

# Grade Expectations for Vermont's Framework of Standards and Learning Opportunities

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Summer 2004

(Health)

## Acknowledgments

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**STATE OF VERMONT**  
**Vermont Department of Education**  
**120 State Street**  
**Montpelier, VT 05620-2501**

July 2004

Dear Vermont Educational Leader:

In the fall of 1996, the State Board of Education adopted *Vermont's Framework of Standards and Learning Opportunities*. Over the years thousands of Vermont teachers, parents and students have participated in group meetings and reviews aimed at improving the standards with the goal of making them more useful as guides to curriculum development. In 2000, the standards were formally revised and again adopted by the State Board.

Now, in the summer of 2004, another chapter in the standards, *Grade Expectations for Vermont's Framework of Standards and Learning Opportunities*, has been written. Each of the existing standards for Health has been carefully studied and applied to a process of development that has produced Grade Cluster Expectations (GCEs).

Like the Grade Level Expectations in Mathematics, Reading, and Writing, these GCEs are more specific statements of the Vermont standards in *Vermont's Framework*. Unlike the Grade Level Expectations (GLEs), which delineate specific grade levels, these Grade Expectations are organized by Grade Clusters (pre-K and K; 1 and 2; 3 and 4; 5 and 6; 7 and 8; and high school). The purpose of using grade clusters is to provide additional flexibility for alignment of local curriculum and local comprehensive assessment systems.

As in the development of the GLEs, the development and review of these Grade Expectations involved Department of Education and Vermont Institutes staff, teachers, administrators, content experts and professional associations. Nationally recognized standards, research and curriculum, standards from other states, and Vermont local curriculum were reviewed and considered as part of the development process.

I want to thank everyone who participated in this process.

Sincerely,

A handwritten signature in black ink, appearing to read 'Richard H. Cate'.

Richard H. Cate  
Commissioner



## Introduction

As Vermont educators work toward meeting the challenges of the School Quality Standards in Act 68 (formerly Act 60), open communication is critical. The School Quality Standards state:

Vermont schools will have fully implemented a local comprehensive assessment system by which students are assessed in those *Framework* or comparable standards associated with the Fields of Knowledge and Vital Results and those standards associated with the arts, health and safety education, physical education, foreign languages and applied learning.

In response to this challenge, Grade Cluster Expectations (GCEs) have been developed. Grade Expectations (GEs), encompass both Grade Level Expectations in Reading, Writing and Math, and Grade Cluster Expectations. Assessment items are currently being aligned for health. These GEs will serve multiple purposes in terms of teaching, student learning, and local assessment.

### What are GEs?

*Vermont's Framework of Standards and Learning Opportunities* provides the foundation for Local Comprehensive Assessment Systems. The creation of GEs will provide more explicit guidance. GEs will:

- provide a valuable resource for teachers and schools as they implement the Vermont Framework
- relate directly to the Vermont Standards and associated evidences
- differentiate performance on content knowledge or skills between adjacent grade clusters
- lead to focused, coherent and developmentally appropriate instruction without narrowing the curriculum

The purposes of the Vermont Framework will not change with the development of GEs.

### Why two-grade clusters?

The GCEs specify two-grade cluster skills and content (PreK-K, 1-2, 3-4, 5-6, 7-8, and proficient at high school, and advanced at high school). Two-grade clusters will:

- provide more flexibility in creating local curriculum
- allow for a broader time span in which developmental changes can be addressed
- take into account local opportunities to learn

### How were the GEs developed?

Grade Expectation development in Vermont involved many educators in order to get the best thinking for this important effort. This required work of teachers, content experts, curriculum coordinators, and administrators, and college professors. Using background research in national, state, and local documents, committees of teachers came together to discuss and debate what was essential for Vermont's students to know and be able to do. These essential skills and concepts became the GEs, which were then reviewed by hundreds of teachers around the state during the field review process.

## What are assessment items?

An assessment item could include performance, a product, a response to a prompt, a reflection, or a portfolio of work over time – a way of documenting what a student knows and is able to do.

