake.
	Know how to conduct him/herself safely in public.	Discuss when to stay away from animals.
	Know how to respond to and/or prevent sexual abuse and understand situations where people could pose a threat to safety.	State what to do when approached by a stranger.
		Describe characteristics of people and vehicles.
		Differentiate between good touch, okay touch and bad touch.
		Describe who, how and when to tell if a touching problem arises.
		Develop basic understanding of touching problems with strangers, adults s/he knows, adults s/he knows very well.
		Recognize potentially dangerous situations involving relatives, friends of families, neighbors, etc.

HEALTH EDUCATION Grade 1

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	<p>The learner will:</p>	<p>The learner will:</p> <p>Demonstrate how and when to trust his/her own feelings (inner voice).</p> <p>Recognize a bribe, trick, threat coercion, and/or "adult secret."</p> <p>Practice his/her right to say no.</p> <p>State that it is the offender's, not the victim's fault if sexual abuse occurs.</p> <p>Distinguish between public and private parts.</p>
<p>CONSUMER HEALTH</p>	<p>Understand that some advertized products are harmful to children.</p> <p>Know that safety precautions must be observed when using medicines or other substances.</p> <p>Know that there are people who are specially trained to help maintain our health.</p>	<p>Identify several products which are harmful to children.</p> <p>Identify the qualified adults who can control his/her use of medicines.</p> <p>Identify five specially trained people in his/her community.</p>
<p>HEALTH ISSUES</p>	<p>Understand the importance of cooperating with health helpers.</p>	<p>Describe what might happen if no one were immunized.</p> <p>Demonstrate how to sit in a dentist chair.</p> <p>Identify what a nurse (health aide, doctor) and/or dentist would do during a regular check up.</p>

HEALTH EDUCATION Grade 1

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
HEALTH CAREER	<p>The learner will:</p> <p>Understand the role of school nurse.</p> <p>Be aware of the work of various hospital personnel.</p> <p>Know that lifeguards help make the community a safe place to live.</p>	<p>The learner will:</p> <p>Identify his/her school nurse and tell how she/he helps maintain health at school.</p> <p>Identify the functions of doctors and nurses at the hospital.</p> <p>Tell why it is important to have a lifeguard while swimming.</p>

HEALTH EDUCATION

GRADE 2

HEALTH EDUCATION Grade 2

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
PERSONAL HEALTH PRACTICES	The learner will:	The learner will:
	Know certain personal health practices promote physical, social, emotional, spiritual and environmental health.	Identify five personal cleanliness habits. Take responsibility for personal health and grooming habits.
	Know regular physical activity promotes physical, emotional and spiritual fitness.	Engage in a regular program of physical activity.
	Understand wise food selection is important to well-being.	Name at least two foods in each of the four food groups.
		Identify foods that are part of a nutritious meal.
		Explain the importance of variety in the daily diet.
		Explain the relationship of nutrition to development of bones, muscles, and teeth.
		Identify foods which contain caffeine and tell the possible effects of eating/drinking these foods.
	Know how to promote dental health and inhibit the development of dental cares.	Tell three reasons for the importance of brushing and flossing.
		Demonstrate correct brushing and flossing techniques.
		Identify the proper times to brush teeth.

HEALTH EDUCATION Grade 2

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
		Identify the difference between primary and permanent teeth.
		Identify foods which are low in sugar, and explain their role in dental health.
	Know traditional and/or contemporary methods of stress management and their importance to well being.	Identify three things s/he finds relaxing.
	Understand the importance of immunizations.	Explain that immunizations protect us from some illnesses.
	Know that we can live happy and full lives without using harmful drugs.	Tell how to get into a happy mood.
		List ways to solve problems in a healthy way.
	Be aware of the harmful effects of tobacco use.	Tell that tobacco is harmful to lungs, heart, mouth, and throat.
	Be aware of the differences between acceptable and unacceptable drug use.	Identify situations in which it would be safe for him/her to use medicines.
	Understand the serious social and personal problems associated with inappropriate use of substances.	Identify alcohol as a substance which is often used inappropriately.
FAMILY HEALTH	Understand the composition of traditional and/or contemporary families.	Describe the people and pets that make up their families.
	Know family members have roles.	List jobs they have as family members in the home.

