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HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
ENVIRONMENTAL HEALTH	The learner will:	The learner will:
	Be aware of human made environmental conditions which affect health in traditional and/or contemporary settings.	List and describe pollutants that affect the environment and health, e.g., gases, smoke, vapor, cans, noise, litter, sewage, etc.
	Understand pure food is essential to good health.	Illustrate that most water sources must be treated in order to make it safe for consumption.
	Understand the influence of traditional and contemporary environmental factors upon emotional and social health.	Interview an elder about how subsistence food is made safe for consumption.
	Know proper disposal of wastes is important to a healthful environment.	Describe how safe food is insured by people who work to protect our food (i.e., inspectors, food workers, dairy, etc.).
		Explore how food ordered by mail can be acquired safely.
		Describe changes in group behavior in different environmental settings.
		List factors in the environment that influence behavior.
		Recognize that certain environments are more ideal for specific activities than others.
		Explore how sewage and garbage disposal are becoming increasing problems.

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
EMOTIONAL HEALTH	<p>The learner will:</p> <p>Know how emotions influence actions and behaviors.</p> <p>Identify and relate positively to exceptional people.</p>	<p>The learner will:</p> <p>Describe how improper sewage disposal can contribute to disease transmission.</p> <p>Describe how people feel when they are being subjected to pressure from peers.</p> <p>Recognize how exceptional people are and feel about themselves.</p> <p>Describe the "gifted".</p>
SAFE LIVING AND EMERGENCY CARE	<p>Know who to contact for help in various emergency situations.</p> <p>Know how to administer first aid for a choking victim.</p> <p>Know fire prevention and escape procedures.</p>	<p>Demonstrate how to use the 911 number.</p> <p>Describe situations in which the 911 number should be used.</p> <p>Recognize if a conscious victim is choking.</p> <p>Demonstrate how to get help.</p> <p>Demonstrate the manual thrust maneuver for a choking victim.</p> <p>Demonstrate how to use a fire extinguisher.</p> <p>List common causes of home fires.</p> <p>Explain how the above causes can be prevented.</p> <p>Review the stop, drop, and roll procedure.</p>

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
		Tell two ways to leave his/her home if there were a fire.
	Understand safety precautions for various recreational activities.	Describe safety rules related to boating, fishing, swimming, skiing, etc.
		List camping and hiking rules.
	Know how to participate in sports safety.	Relate how some rules make sports safe.
		Cite rules that protect them when playing sports.
		Identify protective sports equipment and tells how it works.
	Understand hazards connected with the use of airport runways.	Recognize that playing on runways could result in arrest.
		Identify basic aircraft/runway safety rules: stand 50 feet away from aircraft until engines have been shut down or pilot signals to approach the aircraft; stands clear of propellers even when aircraft is shut down; do not walk under any part of aircraft.
	Understand cold weather safety precautions.	Explain the importance of keeping head, hands, and feet warm and dry.
		Demonstrate how to use a wind chill chart.

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know how to respond to and/or prevent sexual abuse and understands situations where people could pose a threat to safety.	Recognize the symptoms and prevention of hypothermia and frostbite.
		Explain how to keep clothing dry in wet weather.
		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 understand 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, thrust, coercion, and an "adult secret".
		Practice his/her right to say no.

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
CONSUMER HEALTH	<p>The learner will:</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 certain agencies and organizations which serve, protect and inform the consumer.</p>	<p>The learner will:</p> <p>State that it is the offender's, not the victim's fault if sexual abuse occurs.</p> <p>Distinguish between private parts.</p> <p>Explain the meaning of directions for using and handling prescription and over-the-counter drugs.</p> <p>Review and discuss consumer health pamphlets or publications.</p> <p>Be aware of the roles of the Food and Drug Administration and the Better Business Bureau.</p>
HEALTH CAREERS	<p>Understand the roles of health aides, public health nurses, and/or physicians assistants.</p> <p>Be aware of the work of various hospital personnel.</p> <p>Know health related career opportunities.</p>	<p>Describe the roles of health aides, public health nurses, and/or physician assistants.</p> <p>Describe the roles of hospital nurses, doctors, anesthesiologists, orderlies, and dieticians.</p> <p>List various health careers.</p>

HEALTH EDUCATION

GRADE 6

HEALTH EDUCATION Grade 6

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.	Recognize the need for increased cleanliness as one matures. Make regular use of showers. Recognize the need to wear clean clothing every day.
	Know regular physical activity promotes physical, emotional and spiritual fitness.	Describe how aerobic exercise contributes to cardiovascular fitness. Identify how to tell if he/she is exercising aerobically. Demonstrate his/her favorite aerobic exercise. Determine his/her target heart rate. Determine his/her level of cardiovascular fitness.
Understand wise food selection is important to well-being.	Describe nutritious breakfasts, lunches, and dinners he/she can prepare. Prepare nutritious snacks. Recognize a variety of foods containing fiber and tells why fiber is important. Explain the importance of water.	