Ideally, taken as a group, assessment items should:

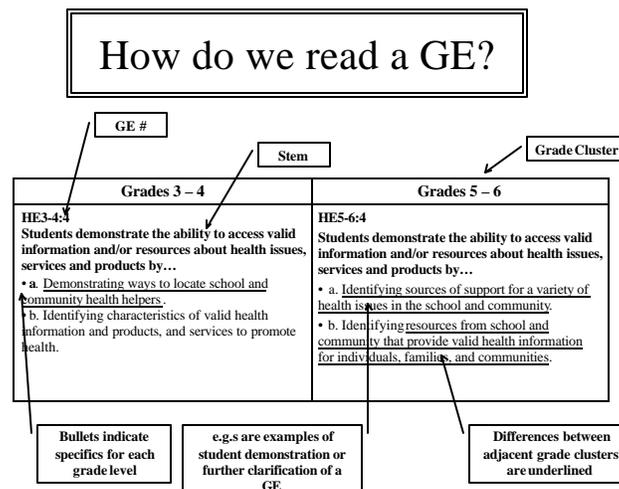
- focus on depth of understanding by identifying key knowledge and skills that progress developmentally
- provide clear guidance to classroom teachers on content and skills that can be adequately assessed
- assess what is essential for our learners right now and what will be essential for our students 5, 10, or 20 years from now
- be designed to help the learner revise his or her performance independently
- Assessments will be available at: <http://www.vermontinstitutes.org/assessment/index.htm>

## How do you read the GEs?

As you read the GEs, remember that each has four parts:

- A bolded statement called the “stem” is at the beginning of each GCE. Each “stem” remains the same across the grades, and is meant to communicate the focus of the GCE across the grades.
- Bullets in a GCE indicate how the GCE is specified at that grade cluster.
- Differences between adjacent grades are underlined.
- “E.g.s” are **exam-** limited sets) of student clarification of a

**ples** (not requirements or student demonstration or further GCE.



## How do GEs fit into the curriculum?

The GEs are designed to work in conjunction with local decisions to help develop assessments and curricula, as represented by the following formula:

$$\text{Content} + \text{Assessment (GEs)} + \text{Learning Opportunity} + \text{Teaching Opportunity} = \text{Curriculum}$$

## Vermont Health Grade Cluster Expectations Overview

Educators from around the state, with the help of The Vermont Institutes, developed Vermont Health Grade Cluster Expectations as a means to identify the health content knowledge and skills expected of all students for local assessment required under Act 68. This work was accomplished using *Vermont's Framework of Standards and Learning Opportunities*, the *Vermont Health Education Guidelines for Curriculum and Assessment*, national health standards documents, state standard documents, and current research as resources. In November 2003, the GEs were reviewed by over 100 health educators at three different locations around the state, and state conferences. The data from field review was collected, reviewed, and used to revise the GEs. They were then sent out for expert review to health educators across the United States, and revised one final time.

Health GEs are not intended to represent the full Health Education curriculum for instruction at each grade cluster. GEs are meant to capture the essential learning elements that can be assessed locally. In other words, the Health GEs are a guide to assessment and should not “narrow” the curriculum for instructional purposes.

The Health GEs include both knowledge and skills that should be assessed as an ongoing process throughout the school year.

The seven Health Education GEs are written to integrate health knowledge and skills. To assist you, the core content areas identified in the *Vermont Health Education Guidelines for Curriculum and Assessment* are listed at the end of the GEs with suggestions as to specific areas of knowledge within each grade cluster.

### Health Core Content Areas

- Alcohol, Tobacco, and Drugs
- Disease, Violence, and Injury Prevention
- Nutrition and Physical Activity
- Personal Health; family, social, mental, and sexual
- Community, Environmental, and Consumer Health