HEALTH EDUCATION Grade 2

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand ways in which traditional and/or contemporary families express feelings of love and affection.	Tell responsibilities of different family members.
	Know families differ with respect to rules, customs and economic conditions.	Tell ways feelings of love and affection are expressed by family members.
	Identify different customs families may have.	Discuss how families differ from others in terms of rules.
	Understand each family members has individual needs.	Recognize that families are different in terms of their economic conditions.
	Understand the role of elders in contributing to the well-being of the community.	Describe family recreational activities.
	Practice social behaviors which contribute positively to friendships and relationships with others.	Explore the needs and wants of members in their family.
		Discuss various needs and wants of family members and how these needs might be met.
		Explain the saying "old and wise."
		Describe an old person.
		Describe acceptable behavior in public libraries.
		Assume responsibilities in the classroom.

HEALTH EDUCATION Grade 2

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
		Respond courteously to requests or demands made by others.
		Display ability to work with others.
	Know individual rights and responsibilities and the relationships between them.	State reasons why she/he should be weary of strangers.
SELF CONCEPT	Know that all people are unique.	List unique characteristics of 3 people s/he knows well.
DECISION MAKING AND COMMUNICATION SKILLS	Recognize situations in which decisions are required.	Identify and define a situation in which a decision is required.
		Identify choices made by self and other individuals.
	Be able to seek information relevant to problem solving/decision making.	Identify who to talk to; with and where to go in order to acquire more information relevant to a situation in which a decision is required.
	Identify and analyze alternative solutions to problems.	Practice the brainstorming technique.
		Brainstorm alternative solutions to the situation in which a decision is required.
		Predict the consequences of alternatives considered.
	Understand traditional and/or contemporary	Identify factor which influence decision

HEALTH EDUCATION Grade 2

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
GROWTH AND DEVELOPMENT	<p>The learner will:</p> <p>factors influencing decision making.</p> <p>Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.</p>	<p>The learner will:</p> <p>making.</p> <p>Make a choice from the alternatives considered.</p>
	<p>Know that cells, tissues, organs, and systems work together to form a living being.</p>	<p>Differentiate between living and non-living things.</p> <p>Tell that major body organs are parts of larger systems.</p> <p>Describe how all body systems work together to form a human being.</p> <p>Tell how exercise is important to growth and development.</p>
	<p>Understand how to promote well-being of body systems.</p>	<p>Relate the importance of sleep to growth.</p> <p>Explain how good posture promotes optimal function of internal organs.</p>
	ENVIRONMENTAL HEALTH	<p>Be aware that natural conditions affect health.</p>
<p>Be aware of manmade environmental conditions which affect health in traditional and/or contemporary settings.</p>		<p>Cite instances where people abuse their environment.</p>
<p>Understand that emotions are a normal part of living.</p>		<p>Describe various kinds of emotions.</p>
<p>Understand appropriate ways to express emotions.</p>	<p>Discuss appropriate and inappropriate ways to express strong emotions.</p>	

HEALTH EDUCATION Grade 2

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
SAFE LIVING AND EMERGENCY CARE	The learner will:	The learner will:
	Know the importance of getting along with others.	Demonstrate ways to make friends.
	Identify and relate positively to exceptional people.	Explain that handicapped people have the same basic needs and emotions as non-handicapped people.
	Know who to contact for help in various emergency situations.	Review safety helpers.
	Know how to administer first aid for a choking victim.	Demonstrate how to use a telephone or radio to call for help.
	Understand how to reach school and return home safely.	Recognize if a conscious victim is choking. Demonstrate the manual thrust maneuver for a choking victim.
Know how to ride a bicycle safely.		Identify safety signals.
		Describe safe ways of crossing streets without traffic lights or signs.
		Identify stop sign, railroad crossing, curve sign, pedestrian crossing sign, traffic light, etc.
		Identify and explain signs and signals.
		Identify safe routes and bicycle paths (if available).
		List hazards of riding bikes where cars and trucks are present.

HEALTH EDUCATION Grade 2

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand general home safety precautions.	Explain that tools should only be used under adult supervision. Recognize that poisons are found in some household products.
	Understand safe school behavior.	Identify possible problems when entering or leaving a bus. Review rules governing passenger safety for any vehicle, car, truck, bus, snow machine, motorcycle, 3-wheeler, etc.
	Know how to respond to and/or prevent sexual abuse and understand situations where people could pose a threat to safety.	Describe characteristics of people or vehicles. Differentiate between good touch, okay touch and bad touch. Describe who, how, and when to tell if a touching problem arises. Develop basic understanding of touching problems with strangers, adults s/he knows and adults s/he knows very well. Demonstrate how and when to trust his/her own feelings (inner voice). Recognize potentially dangerous situations involving relatives, friends of the family, neighbors, etc.