HEALTH EDUCATION Grade 6

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.	Recognize how he/she responds to specific stressors.
	Understand the relationship of adequate rest and sleep to well-being.	Explain the importance of balancing rest and activities.
	Understand everything making contact with or entering the human body has an effect upon it.	Identify various drug properties within tobacco, smoke, and discuss the effects on the body.
		Review the effects of alcohol on the body.
		Recognize that other drugs may have harmful effects on the body (marijuana, cocaine, amphetamines).
	Understand substances designed to help us can also be harmful.	Explain the danger of indiscriminate use of over-the-counter medications and vitamin supplements.
	Know we can live happy and full lives without using harmful drugs.	Identify reasons why people use/abuse specific drugs and why people do not.
	Be aware of the difference between acceptable and unacceptable drug use.	Explain the meanings of use, misuse and abuse of drugs and include factors such as intention, moderation and responsibility.
	Understand the serious social and personal problems associated with inappropriate use of substances.	Identify early and late stages of alcoholism and its effects on the individual and family.

HEALTH EDUCATION Grade 6

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
FAMILY HEALTH	<p>The learner will:</p> <p>Be aware of birth control methods, their purposes, their appropriateness, their advantages and disadvantages, and related viewpoints.</p>	<p>The learner will:</p> <p>Recognize that a pregnancy may occur without the proper use of birth control.</p>
SELF-CONCEPT	<p>Understand the factors contributing to self-concept.</p> <p>Understand the importance of having a positive self-concept.</p> <p>Understand personal change in life is normal.</p> <p>Know how to enhance his/her self concept.</p>	<p>Demonstrate how their feelings of self worth as well as acceptance of failure contribute to emotional growth.</p> <p>List positive qualities about him/herself and tell traits he/she would like to change.</p> <p>Outline the emotional changes that youngster in his/her age group experience as they mature.</p>
DECISION MAKING AND COMMUNICATION SKILLS	<p>Know the traditional and/or contemporary steps for problem solving/decision-making.</p> <p>Recognize situations in which decisions are required.</p>	<p>Explain the importance of taking time to enhance his/her self-esteem.</p> <p>Review the major steps in the contemporary decision-making process.</p> <p>Recognize the process in traditional decision-making.</p> <p>Review choices made by self which contribute to good health.</p> <p>Identify and define situations which require decisions to improve his/her health.</p>

HEALTH EDUCATION Grade 6

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Be able to seek information relevant to problem solving/decision making.	Evaluate the relevance of information to a situation requiring a decision.
	Identify and analyze alternative solutions to problems.	Gather information relevant to the situation requiring a decision.
	Understand traditional and/or contemporary factors influencing decision.	Brainstorm alternative solutions to the situation requiring a decision.
	Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.	Analyze the advantage and disadvantage of alternative solutions.
	Understand the importance of evaluating decisions.	Identify factors which influence decision-making and describe their effects.
	Understand how individual responsibility relates to decision making in traditional and/or contemporary settings.	Make a choice from the alternative considered.
		Identify who is responsible for making decision regarding his/her health.
		Recognize importance of having rules in conversation.
		Distinguish between agreement and disagreement situations.
		Practice taking turns in a conversation.
		Recognize positive disagreement.

HEALTH EDUCATION Grade 6

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
COMMUNICATION SKILLS	The learner will:	The learner will:
	Know and identify traditional and/or contemporary elements of verbal and non-verbal communication, conversation rules, and the importance of each.	Define a compliment. Paraphrase a message. Formulate a compliment to be given to a to a peer. Formulate a question to acquire information about a person. Formulate agreement statements in response to another individual's statements.
	Apply communication/conversation rules to and formulate elements of a conversation.	Identify the contemporary elements of negotiation. Identify the contemporary elements of conflict resolution.
	Know the traditional and/or contemporary elements of negotiation and conflict resolution.	Define peer pressure. Explore situations where he/she might want to avoid getting into trouble. Identify "freedom skills"; how to keep your friends, have fun, and stay out of trouble.
Understand the importance of assertion.	Follow oral directions. Paraphrase the content of conversations.	