GE Number	Grouped with Vermont Standards	National Health Standard	Stem
HE1	3.3, 3.5 (VT Evidence d, dd, ddd, f, ff, fff)	3: Students will demonstrate the ability to practice health enhancing behaviors and reduce health risks.	HE1 Students will understand how to reduce their health risks through the practice of healthy behaviors by...
HE2	3.4, 3.5 (VT Evidence a, aa, aaa, b, bb, bbb, g, gg, ggg, hh, hhh), 7.14 (VT Evidence b, bb, c, cc, ccc, d, dd, ddd)	1: Students will comprehend concepts related to health promotion and disease prevention.	HE2 Students will show an understanding of health promotion and disease prevention concepts by...
HE3	3.5, 5.14	4: Students will analyze the influence of culture, media, technology and other factors on health.	HE3 Students will show understanding of how culture, media, peers, family, and other factors influence health by...
HE4	3.5 (VT Evidence c, cc, ccc)	2: Students will demonstrate the ability to access valid health information and health-promoting products and services.	HE4 Students demonstrate the ability to access valid information and/or resources about health issues, services and products by...
HE5	1.15 (VT Evidence a, c, d, e, f), 3.3, 3.5 (VT Evidence e, ee, eee), 3.12, 5.15	5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.  7: Students will demonstrate the ability to advocate for personal, family, and community health.	HE5 Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by...
HE6	3.5 (VT Evidence b,bb,bbb)	6a. Students will demonstrate the ability to use goal setting to enhance health.	HE6 Students demonstrate the ability to set personal goals to enhance health by...
HE7	3.5 (VT Evidence b, bb, bbb), 3.7 (All Evidences apply)	6b: Students will demonstrate the ability to use decision making skills to enhance health.	HE7 Students demonstrate the ability to make decisions that lead to better health by...



Grades PreK-K

**HEPK-K:1**

**Students will understand how to reduce their health risks through the practice of healthy behaviors by....**

- a. Identifying safety practices for home and school (e.g., traffic, bus, bicycle, blood, poison, medicines).

Grades 1-2

**HE1-2:1**

**Students will understand how to reduce their health risks through the practice of healthy behaviors by....**

- a. Differentiating between safe and risky behaviors.
- b. Demonstrating safety skills for different situations (e.g. traffic, blood, internet, emergencies, strangers).
- c. Identifying safety hazards that may exist in home/school (e.g. fire, poisons, weapons, drugs) and ways to respond.
- d. Applying effective ways to cope with emotions (e.g., anger, fear, overwhelmed, too excited, anxious).
- e. Describing strategies to stay safe around medicines, drugs, and unknown substances.
- g. Describing what respect is and why it is important.

Grades 3-4

**HE3-4:1**

**Students will understand how to reduce their health risks through the practice of healthy behaviors by...**

- a. Comparing behaviors that are safe to those that are risky or harmful (e.g., bicycle safety, handling weapons, use of medicines, appropriate vs. inappropriate touch).
- b. Identifying protective behaviors and strategies to avoid/manage unhealthy or dangerous situations (e.g., helmets, seat belts).
- d. Identifying personal stressors and positive ways to manage (e.g., homework, friends, peer influence).
- e. Describing the benefits of not using alcohol and tobacco, and the problems associated with their use.
- g. Demonstrating ways to show care, consideration, and respect for self and others.

Grades 5-6

**HE5-6:1**

**Students will understand how to reduce their health risks through the practice of healthy behaviors by....**

- a. Demonstrating injury prevention and safety strategies for personal health (e.g., sun, bicycle, personal, home alone, food safety).
- b. Demonstrating ways to avoid or change situations that threaten personal safety (e.g., sexual abuse, harassment, bullying).
- d. Identifying positive ways to handle emotions (e.g., fear, anger, happiness, sadness).
- e. Identifying effects of alcohol, tobacco, and other drugs on the individual, family, and society.
- g. Describing the characteristics of a safe, healthy, and respectful school and community.

Grades 5-6

**HE5-6:1**

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Demonstrating injury prevention and safety strategies for personal health (e.g., sun, bicycle, personal, home alone, food safety).
- b. Demonstrating ways to avoid or change situations that threaten personal safety (e.g., sexual, abuse, harassment, bullying).
- d. Identifying positive ways to handle emotions (e.g., fear, anger, happiness, sadness).
- e. Identifying effects of alcohol, tobacco, and other drugs on the individual, family, and society.
- g. Describing the characteristics of a safe, healthy, and respectful school and community.