HEALTH EDUCATION Grade 2

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
CONSUMER HEALTH	The learner will:	<p>The learner will:</p> <p>Recognize a bribe, trick, threat, coercion, and an "adult secret."</p> <p>Practice his/her right to say no.</p> <p>State that it is the offender's, not the victim's, fault if sexual abuse occurs.</p> <p>Distinguish between public and private parts.</p>
	Understand advertising often affects what we buy, thereby affecting our health.	Look at various packages and discuss how they might influence us to buy a product.
	Understand some advertised products harmful to children.	List some advertised products which could be harmful to children.
	Know health information comes from many sources.	Describe whom s/he can ask when in need of reliable health information (parent, teacher, school nurse, doctor).
COMMUNITY RESOURCES	Know safety precautions must be observed when using medicines or other substances.	Tell where potentially harmful substances should be stored in order to avoid accidents.
	Know the community which affect health.	<p>Tell where a person can be immunized.</p> <p>Draw pictures of two community resources that affect health, i.e. doctor, fire truck, etc.</p> <p>Tell how community resources can promote well-being.</p>

HEALTH EDUCATION Grade 2

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	<p>The learner will:</p>	<p>The learner will:</p>
HEALTH CAREERS	<p>Know the veterinarian as a community health helper.</p>	<p>Tell three ways a veterinarian helps.</p>
	<p>Know the dentist and the dental hygienist as necessary community helpers.</p>	<p>Tell how the dentist and dental hygienist help them to be helpful.</p> <p>Identify tools used by the dentist and the dental hygienist.</p>

HEALTH EDUCATION

GRADE 3

HEALTH EDUCATION Grade 3

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
PERSONAL HEALTH PRACTICES	The learner will:	The learner will:
	Know certain personal health practices protect his/her health and the health of others.	List five ways he/she can help prevent the spread of communicable disease.
	Know regular physical activity promotes physical, emotional and spiritual fitness.	Cite three benefits of exercise. Discuss the importance of activities that promote cardio vascular fitness.
	Understand wise food selection is important to well-being.	List five aerobic activities that he/she could participate in. Classify Alaska native foods according to the four basic food groups.
	Know traditional and/or contemporary methods of stress management and its importance to well-being.	Demonstrate selected relaxation techniques.
	Understand the relationship of adequate of rest and sleep to well-being.	Tell that sufficient sleep is necessary for growth. Demonstrate awareness of the physical effects of sleep.
Know common childhood illnesses.	Describe how people might be affected if they don't get enough sleep.	
		List five common childhood illnesses and one symptom of each.

HEALTH EDUCATION Grade 3

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
		Tell how common childhood illnesses are transmitted.
		Explain general methods of caring for common childhood illnesses.
	Understand what germs are, and the role they play in communicable diseases.	Describe germs and what they do.
	Understand the importance of immunizations.	State the role germs play in spreading and cure of communicable disease.
	Be able to select appropriate clothing for different weather situations.	Identify proper clothing for a variety of situations.
	Understand everything making contact with or entering the human body has an effect upon it.	Identify products we use daily and tell how they affect the body (food, shampoo, lotion, aspirin, H ₂ O).
		Identify gasoline and glue as volatile substances which can cause damage to human tissue.
		Describe safety precautions to avoid harmful effects of volatile substances.
	Know most drugs are beneficial when used properly.	Tell why it is important to follow explicit directions when using medium.
		Tell why a doctor's prescription is necessary to obtain certain drugs.

HEALTH EDUCATION Grade 3

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	<p>Know we can live happy and full lives without using harmful drugs.</p> <p>Be aware of the difference between acceptable drug use.</p> <p>Understand the serious social and personal problems associated with inappropriate use of substances.</p> <p>Know all people are unique.</p> <p>Understand the importance of having a positive self-concept.</p> <p>Know how to enhance his/her self-concept.</p>	<p>Review that parents and physicians, not students, control the use of medicines and drugs.</p> <p>Describe positive methods to cope with boredom and loneliness.</p> <p>Explain that the use of some substances may be habit-forming thereby being harmful to health.</p> <p>Explain that there are people available to help others who may have alcohol problems, or the families of people with alcohol problems.</p> <p>Describe the things about him/herself about which he/she is especially proud.</p> <p>Tell why it is important to feel good about oneself.</p> <p>Tell five things which make him/her feel good about him/herself.</p>
DECISION-MAKING AND COMMUNICATION SKILLS	<p>Recognize situations in which decisions are required.</p> <p>Be able to seek information relevant to problem solving/decision making.</p>	<p>Identify choices made in everyday life.</p> <p>Identify and define a situation in which a decision is required.</p> <p>Gather information relevant to the situation in which a decision is required.</p>