HEALTH EDUCATION Grade 6

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
GROWTH AND DEVELOPMENT	The learner will:	The learner will:
	Understand the importance of listening skills.	Practice eliminating common barriers to effective communication, e.g., interrupting, giving negative feedback, and assuming instead of listening.
	Understand how to promote well-being of the body systems.	Identify behaviors that promote cardiovascular health.
	Know the body systems which perform specific functions.	List heart attack risk factors and ways to avoid them.
	Understand relationships with others are natural part of growing up.	Revise the major body systems and their functions.
Understand the relationship between physical and emotional changes through major life stages.	Discuss various patterns (age) people are likely to experience and identify people he/she knows who are experiencing each pattern.	
		Tell how people at all ages are able to contribute to society.
		Locate and interview several older people and tell how each contribute to his/her community.
		Describe the physiological changes experienced by males and females in the course of adolescence.

HEALTH EDUCATION Grade 5

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
ENVIRONMENTAL HEALTH	The learner will:	The learner will:
	Know how to contribute to the wise use of natural resources and the environment.	Explain that emotional and social changes are also a part of developing into young adults.
	Know life depends on clear air and water.	Identify various changes that have already taken place as part of the maturation process.
	Know noise may affect well being.	Develop a plan for the best usage of his/her needed natural resources for the next 20 years.
	Understand radiation affects well-being.	Identify ways which people waste resources, i.e., electricity, water etc.
		Describe how his/her water is made safe to drink.
		Assess quality of air and water in their environment.
		Explore the impact of acid rain on air and water quality.
		Examine how noise can affect how we feel and act.
		Identify sources of radiation.
		Describe how radiation affects well-being.

HEALTH EDUCATION Grade 6

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
		Explore his/her feelings about the effects of radiation.
EMOTIONAL HEALTH	Know stressful events affect feelings.	Identify how people might react emotionally to various stressful situations.
	Understand how getting along with others influences feelings.	Describe how he/she feels after successful interactions with others.
	Identify and relate positively to exceptional people.	Identify typical experiences and needs of the elderly.
		Recognize exceptional people and their roles in our world.
SAFE LIVING AND EMERGENCY CARE	Know who to contact for help in various emergency situation.	Review specialized EMS agencies and numbers.
	Understand how to reach school and return home safely.	Identify warning signs located in his/her community.
		State specific guidelines for safe behavior as a pedestrian.
	Understand safety procedures pertaining to the use of firearms.	List basic safety precautions pertaining to use of firearms; keep muzzle pointed in a safe direction; check to see if the firearm is loaded or unloaded; keep the safety on unless he/she plans to shoot.

HEALTH EDUCATION Grade 6

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
		Recognize the benefits of hunter safety and/or hunter shooter courses.
		Explore when the next hunter safety and/or hunter shooter courses will be offered in his/her community.
	Understand the safety considerations for effective babysitting.	Tell how to make a child's environment safe.
		List information they need to know before parents leave.
		Describe what to do in emergency situations.
	Understand procedures for safe travel in a vehicle or on motorized vehicles.	Recognize danger of carrying passengers on off road vehicles.
		Identify what vehicles are to be used on and off roads.
		List protective clothing for off road vehicles and motorcycles.
	Be aware of the implications of risk-taking behavior.	Identify consequences of risk-taking behavior.
		Examine situations he/she participates in which are risk-taking.