Grades 7-8

**HE5-6:1**

Students will understand how to reduce their health risks through the practice of healthy behaviors by....

- a. Developing injury prevention and response strategies for personal safety, including first aid.
- b. Identifying the benefits of healthy behaviors (e.g., abstaining from sex, wearing seatbelts and helmets, regular physical activity).
- d. Distinguishing between healthy and unhealthy stress management techniques.
- e. Analyzing the effects that risky behaviors have on personal health (e.g. tobacco, drugs, poor nutrition, sexual activity, sedentary life-style, and behaviors resulting in injury).
- g. Differentiating between hazing, harassment, bullying and respectful interactions/relationships.

Grades 9-12

**HE9-12:1**

**Students will understand how to reduce their health risks through the practice of healthy behaviors by...**

- a. Demonstrating strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., dating violence).
- b. Describing the benefits of setting limits or boundaries for risk behaviors (e.g., postponing sex).
- c. Analyzing the extent to which individuals are responsible for enhancing health and safety in the community and the workplace.
- d1. Designing, implementing, and evaluating a plan of stress management.
- d2. Describing positive strategies for coping with emotions (e.g. frustration, loneliness, anger, sadness).
- e. Describing the signs and symptoms of alcohol and other drug use, including the progression from non-use through addiction.
- f. Analyzing a personal health assessment to determine strategies for reducing risk behaviors and enhancing health.
- g. Differentiating between respectful and disrespectful relationships.

Grades PreK-K

**HEPK-K:2**

Students will show an understanding of health promotion and disease prevention concepts by...

- a. Identifying ways to prevent the spread of germs (e. g., washing hands, covering mouth).
- b. Identifying healthy behaviors and choices (e.g., exercise, healthy diet, safety).

Grades 1-2

**HE1-2:2**

Students will show an understanding of health promotion and disease prevention concepts by...

- a. Identifying symptoms of common health problems for children and ways to manage.
- b. Identifying habits that are healthy and reduce the risk of disease (e.g., personal hygiene, dental care, healthy food choices, physical activity).
- c. Identify the importance of eating nutrient-rich foods.

Grades 3-4

**HE3-4:2**

Students will show an understanding of health promotion and disease prevention concepts by...

- a. Explaining how childhood injuries and illnesses can be prevented and treated.
- b. Describing strategies to improve or maintain personal health (e.g., exercising, brushing teeth, personal hygiene, using food labels).
- c. Identifying and classifying foods according to the Food Guide Pyramid.
- d. Describing the basic care of the human body systems (e.g., circulatory, digestive, endocrine).
- e. Identifying indicators or characteristics of physical, mental, emotional, and social health during childhood.

Grades 5-6

**HE5-6:2**

Students will show an understanding of health promotion and disease prevention concepts by...

- a. Describing the components and functions of the immune system.
- b. Describing positive health habits for the adolescent (e.g., diet, physical activity, and medical screenings).
- c. Explaining the function of each group from the Food Guide Pyramid and its relationship to health.
- e. Defining the different aspects of physical, mental, emotional, and social health.
- f. Identifying body changes that occur during adolescence.

Grades 5-6

HE5-6:2

Students will show an understanding of health promotion and disease prevention concepts by...

- a. Describing the components and functions of the immune system.
- b. Describing positive health habits for the adolescent (e.g., diet, physical activity, and medical screenings).
- c. Explaining the function of each group from the Food Guide Pyramid and its relationship to health.
- e. Defining the different aspects of physical, mental, emotional, and social health.
- f. Identifying body changes that occur during adolescence.

Grades 7-8

HE7-8:2

Students will show an understanding of health promotion and disease prevention concepts by...

- a. Describing how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.
- b. Explaining the relationship between positive health behaviors and the prevention of injury, disease, alcohol, tobacco, and other drug use, and premature death.
- c. Demonstrating how to select a healthy diet that includes the recommended servings from the Food Guide Pyramid.
- d. Evaluating how health is influenced by the interaction of body systems (e.g. physical fitness and the respiratory and circulatory systems).
- f. Explaining the process of human reproduction, including conception, pre-natal development and birth.
- g. Analyzing how the environment relates to personal health (e.g., air quality and asthma, “super size” and obesity).
- h. Explaining how appropriate healthcare can prevent premature death and disability.