HEALTH EDUCATION Grade 3

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	<p>The learner will:</p> <p>Identify and analyze alternative solutions to problems.</p> <p>Understand traditional and/or contemporary factors influencing decision-making.</p> <p>Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.</p> <p>Understand reactions to loss and death may be similar.</p> <p>Be able to describe his/her feelings about loss, death and dying.</p>	<p>The learner will:</p> <p>Review the brainstorming technique.</p> <p>Brain storm alternative solutions to the situation in which a decision is required.</p> <p>Predict the consequences of alternatives considered.</p> <p>Identify factors which influence decision-making and describe their effects.</p> <p>Make a choice from the alternatives considered.</p> <p>Describes the feelings people have surrounding loss and death.</p> <p>Discuss types of losses he/she could experience.</p> <p>Describe the possible stages of loss.</p>
GROWTH AND DEVELOPMENT	<p>Understand there are many changes that occur as part of growing up.</p> <p>Know the body systems which perform specific functions.</p>	<p>Compare second, third and fourth grades and explain how they are different from one another.</p> <p>Name and recognize the major organs of the skeletal, nervous, cardio vascular and respiratory system.</p> <p>Draw and label the parts of the tooth.</p>

HEALTH EDUCATION Grade 3

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know adolescence is a life stage which brings many changes.	Tell how systems depend on one another in order to work, e.g., muscles are needed to move bones. Describe simple family trees for various animals. Explain that a species can only reproduce like offspring. Discuss the various periods of dependence for various animals. Compare the length of time necessary for animals to grow up to the time it takes for humans to reach maturity.
	Understand relationships with others are a natural part of growing up.	Discuss the patterns that people are likely to experience and identify people he/she knows who are experiencing each patterns. Tell how people throughout life are able to contribute to society. Describe older people he/she knows and describe them physically.
ENVIRONMENTAL HEALTH	Be aware of human made environmental conditions which affect health on tradition and/or contemporary settings.	Explain how crowded and uncrowded conditions can affect the way he/she feels.

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand pure food is essential to good health.	Examine how school-prepared food is assured to be safe to eat. Examine how most cold cuts (bologna, salami, ham etc.), canned goods, packaged items, and other similar items found in rural stores is assured to be safe to eat.
EMOTIONAL HEALTH	Understand emotions are a normal part of living.	Depict common normal emotions using only facial expressions and body signs. Identify common situations which cause emotional reactions.
	Know stressful events affect feelings.	Explain how stressful events may affect feelings. Identify others who might help them cope with emotions.
	Know the importance of getting along with others.	Explain why right and properties of others need to be respected.
	Identify and relate positively to exceptional people.	Name the problems of and ways to help blind persons. Name the problems of and ways to help mentally retarded persons.
SAFE LIVING AND EMERGENCY CARE	Recognize types of emergency situations.	Describe what constitutes an emergency situation.

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know who to contact for help in various emergency situations.	Dial and call correctly for police and fire emergency help and other emergency medical service personnel.
	Know fire prevention and escape procedures.	Demonstrate what to do if clothes catch on fire; stop, drop, and roll. List fire safety rules. Tell how to leave his/her home if there were a fire.
	Understand safety precautions for various recreational activities.	List rules for play grounds and parks.
	Understand hazards connected with the use of airport runways.	Explain why it is dangerous to play on runway maintenance equipment. Recognize that runways are state property and should not be used for recreational activities. Recognize that playing on runways could result in injury to self, persons in aircraft, and the aircraft itself.
	Understand safety procedures pertaining to the use of firearms.	Explain that firearms should only be used under qualified adult supervision. Tell why he/she should never play with firearms.

HEALTH EDUCATION Grade 3

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand general home safety precautions.	List common dangers found in homes. Explain dangers of appliances.
	Know holidays may require special and additional safety precautions.	Describe dangers that may result and way to prevent accidents of various holidays, i.e., Halloween, Christmas, Fourth of July etc.
	Understand cold weather safety precautions.	Demonstrate how to dress in layers for maximum warmth. Recognize a wind chill chart. Demonstrate how to walk in severe winds. Demonstrate how to protect face from cold winds.
	Be aware of the implications of risk taking behavior.	Identify to meaning of a risk. Explain the meaning of "taking a risk". Recognize what types of situations are risk-taking for him/herself.
	Know how to respond to and/or prevent sexual abuse and understand situations where people could oppose a threat to safety.	Describe characteristics of people and vehicles. Differentiate between good touch, okay touch, and bad touch.