HEALTH EDUCATION Grade 6

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	<p>The learner will:</p> <p>Know how to respond to and/or prevent sexual abuse and understand situations where people could oppose a threat to safety.</p>	<p>The learner will:</p> <p>Describe characteristics of people and vehicles.</p> <p>Differentiate between good touch, okay touch, and bad touch.</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>Recognize 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>

HEALTH EDUCATION Grade 6

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>Know safety precautions must be observed when using medicines or other substances.</p> <p>Be aware of emotions, family patterns, and values which influence selection and use of health information products and services.</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>Identify plogs and techniques used by advertisers in order to promote products.</p> <p>Explain why there is risk involved with using any substances.</p> <p>Discuss the health products often used by his/her age group.</p> <p>Determine the factors influencing solution of health products among his/her age group.</p> <p>List ways to insure wise selection of health products.</p>
GLOBAL HEALTH ISSUES	<p>Know the community resources which affect health.</p>	<p>Identify all community resources which affect health.</p> <p>Differentiate and describe what the above resources can provide.</p>

HEALTH EDUCATION

GRADE 7

HEALTH EDUCATION Grade 7

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 self-care skills (care of clothing, meal preparation, exercise, etc.).
	Know regular physical activity promotes physical, emotional and spiritual fitness.	Relate the importance of physical appearance/cleanliness to acceptance by peers.
Understand wise food selection is important to well-being.	Know regular physical activity promotes physical, emotional and spiritual fitness.	Examine the importance of physical activity among members of his/her peer group.
		Analyze the benefits of current national fitness craze.
		Recognize that proper nutrition is particularly important during adolescence.
		Identify the dangers and misconceptors inherent in fad diets.
		Recognize that safe weight loss involves an increase in physical activity and a decrease in food intake.
		Equate 3500 calories to one pound of fat.
		Describe a program of increased activity and/or reduction of food intake that would result in the loss of one pound per week.

HEALTH EDUCATION Grade 7

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know traditional and/or contemporary management and its importance to well-being.	Distinguish between eustress and distress. Identify common stressors/eustressors and list methods of coping with them
	Know facts associated with the occurrence, treatment and control of disease, and applies methods of prevention.	Recognize that of the ten leading causes of death, most are related to lifestyle. Cite lifestyle factors that might contribute to the incidence of these ten causes of death.
	Be able to select appropriate clothing for different weather situations.	Explain how dressing fashionable might be unsafe in some weather conditions.
	Understand everything making contact with or entering the human body has an effect upon it.	Relate how any drug alters the normal function of the body.
	Know most drugs are beneficial when used properly.	Cite specific examples of beneficial and harmful use of drugs.
	Understand substances designed to help us can also be harmful.	Explain how helpful substances can also be harmful.
	Know we can live happy and full lives without using harmful drugs.	Identify five things he/she would like to learn to do, and explain how drug use might hinder his/her plans.
	Be aware of the difference between acceptable and unacceptable drug use.	Identify situations where drugs are used appropriately.

HEALTH EDUCATION Grade 7

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	<p>The learner will:</p>	<p>The learner will:</p> <p>Tell how these drugs can be used inappropriately.</p> <p>Use examples to differentiate behavior drug use, drug misuse, and drug abuse.</p> <p>Discuss the impact of drug misuse in the following situations: family relationships, future careers, school, financial demands, crime.</p>
<p>FAMILY HEALTH</p>	<p>Identify significant other and how they contribute to personal, family and community well-being.</p> <p>Understand the concept of community in traditional and/or contemporary settings.</p> <p>Practice social behaviors which contribute positively to friendships and relationships with others.</p>	<p>Identify important people within the community that may affect his/her well-being.</p> <p>Describe how significant others can affect the self-being of a community.</p> <p>Identify groups of people where elders are a significant asset to the family/ community well-being.</p> <p>Examine the role and responsibilities of village elders, past and present.</p> <p>Describe the relationships between positive interaction with others and social success.</p> <p>Describe ways to test with competitive situations.</p>

HEALTH EDUCATION Grade 7

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
SELF-CONCEPT	The learner will:	The learner will:
	Recognize peer pressure situations and possible effects.	Discuss how the ability to relate with others contributes to overall well-being.
	Understand the factors contributing to self-concept.	Identify groups to which he/she or peers may belong and how these groups affect him/her.
	Understand the importance of having a positive self concept.	Identify situations involving peer pressure.
DECISION-MAKING AND COMMUNICATION SKILLS	Understand personal change in life is normal.	Relate how self-acceptance is fundamental to sound mental health.
	Know how to enhance his/her self concept.	Relate how self-acceptance affects relationships with family and peers.
DECISION-MAKING AND COMMUNICATION SKILLS	Know the traditional and/or contemporary steps for problem solving/decision making.	Identify the emotions that are commonly associated with the challenges and changes of adolescence.
	Know the traditional and/or contemporary steps for problem solving/decision making.	Identify specify items of positive self talk he/she can employ to maintain self-esteem.
DECISION-MAKING AND COMMUNICATION SKILLS	Know the traditional and/or contemporary steps for problem solving/decision making.	Practice the process of traditional decision-making.
	Know the traditional and/or contemporary steps for problem solving/decision making.	Practice the process of contemporary decision making.