Grades 9-12

HE9-12:2

Students will show an understanding of health promotion and disease prevention concepts by...

- a. Analyzing how behavior can impact health maintenance and disease prevention (e.g., eating disorders, sexually transmitted infections).
- b. Evaluating the short- and long- term effects of risky behaviors (e.g., alcohol, tobacco, and other drugs, sedentary behavior, unhealthy diet) on health.
- c. Analyzing their personal eating patterns for nutritional adequacy according to the United States Recommended Dietary Allowances.
- d. Analyzing the impact of personal health behaviors on body systems (e.g., alcohol and brain function, disordered eating and the endocrine system).
- e. Describing the interrelationship of physical, mental, emotional, and social health.
- f. Describing the process of reproduction including contraception and abortion.
- g. Analyzing how the environment affects personal and community health.
- h. Analyzing how public health policies and laws influence health promotion and disease prevention.

Grades PreK-K

No HEPK-K:3 at this level

Grades 1-2

**HE1-2:3**

**Students will show understanding of how culture, media, peers, family, and other factors influence health by.....**

- a. Explaining how media influences thoughts, feelings, and health behaviors.
  
- b. Explaining how family and information from school influence health.

Grades 3-4

**HE2-3:3**

**Students will show understanding of how culture, media, peers, family, and other factors influence health by.....**

- a. Analyzing how advertising and marketing attempts to influence initiation of health risk behaviors.
- b. Evaluating the ways culture can influence health.
- c. Describing how to be a responsible friend and family member.
- d. Describing ways technology affects personal health.

Grades 5-6

**HE5-6:3**

**Students will show understanding of how culture, media, peers, family, and other factors influence health by.....**

- a. Demonstrating the use of positive media strategies, including marketing to promote healthy choices.
- b. Differentiating between internal (e.g., knowledge, attitudes, beliefs) and external (e.g., peers, family, media) influences on personal health behaviors.
- c. Analyzing how information from peers influences health.

Grades 5-6

**HE5-6:3**

**Students will show understanding of how culture, media, peers, family, and other factors influence health by.....**

- a. Demonstrating the use of positive media strategies, including marketing to promote healthy choices.
  
- b. Differentiating between internal (e.g., knowledge, attitudes, beliefs) and external (e.g., peers, family, media) influences on personal health behaviors.
  
- c. Analyzing how information from peers influences health.

Grades 7-8

**HE7-8:3**

**Students will show understanding of how culture, media, peers, family, and other factors influence health by.....**

- a. Analyzing how messages from media (e.g., teen magazines, videos, Internet) influence both health behaviors and the selection of health information, products, and services (e.g., body image, acne products, food choices).
  
- b. Identifying the influence of cultural beliefs on health behaviors and the use of health services.
  
- c. Describing how school, family, and peers influence the health choices of individuals.
  
- d. Analyzing the effect of technology on personal and family health.

Grades 9-12

**HE9-12:3**

**Students will show understanding of how culture, media, peers, family, and other factors influence health by.....**

- a. Analyzing the impacts of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peer, community) factors on personal health behavior.
  
- b. Analyzing how cultural diversity enriches and challenges personal, family, and community health.
  
- c. Describing how community and social norms influence health choices.
  
- d. Analyzing the effects of technology on risk behaviors and healthy choices (e.g., Internet, PDAs, Heart Rate Monitors).

Grades PreK-K

No HEPK-K:4 at this level

Grades 1-2

**HE1-2:4**

**Students demonstrate the ability to access valid information and/or resources about health issues, services and products by .....**

- a. Identifying trusted individuals in the home, school, and community, who can provide help with health issues.

Grades 3-4

**HE3-4:4**

**Students demonstrate the ability to access valid information and/or resources about health issues, services and products by .....**

- a. Demonstrating ways to locate school and community health helpers.
  
- b. Identifying characteristics of valid health information and products, and services that promote health.