HEALTH EDUCATION Grade 3

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
CONSUMER HEALTH	<p>The learner will:</p> <p>Understand advertising often affects what we buy, thereby affecting our health.</p>	<p>The learner will:</p> <p>Describe who, how and when to tell if a touching problem arises.</p> <p>Develop basic understanding of touching problems with; strangers, adults he/she knows, adults he/she knows very well.</p> <p>Recognizes potentially dangerous situations involving relatives, friends of the family, neighbors etc.</p> <p>Demonstrate how and when to trust his/her own feelings (inner voice).</p> <p>Recognize a bribe, trick, threat, coercion, and an "adult secret".</p> <p>Practices his/her right to say no.</p> <p>States that it is the offender's, not the victim's fault if sexual abuse occurs.</p> <p>Distinguish between public and private parts.</p> <p>Identify commercials which advertise health products.</p> <p>Determine if he/she is more likely to want a product that is pleasantly advertised.</p>

HEALTH EDUCATION Grade 3

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	<p>The learner will:</p> <p>Know safety precautions must be observed when using medicines or other substances.</p> <p>Know there are people who are specially trained to help maintain our health.</p>	<p>The learner will:</p> <p>Tell why medicines can be harmful even though they are intended to be "good".</p> <p>Identify people who should administer medicines.</p> <p>Recognize what is likely to happen during a physical examination.</p> <p>Relate that a hospital is a place designed to give professional medical help to people who are sick or injured.</p>
GLOBAL HEALTH ISSUES	<p>Know the itinerant health resources which are available in his/her community.</p>	<p>Name the public health nurse.</p> <p>Describe what the public health nurse does while he/she is in the community.</p>
HEALTH CAREERS	<p>Understand the roles of emergency medical personnel.</p> <p>Know lifeguards help to make the community a safer place to live.</p>	<p>Describe the roles of ambulance drivers and EMT's.</p> <p>Explain the importance of having a lifeguard in a community pool.</p> <p>Suggest what might happen if no one performed the duties of a lifeguard.</p>

HEALTH EDUCATION

GRADE 4

HEALTH EDUCATION Grade 4

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
PERSONAL HEALTH PRACTICES	The learner will:	The learner will:
	Know personal health practices promote physical, social, emotional, spiritual and environmental health.	Describe the relationship of good personal health to the health of the community.
	Know certain personal health practices protect his/her health and the health of others.	Recognize flexibility and muscular skeletal strength as fitness components, and how they contribute to well-being.
	Understand wise food selection is important to well-being.	Demonstrate exercises that help develop flexibility.
	Know traditional and/or contemporary methods of stress management and its importance to well-being.	Demonstrate exercises that help develop strength.
	Understand the influence of proper body alignment and posture to total fitness.	Determine his/her strength and flexibility (AAHPERD Health Related Fitness).
		List the major nutrients.
		Name foods that provide the major nutrients.
		Plan nutritious meals and snacks.
		Explain how "cabin fever" contributes to stress.
		Demonstrate five methods to alleviate cabin fever.
		Demonstrate good standing and sitting positions.

HEALTH EDUCATION Grade 4

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand everything making contact with or entering the human body has an effect upon it.	Explain how good positive contributes to efficient functioning of internal organs. Trace the path of tobacco smoke in the body and identify how the different properties of smoke affect the various organs.
	Know we can live happy and full lives without using harmful drugs.	Report the effects of smoking and chewing tobacco upon appetite, breathing rate, heart rate, blood pressure, body temperature. Identify two people whom he/she admires who do not smoke, and describe their interests and hobbies.
	Be aware of the harmful effects of tobacco use.	Graph and compare living cancer death rates for smokers and non-smokers. Explain that the incidence of emphysema, heart disease, bronchitis and stomach ulcers is greater among smokers than non-smokers.
	Be aware of the difference between acceptable and unacceptable drug use.	Distinguish between responsible use, misuse, and abuse of drugs and medicines.
	Understand the serious social and personal problems associated with inappropriate use of substances.	Explain that people who don't feel good about themselves often turn to drugs/ alcohol to solve their problems.