HEALTH EDUCATION Grade 7

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Recognize situations in which decisions are required.	Identify and define a situation where a traditional decision-making process can be used.
	Be able to seek information relevant to problem solving/decision making.	Identify and define a situation where a contemporary decision-making process can be used.
	Identify and analyze alternative solutions to problems.	Gather information relevant to the above identified situations requiring a decision.
	Understand traditional and/or contemporary factors influencing decision making.	Brainstrom, if applicable, alternative solutions to the above situations requiring a decision.
	Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.	Predict the consequences, if applicable, of alternative considered.
	Understand the importance of evaluating decisions.	Identify factors, if applicable, which influence decision-making and describe their affects.
		Make a choice, if applicable, from the alternatives considered.
		Brainstrom all who takes responsibility for his/her health.
		Explore how individual responsibility relates to decision-making.

HEALTH EDUCATION Grade 7

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.	Identify behaviors which are helpful and not helpful in disagreement situations.
	Know and identify traditional and/or contemporary elements of verbal and non verbal communication, conversation rules, and the importance of each.	Identify topically relevant and irrelevant responses in a conversation.
	Understand the importance of assertion.	Apply unwritten conversation rules in order to respond appropriately in a conversation.
	Understand the importance of listening skills.	Formulate compliments about objects in the classroom.
		Formulate positive disagreement statements.
		Formulate "why", "what", "where", and "when" questions.
		Practice paying attention as she/he listens to the other speaker in a conversation.
		Concentrate on the words of other speakers in conversation.
		Describe how it feels when he/she knows another person is listening.
		Identify clarification statements and/or questions.
		Describe the uses of clarification statements in effective communication.

HEALTH EDUCATION Grade 7

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
GROWTH AND DEVELOPMENT	<p>The learner will:</p> <p>Understand the relationship between physical and emotional changes through life stages.</p> <p>Be aware of behaviors which are linked to disease and improper function of body systems.</p> <p>Understand the relationship between heredity, environment, health care and lifestyle.</p>	<p>The learner will:</p> <p>Review the physical, emotional and social changes occurring during adolescence.</p> <p>Identify the major changes each individual faces in life.</p> <p>Identify typical ranges of emotional response to life changes.</p> <p>Explain the male and female reproductive sexual anatomy.</p> <p>Be aware of masturbation and facts and myths surrounding this behavior.</p> <p>Realize it is normal for both males and females to have sexual thoughts, desires and dreams, and that these may cause physical reactions.</p> <p>Recognize that people begin to learn about sexuality at an early age.</p> <p>Recognize the importance of accepting his/her masculinity/femininity.</p> <p>Recognize that we learn to love through loving experiences with family members and friends.</p>

HEALTH EDUCATION Grade 7

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
ENVIRONMENTAL HEALTH	The learner will:	The learner will:
	Understand pure food is essential to good health.	Examine how improperly stored foods can affect his/her health.
EMOTIONAL HEALTH	Know noise may affect well being.	Demonstrate how to keep food safe when camping.
	Know stressful events affect feelings.	Identify ways that food is made safe for consumption.
	Understand appropriate and constructive ways to express emotions.	Demonstrate possible ways to reduce noise and protect hearing under various situations.
SAFE LIVING AND EMERGENCY CARE	Understand how getting along with others influences feelings.	Identify typical emotional reactions to stressful emotional situations and list alternative appropriate methods of expressing emotions.
	Recognize types of emergency situations.	Relate that people may respond with different emotions to similar situations.
SAFE LIVING AND EMERGENCY CARE	Know fire prevention and escape procedures.	Identify ways that feelings affect their own health and the health of others.
	Know fire prevention and escape procedures.	Describe various emergency situations and tell how to best remedy the situations, i.e., power outage, no heating fuel, running out of gas while traveling in or on a vehicle etc.
SAFE LIVING AND EMERGENCY CARE	Know fire prevention and escape procedures.	Develop a fire escape plan for his/her family.