Grades 5-6

**HE5-6:4**

**Students demonstrate the ability to access valid information and/or resources about health issues, services and products by .....**

- a. Identifying sources of support for a variety of health issues in the school and community.
  
- b. Identifying resources from school and community that provide valid health information and services for individuals, families, and communities.

Grades 5-6

**HE5-6:4**

**Students demonstrate the ability to access valid information and/or resources about health issues, services and products by .....**

- a. Identifying sources of support for a variety of health issues in the school and community.
- b. Identifying resources from school and community that provide valid health information and services for individuals, families, and communities.

Grades 7-8

**HE7-8:4**

**Students demonstrate the ability to access valid information and/or resources about health issues, services and products by .....**

- a. Analyzing school and community health services available for support and information for a variety of health issues.
- b. Analyzing the validity of health information, products, and services from a variety of sources including the Internet.
- c. Demonstrating the ability to locate health products and services.

Grades 9-12

**HE9-12:4**

**Students demonstrate the ability to access valid information and/or resources about health issues, services and products by .....**

- a. Demonstrating the ability to access appropriate sources of support and treatment available in the community for a variety of health issues.
- b. Providing evidence to support the validity of health information, products, and services.
- c. Demonstrating the ability to evaluate resources from home, school, and/or community that provide valid health information.
- d. Evaluating factors that influence personal selection of health products and services (e.g., cost accessibility).

Grades PreK-K

No HEPK-K:5 at this level

Grades 1-2

**HE1-2:5**

**Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....**

- Using effective verbal and non-verbal communication skills to express ideas, needs, wants, and feelings (e.g., attentive listening skills, asking for help, body language).
- Demonstrating ways to communicate care, consideration, and respect of self and others.
- Using peaceful methods for solving conflict.
- Expressing information and opinions about why they practice positive health behaviors.

Grades 3-4

**HE3-4:5**

**Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....**

- Using appropriate communication (e.g., refusal skills, “I” messages) and listening skills to enhance health and safety for self and others.
- Identifying communication skills to build and maintain healthy relationships.
- Differentiating between negative and positive ways to deal with conflict.
- Demonstrating the ability to influencer and support others in making positive health choices.

Grades 5-6

**HE5-6:5**

**Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....**

- Demonstrating refusal and negotiation skills to enhance health.
- Demonstrating effective ways to express needs, wants, and feelings (e.g., mood swings, hurt, loneliness, anger, frustration) to build, promote and support positive health and relationships.
- Demonstrating non-violent strategies to resolve conflicts.
- Identifying barriers to effective communication of information, ideas, feelings, and opinions about health issues.

Grades 7-8

**HE7-8:5**

**Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....**

- Demonstrating resistance/refusal and negotiation skills to enhance health and interpersonal relationships.
- Identifying barriers to effective communication of information, ideas, feelings, and opinions about health issues
- Demonstrate the ability to use mediation and negotiation skills to resolve conflict.
- Investigating a variety of communication methods for accurately express health information and ideas.

Grades 9-12

**GCE # 5 HE**

**Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community by....**

- Demonstrating skills for communicating effectively with family, peers, and others (e.g., clear, organized, “I” messages, assertive, active listening, body language).
- Demonstrating effective verbal and non-verbal communication skills to enhance health and build and maintain healthy relationships (e.g. positive peer support, assertive, “I-messages”).
- Analyzing personal conflict styles and demonstrating diverse approaches to conflict resolution (e.g., resistance/refusal, negotiation, and collaboration skills).
- Demonstrating the ability to advocate for health promoting opportunities for self and others.



Grades PreK-K

No HEPK-K:6 at this level

No HEPK-K:7 at this level

Grades 1-2

**HE1-2:6**

**Students demonstrate the ability to set personal goals to enhance health by.....**

- a. Setting a short-term personal health goal.

**HE1-2:7**

**Students demonstrate the ability to make decisions that lead to better health by...**

- a. Explaining when assistance is needed in making health-related decisions.
- b. Predicting outcomes of positive health decisions

Grades 3-4

**HE3-4:6**

Students demonstrate the ability to set personal goals to enhance health by.....