HEALTH EDUCATION Grade 4

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
FAMILY HEALTH	<p>The learner will:</p> <p>Understand the composition of traditional and/or contemporary families.</p> <p>Know family members have roles.</p> <p>Understand the concepts of community in traditional and/or contemporary settings.</p> <p>Practice social behaviors which contribute positively to friendships and relationships with others.</p> <p>Recognize peer pressure situations and possible effects.</p>	<p>The learner will:</p> <p>Identify extended family member and relatives.</p> <p>Compare responsibilities of different families.</p> <p>Describe possible relationships between siblings in a family unit.</p> <p>Identify responsibilities and contributions of a child to a family unit.</p> <p>Identify what makes up a community with his/her own setting.</p> <p>Discuss the characteristics of a good friend.</p> <p>Identify behaviors which reflect good manners.</p> <p>Describe peer pressure.</p>
SELF-CONCEPT	<p>Be aware he/she is important as an individual.</p> <p>Understand the factors contributing to self concept.</p> <p>Understand the importance of having a positive self-concept.</p>	<p>List the things about him/herself which he would want other people to know about.</p> <p>Describe the behavior of people who feel good about themselves.</p> <p>Relate a positive self-concept to and emotional and physical health.</p>

HEALTH EDUCATION Grade 4

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
DECISION-MAKING AND COMMUNICATION SKILLS	The learner will:	The learner will:
	Know how to enhance his/her self-concept.	List people he/she can go to a positive thing he/she can do when feeling down.
	Know the traditional and/or contemporary steps for problem solving/decision-making.	Identify the major steps in the contemporary decision-making process.
	Recognize situations in which decisions are required.	Listen to an elder tell how everyday decisions are made.
	Be able to seek information relevant to problem solving/decision making.	Identify everyday choices he/she make which contribute to good health.
	Identify and analyze alternative solutions to problems.	Identify and define a situation in which a health-related decision is required.
	Understand traditional and/or contemporary factors influencing decision making.	Gather information relevant to the situation in which a health-related decision is required.
		Identify and analyze alternative solutions to problems.
	Understand traditional and/or contemporary factors influencing decision making.	Brainstorm alternative solutions to the situation requiring a health-related decision.
		Predict the consequences of the alternatives considered.
		Identify factors which influence decision-making and describe their effects.

HEALTH EDUCATION Grade 4

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
GROWTH AND DEVELOPMENT	The learner will:	The learner will:
	Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.	Make a choice from the alternatives considered.
	Know cells, tissues, organs and systems work together to form a living being.	Identify the cell as the basic unit of living things.
	Know the five senses and how they work.	Tell that similar cells form tissues.
ENVIRONMENTAL HEALTH	Be aware that natural environmental conditions affect health.	Describe the structure and functions of the sense organs: eyes, ears, nose, tongue, skin.
		Describe how to care for and protect the eyes.
		Explain why some eyes need corrective lenses, and how corrective lenses aid vision.
		Describe how to care for and protect the ears.
		Recognize the causes of some hearing problems.
		Explore the impact of volcanic eruptions and earth quakes upon the environment and people's health.

HEALTH EDUCATION Grade 4

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
EMOTIONAL HEALTH	The learner will:	The learner will:
	Be aware of human-made environmental conditions which affect health on traditional and/or contemporary settings.	List types of pollution. Explain how pollution affects well-being.
	Know how to contribute to the wise use of natural resources and the environment.	Identify what natural resources he/she uses. Recognize which natural resources are being used faster than they can be replenished. Report what natural resources are found in or near his/her community.
	Know how emotions influence actions and behaviors.	Discuss how emotions affect the way we behave. Define peer pressure. Discuss how peer pressure influence the way we make decisions. Recognize the dangers inherent in "taking a dare".
Understand how getting along with others influences feelings.	Demonstrate cooperation and sharing in group situations.	
Identify and relate positively to exceptional people.	Identify the range and types of exceptional people and the characteristics which set them apart from the "norm".	

HEALTH EDUCATION Grade 4

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
SAFE LIVING AND EMERGENCY CARE	The learner will:	The learner will:
	Know who to contact for help in various emergency situations.	Cite "common" needs and contributions of exceptional people.
	Know how to ride a bicycle safely.	Cite special needs and contributions of exceptional people.
	Understand safety precautions for various recreational activities.	Dial and call correctly the poison control center.
	Understand earthquake safety procedures.	Describe how to follow directions given by poison control center.
		List and follow bicycle safety rules.
		Explain the relationship between speed and safety in traffic.
		Demonstrate proper hand signals and respond appropriately to signs while riding a bicycle.
		Describe safe practices in and around water.
		Tell where the safest place to be during an earthquake.
		Practice "duck and cover" technique of protection.