HEALTH EDUCATION Grade 7

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
CONSUMER HEALTH	The learner will:	The learner will:
	Know there are people who are specially trained to help maintain our health.	<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 response to potential sexual abuse situations.</p> <p>Relate that serious skin problems are best treated by a dermatologist.</p> <p>Discuss that weight loss for a growing teenager must be supervised by a physician.</p> <p>Identify health problems common to his/her age group and identify qualified professionals to treat these problems.</p>
	Know consumer health involves wise judgments and selection of health information, products, and services that pertain to health.	<p>Demonstrate how to read labels when selecting health care products.</p> <p>Recognize the pharmacist as a helpful resource in making wise health product selection.</p>
Be aware of certain agencies and organizations which serve, protect and inform the consumer.	Report on the roles of various consumer protection agencies.	

HEALTH EDUCATION Grade 7

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
GLOBAL HEALTH ISSUES	<p>The learner will:</p> <p>Know the itinerant health resources which are available in his/her community.</p>	<p>The learner will:</p> <p>Identify all itinerant health resources.</p> <p>Recognize what services the above can provide.</p>
HEALTH CAREERS	Know health-related career opportunities.	Name the duties and contributions of various health care professionals.

HEALTH EDUCATION

GRADE 8

HEALTH EDUCATION Grade 8

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
PERSONAL HEALTH PRACTICES	<p>The learner will:</p> <p>Know regular physical activity promotes physical, emotional and spiritual fitness.</p> <p>Understand wise food selection is important to well-being.</p>	<p>The learner will:</p> <p>Compare three health related fitness components.</p> <p>Determine him/her level of fitness in all three areas.</p> <p>Demonstrate specific activities that promote each of the health related fitness components.</p> <p>Calculate target heart rate and demonstrate effective application of target heart rate to exercise.</p> <p>Determine recovery heart rate and relate its implications for assessment of cardio vascular fitness.</p> <p>Identify food with high fat content.</p> <p>Identify cholesterol-containing foods and tells how they may affect health.</p> <p>Identify high sodium foods and tell problems associated with excess sodium.</p> <p>List the different names given to sugar and tell how high sugar intake can be related to poor health.</p> <p>Describe techniques for minimizing their consumption of these substances.</p>

HEALTH EDUCATION Grade 8

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.	Determine package contents by reading labels. Explain the concept of "well-ness" as it applies to traditional/contemporary ways of thinking.
	Understand the relationship of adequate rest and sleep to well being.	Explain the components of well-ness. Identify the relationship between managing stress, creating positive feeling and maintaining well-ness.
	Understand the influence of proper body alignment and posture to total fitness.	Establish priorities in his/her life to maintain a balance of work, recreation, school, and sleep. Analyze his/her posture and determine methods for improving or maintaining it.
	Know facts associated with the occurrence, treatment and control of disease, and applies methods of prevention.	Review those communicable disease which can be prevented through immunization. Research the history of immunization. Explain the mechanism of the human immune response. Explain methods for control of communicable diseases for which there is no available immunization.

HEALTH EDUCATION Grade 8

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know we can live happy and full lives without using harmful drugs.	Share his/her techniques for achieving non-drug highs.
	Be aware of the harmful effects of tobacco use.	Identify non-drug alternatives to solving problems students are exposed to daily.
	Be aware of the harmful effects of tobacco use.	Review the effects of tobacco use on the body.
	Be aware of the difference between acceptable and unacceptable drug use.	Research the tobacco industry.
	Be aware of the difference between acceptable and unacceptable drug use.	Analyze advertisements for tobacco production.
	Be aware of the difference between acceptable and unacceptable drug use.	List situations where alcohol is acceptable.
	Understand the serious social and personal problems associated with inappropriate use of substances.	Discuss factors that contribute to the acceptable use of alcohol.
	Understand the serious social and personal problems associated with inappropriate use of substances.	Identify times and situations in which alcohol use is unacceptable.
	Understand the serious social and personal problems associated with inappropriate use of substances.	List factors that contribute to responsible drinking behavior.
	Understand the serious social and personal problems associated with inappropriate use of substances.	Use local and national news clippings to graph the problems caused by irresponsible use of drugs/alcohol/tobacco.