- a. Identifying factors that support and/or hinder meeting goals.

**HE3-4:7**

Students demonstrate the ability to make decisions that lead to better health by...

- a. Demonstrating the ability to apply the decision-making process to health issues and problems.
- b. Evaluating decisions and the impact on their health (e.g. eating habits, exercise, smoking, drinking).

Grades 5-6

**HE5-6:6**

Students demonstrate the ability to set personal goals to enhance health by.....

- a. Setting realistic short- and long-term goals, using a goal setting model and developing plans to achieve them.

**HE5-6:7**

Students demonstrate the ability to make decisions that lead to better health by...

- a. Analyzing how individuals, families, and community values influence health-related decisions.

Grades 5-6

**HE5-6:6**

Students demonstrate the ability to set personal goals to enhance health by.....

- a. Setting realistic short- and long-term goals, using a goal setting model and developing plans to achieve them.

**HE5-6:7**

Students demonstrate the ability to make decisions that lead to better health by...

- a. Analyzing how individuals, families, and community values influence health-related decisions.

Grades 7-8

**HE7-8:6**

Students demonstrate the ability to set personal goals to enhance health by.....

- a. Developing a plan to attain personal health goals by addressing personal strengths, values, beliefs, needs, and health risks.

**HE7-8:7**

Students demonstrate the ability to make decisions that lead to better health by...

- a. Demonstrating individual and collaborative decision-making processes to resolve health problems.
- b. Describing how their decisions impact the health of themselves and others.

Grades 9-12

**HE9-12:6**

**Students demonstrate the ability to set personal goals to enhance health by.....**

- a. Implementing a goal setting plan and evaluating the progress in attaining personal health goals.
- b. Identifying barriers and supports to achieving goals and strategies to overcome barriers and enhance supports.

**HE9-12:7**

**Students demonstrate the ability to make decisions that lead to better health by...**

- a. Demonstrating a logical progression through a decision making process that results in health enhancing behaviors.
- b. Analyzing the immediate and long-term impact of health decisions on the individual, family, and community, and environment.
- c. Analyzing health concerns that require collaborative decision-making (e.g., community, school, personal).
- d. Evaluating the internal and social pressures that influence decisions.



## **Health Content**

This section describes in more detail the specific health knowledge to be integrated with the concepts and skills identified in the seven GEs for elementary, middle and high school. Health content areas are grouped according to the *Vermont Health Education Guidelines for Curriculum and Assessment*.

### **Health Content Areas:**

- Alcohol, Tobacco, and Other Drugs
- Disease, Violence, and Injury Prevention
- Nutrition and Physical Activity
- Personal Health; family, social, mental, and sexual
- Community, Environmental, and Consumer Health

### **ELEMENTARY SCHOOL (PREK—4)**

#### **Alcohol, Tobacco, and Other Drugs—Elementary**

Purposes of medicines and using them safely

Physical effects of alcohol and tobacco and other drugs

Products that contain tobacco, alcohol and other drugs, including mind-altering substances

Health problems and risks resulting from improper use of medicines and/or use of alcohol, tobacco, and other drugs

Benefits of not using alcohol, tobacco, and other drugs

Influences to use alcohol, tobacco, and other drugs

#### **Disease, Violence, and Injury Prevention—Elementary**

Ways to prevent the spread of germs

Symptoms of illness and injury

How childhood injury and illness can be prevented and treated

Safety practices for traffic, bicycle, fire, water, and personal safety

Importance of periodic health and dental checkups and screens and immunizations

Differences between communicable and non-communicable diseases

Differences between appropriate and inappropriate touch

The right to personal privacy

Rules for interactions with strangers and with people they know

Safety practices for unsafe or abusive situations

Actions that promote safety

### **Disease, Violence, and Injury Prevention—Elementary (Continued)**

Importance of using safety equipment and products (e.g., seatbelts, helmets, sunscreen, insect repellents)

How the body fights disease and infections

### **Nutrition and Physical Activity—Elementary**

Importance of eating a variety of foods

Reasons for eating a balanced diet

Major nutrients supplied by foods necessary for growth and maintenance

Benefits of physical activity

Importance of safe environment and protective equipment for physical activity and sports