HEALTH EDUCATION Grade 4

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
		List do's and don'ts during an earthquake.
		Explain what to do after an earthquake.
		Recognize signs of upcoming tsunamis.
	Know how to respond to and/or prevent sexual abuse and understand situations where people could oppose a threat to safety.	Describe characteristics of people and vehicles.
		Differentiate between good touch, okay touch, and bad touch.
		Describe who, how and when to tell if a touching problem arises.
		Develop basic understanding of touching problems with; strangers, adults he/she knows, adults he/she knows very well.
		Recognize potentially dangerous situations involving relatives, friends of the family, neighbors etc.
		Demonstrate how and when to trust his/her own feelings (inner voice).
		Recognize a bribe, trick, threat, coercion, and an "adult secret".
		Practices his/her right to say no.

HEALTH EDUCATION Grade 4

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	<p>The learner will:</p>	<p>The learner will:</p> <p>States that it is the offender's, not the victim's fault if sexual abuse occurs.</p> <p>Distinguish between public and private parts.</p>
<p>CONSUMER HEALTH</p>	<p>Know safety precautions must be observed when using medicines or other substances.</p> <p>Know consumer health involves wise judgments and the selection of health information, products, and services that pertain to health.</p> <p>Be aware of emotions, family patterns, and values which influence selection and use of health information products and services.</p>	<p>Review the safety precautions for use of medicines and volatile substances.</p> <p>List products that affect health and classify these products as beneficial and harmful.</p> <p>Discuss the impact of family upon health decisions.</p> <p>Explain how impulse might influence the purchase of a useless product.</p>

HEALTH EDUCATION

GRADE 5

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
PERSONAL HEALTH PRACTICES	The learner will:	The learner will:
	Practice appropriate health care and grooming habits.	Identify and practice good hygiene and grooming habits.
	Understand what germs are and the role they play in communicable diseases.	Differentiate between bacteria and viruses and give two examples of diseases caused by each.
	Be able to select appropriate clothing for different weather conditions.	Briefly describe the mechanisms by which the body defends itself from bacteria and viral diseases.
	Know regular physical activity promotes physical, emotional and spiritual fitness.	Describe the clothing s/he would need for an imaginary trip to the place of his/her choice.
		Recognize percentage of body fat as a fitness component.
		Describe the difference between being overweight and overfat.
		Identify the skin fold caliper as a simple method of determining body fat.
		Discuss the loss of body fat in terms of energy expenditure and food intake.
		Determine his/her percentage of body fat.

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know traditional and/or contemporary methods of stress management and its importance to well-being.	Describe portion sizes for required servings in each of the 4 basic food groups.
	Know traditional and/or contemporary methods of stress management and its importance to well-being.	Analyze sample meals for nutritional value.
	Know how to promote dental health and inhibit development of dental caries.	Keep and analyze a 3-day food log for him/herself and make suggestions for change.
		Discuss the importance of limiting salt, simple sugars and fats in the diet.
		Describe the general physical responses to stress.
		Identify two common stressors and ways to combat each.
		Identify foods which promote production of plaque.
		Describe techniques for cleaning teeth when it is not appropriate or possible to brush and floss.
		Recognize orthodontia as a means of promoting dental health.

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	<p>The learner will:</p> <p>Know facts associated with the occurrence, treatment and control of disease and apply methods of prevention.</p> <p>Know we can live happy and full lives without using harmful drugs.</p> <p>Be aware of the difference between acceptable and unacceptable drug use.</p> <p>Understand the serious social and personal problems associated with inappropriate use of substances.</p>	<p>The learner will:</p> <p>Differentiate between communicable and non communicable disease.</p> <p>Discuss methods for prevention of communicable disease.</p> <p>Discuss lifestyle habits which contribute to heart disease and cancer.</p> <p>Identify the kinds of problems students are likely to face; and offers non-durg solutions.</p> <p>Discuss being "high" on life and tells how he/she can pursue health non-durg highs.</p> <p>Identify the affects of alcohol on the body body.</p> <p>Recognize some of the social and community related to misuse of alcohol.</p>
<p>FAMILY HEALTH</p>	<p>Know families differ with respect to rules, customs and economic conditions.</p>	<p>Compare rules established in different families.</p> <p>Discuss how different families have different customs.</p>