HEALTH EDUCATION Grade 8

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
FAMILY HEALTH	The learner will:	The learner will:
	Know families differ with respect to rules, customs and economic conditions.	Compare family life in rural (bush) Alaska with family life in urban Alaska.
	Be aware of the kinds of situations requiring adjustment by family members.	Identify emotions associated with separation and divorce.
		Explore ways that families members can cope with divorce.
		Examine family issues related to aging.
		List common changes in the family and resulting effects.
		Describe how physiological developments in individual family members affect the family.
	Understand the concept of community in traditional and/or contemporary settings.	Compare the concept of community between urban, native, and rural Alaskan life.
		Listen to an elder speak about the importance of community past and present.
	Know individual rights and responsibilities and the relationships between them.	List responsibilities which accompany specific social activities.
		Identify consequences which could result from neglecting responsibilities.

HEALTH EDUCATION Grade 8

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know the purposes of, attitudes toward, and practices related interpersonal relationships in the traditional and or contemporary setting.	Identify personality/character attributes in which he/she likes. Express how he/she likes to be treated by people. Describe feelings about dating and dating alternatives. Identify alternative to dating. Identify possible activities for 8th grades or a date. Explain possible advantages and disadvantages of group dating at the 8th grade level.
	Be aware of birth control methods, their purposes, their appropriateness, their advantages and disadvantages, and related viewpoints.	Identify and describe types of birth control. State advantages and disadvantages of various birth control methods.
	Be aware of alternatives to, assistance for, and effects of pregnancy.	Identify individuals potentially affected by a pregnancy. Examine assistance available for individuals faced with a pregnancy.

HEALTH EDUCATION Grade 8

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
SELF-CONCEPT	The learner will:	The learner will:
	Be aware he/she is important as an individual.	Describe him/herself positive terms.
	Understand the importance of having a positive self-concept.	Analyze how self-concept has influenced the achievements of five people he/she admires.
	Know how to enhance his/her self concept.	Keep a journal to record the things he/she does to enhance his/her self-concept.
DECISION-MAKING AND COMMUNICATION SKILLS	Know the characteristics of mental health and factors which influence it.	Develop a working definition of mental health for people in his/her age group.
	Know the traditional and/or contemporary steps for problem solving/decision making.	Identify people who can help him/her with problems.
	Recognize situations in which decisions are required.	Practice decision-making.
	Be able to seek information relevant to problem solving/decision-making.	Identify and define a situation which requires a decision to change a personal health habit.
	Identify and analyze alternative solutions to problems.	Gathers information relevant to the above situation requiring a decision.
		Evaluate the relevance and credibility of source of information.
		Brainstorm alternative solutions to the situation in which a decision is required.

HEALTH EDUCATION Grade 8

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand traditional and/or contemporary factors influencing decision making.	Predict the consequences of alternative considered.
	Be able to select the most appropriate solutions to problems in traditional and/or contemporary settings.	Identify factors which influence decision-making and describe their affects.
	Understand the importance of evaluating decisions.	Determine if any or all influencing factors can be eliminated.
	Understand how individual responsibility relates to decision-making in traditional and/or contemporary settings.	Make a choice from the alternatives considered.
	Know and identify traditional and/or contemporary elements of verbal and non-verbal communication, conversation rules, and importance of each.	Create a plan to carry out the choice made.
		Act on the choice made.
		Recognize how individual responsibility relates to decision-making.
		Review non-verbal actions in communication in various cultures.
		Examine the basis of interethnic communication.
		Formulate relevant questions in a conversation.
		Use agreement statements and questions in a conversation.

HEALTH EDUCATION Grade 8

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
		Practice the unwritten rules of conversation.
		Formulate compliments about different types of people.
		Formulate three types of personal compliments and include the individuals name.
		Use positive agreement statements in conversation.
	Know the traditional and/or contemporary elements of negotiation and conflict resolution.	Review and practice "freedom skills".
		Define assertion.
		Differentiate between assertion and aggression.
		Identify assertion skills.
	Understand the importance of assertion.	Listen to an elder speak about traditional listening skills, and the situations where they are most likely to be used.
		List suggestions of how to be a better listener.
		Concentrate on the content of conversation.

HEALTH EDUCATION Grade 8

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
GROWTH AND DEVELOPMENT	The learner will:	The learner will:
	Understand the importance of listening skills.	Demonstrate clarification statements to effective communication.
	Understand how to promote well being of the body systems.	Review the elimination of common barriers to effective communication.
	Understand the relationship between physical and emotional changes through major life stages.	Describe how rest and relaxation enhance well-being of various body systems and promote optimum growth.
	Be aware of behaviors which are linked to disease and improper function of body systems.	Explain the impact of regular exercise and good nutrition on body systems.
	Understand the relationship between heredity, environment, health care and lifestyle.	Cite the advantages of dating and going steady.
		Discuss the portrayals of relationships by mass media and peers and explain their influences.
		Describe how lack of rest and relaxation affect the well-being of body systems and impede growth.
		List the long term effects of sedentary lifestyle and improper nutrition on body systems.
		List heredity factors influencing well-being.
		Describe how environment impacts health.

HEALTH EDUCATION Grade 8

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
ENVIRONMENTAL HEALTH	The learner will:	The learner will:
	Be aware of human made environmental conditions which affect health on traditional and/or contemporary settings.	<p>Discuss medical advances that promote longevity.</p> <p>Discuss how technology both positively and adversely affects society's health.</p> <p>Examine ways in which solid wastes are dispensed in rural and urban communities.</p> <p>Explore how large quantity of Flammables are stored in his/her community.</p>
	Understand the influence of traditional and contemporary environmental factors upon emotional and social health.	Discuss how certain atmospheric conditions affect his/her emotions, i.e., humidity, clouds, sun, temperature etc.
	Know proper disposal of wastes is important to a healthful environment.	<p>Report how wastes are disposed of locally.</p> <p>Organize a school clean up day.</p> <p>Explore other possibilities of disposing of wastes locally.</p>
Know life depends of clean air and water.	<p>Investigate the nature of air pollution and its impact on the environment.</p> <p>Recognize how water becomes unfit to drink.</p> <p>Compare air and water quality in rural and urban areas.</p>	

HEALTH EDUCATION Grade 8

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Know noise may affect well-being.	Recognize situations in which noise can be controlled.
EMOTIONAL HEALTH	Know how emotions influence actions and behaviors.	Demonstrate how emotions are expressed through words and actions.
	Know stressful events affect feelings.	Explain how emotions play a part in decision making.
	Understand how body systems can effect emotions.	Practice techniques for dealing with stressful situation and traumatic events.
	Understand how getting along with others influences feelings.	Explain that malfunction of nervous and/or endocrine system any affect emotions.
	Understand how getting along with others influences feelings.	Discuss how the ability to relate to others contributes to overall well-being.
SAFE LIVING AND EMERGENCY CARE	Know who to contact for help in various emergency situation.	Describe how to contact all EMS personnel in his/her community.
	Know how to administer CPR (Cardio-Pulmonary Resuscitation).	Complete the Red-Cross or American Heart Association CPR course.
	Understand safety precautions for various recreational activities.	List recreational activities that he/she likes.
		Explore safety precautions for the above activities.

HEALTH EDUCATION Grade 8

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Understand hazards connected with the use of airport runways.	Review basic aircraft/runaway safety rules.
	Understand the safety considerations for effective babysitting.	Identify special helicopter safety rules; stands clear of rear of helicopter and tail rotor; always approach a helicopter from the downhill side. Cite common hazards in the home that could harm children. Identify when a situation calls for help and how to get help quickly. Identify when a situation calls for help and how to get help quickly. Identify and locate help for cases of child abuse.
	Understand procedures for safe travel in a vehicle or on motorized vehicles.	Analyze why people are reluctant to wear seat belts. Report the effectiveness of the use of seat belts.
	Understand cold weather safety precautions.	Review how to use a wind chill chart. List emergency weather gear necessary for safe winter travel, i.e., car, snowmachines, plane etc.

HEALTH EDUCATION Grade 8

CONCEPT	LEARNING OUTCOMES	SAMPLE LEARNING OBJECTIVES
	The learner will:	The learner will:
	Be aware some health products which are inferior or unnecessary.	Tell that prescription medicines should only be taken by people for whom they are intended.
	Understand quality health products and services are not always obtained by spending more money.	Develop criteria for selecting and purchasing health products.
	Know how utilize community health resources.	Identify products on market which are unnecessary.
	Know existing school and community health problems, possible causes and solutions or prevention measures.	Compare contents of the same product at high and low prices.
		Compare the quality of similar products purchased at regular and discount process.
		Review community health resources and services they can provide.
		Describe health problems.
		Brainstrom existing school and community health problems (issues).
		Discuss possible causes of the above.
		Explore possible solutions of the above.