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CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Be aware of the kinds of situations requiring adjustment by family members.	Cite crisis that call for families to make adjustments.
		Identify changes which occur in the family unit and how those changes affect family needs.
		Identify possible differences in a step-father or step-mother relationships and way to cope with the relationship.
	Identify significant others and how they contribute to personal, family and community well-being.	Identify important people/pets in his/her life.
		Describe how significant others contribute to personal and family well-being.
	Understand the role of elders in contributing to the well-being of the community.	Identify people within his/her life considered "old and wise".
		List what an elderly person can offer another person, family and community.
	Practice social behaviors which contribute positively to friendships and relationships with others.	Demonstrate a yielding process when necessary in groups.
		Identify positive and negative aspects of competition.

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
SELF CONCEPT	The learner will:	The learner will:
	Recognize peer pressure situations and possible effects.	Describe the effects which peers have on personal speech, clothing, grooming, behavior, and attitudes.
	Be aware he/she is important as an individual.	Recognize the influences persons have on personal decisions.
	Understand the factors contributing to self-concept.	Identify personal qualities that he/she values and that contribute to his/her self image.
	Understand the importance of having a positive self-concept.	Relate how emotional health involves feelings of self worth as well as feelings of self acceptance and failure.
	Understand personal change in life is normal.	Discuss ways that rest, nutrition and exercise affect well being and explain their interdependence to self concept.
DECISION-MAKING AND COMMUNICATION SKILLS	Knows how to enhance his/her self-concept.	Describe how he/she has changed and how he/she anticipate changing in the next few years.
	Knows the traditional and/or contemporary steps for problem solving/decision making.	Describe methods for enhancing the self esteem of others and explain how helping others feel good about themselves helps him/her to feel good, too.
		List the major steps in the contemporary decision-making process.
		Identify the process in traditional decision-making.

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CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Recognize situations in which decisions are required.	Recognize choices made by others which are important to good health.
	Be able to seek information relevant to problem solving/decision making.	Identify and defines situations in which health-related decisions are required.
	Identify and analyze alternative solutions to problems.	Gather information relevant to situations in which health related decisions are required.
	Understand traditional and/or contemporary factors influencing decision making.	Evaluate the relevance and credibility of sources of information.
	Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.	Brainstorm alternative solutions to situations requiring health-related decisions.
	Understand the importance of evaluating decisions.	Predict the consequences of the alternatives considered.
		Identify factors which influence health-related decision-making and describe their effects.
		Make a choice from the alternatives considered.
		Identify who is responsible for making decisions which affect him/herself.

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CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand how individual responsibility relates to decision making in traditional and/or contemporary settings.	<p>Distinguish between verbal and non-verbal communication.</p> <p>Identify non-verbal actions and associated meanings within the traditional and contemporary settings.</p> <p>Recognize the significance non-verbal actions place on effective communication.</p> <p>State the importance and purpose of conversation.</p> <p>Recognize feelings about not being able to talk.</p> <p>Recall conversations.</p> <p>Identify compliments.</p> <p>State the purpose and importance of questions.</p> <p>Recognize agreement statements in a conversation.</p> <p>Follow oral directions.</p> <p>Demonstrate eliminating common barriers to effective communication, e.g., interrupting, giving receptive feedback, and assuming instead of listening.</p>
	Understand the importance of assertion.	
	Understand the importance of listening skills.	

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
GROWTH AND DEVELOPMENT	<p>The learner will:</p> <p>Understand how to promote well-being of the body systems.</p> <p>Know the body systems which perform specific functions.</p> <p>Know life comes from life through a process called reproduction.</p> <p>Understand the relationship between physical and emotional changes through major life stages.</p>	<p>The learner will:</p> <p>Outline how to prepare the muscular skeletal system for exercise.</p> <p>Recognize the importance of nutrition to a healthy musculoskeletal system.</p> <p>Describe the structures and functions of the muscular and skeletal systems.</p> <p>Review methods of reproduction of different animals.</p> <p>Describe how fertilization occurs.</p> <p>Describe the physiological changes associated with puberty.</p> <p>Explain that we change emotionally and socially as we go through adolescence.</p> <p>Name and identifies reproductive organs and their parts.</p> <p>Discuss the functions of the reproductive system.</p> <p>Recognize how and why menstruation occurs.</p> <p>Be aware that most boys experience nocturnal emissions.</p>