Identify and classify foods according to the Food Guide Pyramid

Identify the appropriate number of servings and serving size needed

Importance of cleanliness when preparing serving and eating food

Using basic information found on food labels

Identify the importance of warm up, stretching and cool down exercises

Decreasing fat intake

Eating nutritious snacks

### **Personal Health; Family, Social, Mental, and Sexual—Elementary**

Appropriate health care practices (e.g., hand washing, rest, water consumption, physical activity, cleanliness, health care)

How to build and maintain relationships

The importance of balance in ones' life (e.g., sleep, school, recreation, relaxation)

Diversity of family structures

Changes in family structures

Positive role models

Body changes that occur during childhood and puberty

Characteristics of a trusting relationship

Ways family and friends help meet physical, emotional, and social health needs

Strategies that promote emotional and social growth (e.g., strengths and assets)

Diversity of individuals; growth rate, sizes, shapes, colors, and genders

Body parts and body systems and how they work together

## **Community, Environmental, and Consumer Health—Elementary**

Safety and environmental hazards that exist in the home and school/community

Strategies for school and community efforts to promote and protect health (e.g., recycling, picking up trash, fund-raising)

Health helpers and their role in school and community

Safe use of health care products and services

## **MIDDLE SCHOOL (Grades 5-8)**

### **Alcohol, Tobacco, and Other Drugs—Middle School**

Effects of alcohol, tobacco and other drug use/abuse on the individual, family and society

Use and misuse of prescription and non-prescription drugs

Short term and long term effects (physical, social, emotional) of alcohol, tobacco, and other drug use/abuse

Relationship of alcohol, tobacco, and other drug use to injury, illness, violence, sexual behavior and other risk behaviors

Signs and behaviors of alcohol, tobacco and other drug use, including the progression from non-use through addiction

Internal and external influences that may have a positive or negative impact on the use or non-use of alcohol, tobacco, and other drugs

### **Disease, Violence, and Injury Prevention—Middle School**

Importance of medical screenings, check ups, immunizations, to disease prevention and health promotion

Symptoms, risk factors, cause, transmission, treatment, and prevention of communicable diseases (e.g., sexually transmitted diseases, mononucleosis, blood-borne pathogens)

Importance of practicing sun, traffic, bicycle, fire, water, and personal safety techniques

Lifestyle, pathogens, family history and other risk factors and their relationship to the cause or prevention of disease, injuries, unwanted pregnancy and other health issues

How bullying, hazing and harassment affects others and strategies to deal with this issue

Injuries as the leading cause of death and disability for adolescents that are preventable

The right of respect and personal privacy for self and others

Differences between hazing, harassment, bullying and respectful interactions

Signs of child abuse, emotional, physical, and sexual

### **Nutrition and Physical Activity—Middle School**

Function of food guide pyramid and the relationship to health

Food nutrition labels

Importance of consuming more water, fruits, vegetables, grains and calcium-rich foods, moderate saturated fats

## **Personal Health; Family, Social, Mental, and Sexual—Middle School**

- Components of wellness; (social, mental, physical) and the continuum of illness and wellness
- Factors effecting intellectual, physical, social, and emotional health
- Factors that contribute to a positive self image
- Risk taking during adolescents
- Diversity of family structures and changes that can occur (e.g., birth, adoption, marriage, divorce, death)
- Characteristics of healthy relationships
- Characteristics of positive peer and adult role models
- Differentiating among infatuation, love, and sexual desire
- How fads can affect health, (e.g., body piercing, tattooing, hair dyes)
- Benefits of abstaining from/ delaying sexual intercourse and setting sexual limits
- Body changes that occur during adolescence and early adulthood
- Effective methods to prevent HIV, STD, and pregnancy
- Importance of trust and relationships
- Signs of behaviors, and symptoms of depression, suicide, and mental illness
- Good health habits and how they impact the body system
- The physiological response of the human body to external and internal factors (e.g., stress, exercise, food, drugs, and allergens)
- How human body systems fight infection and disease
- The process of human reproduction, including conception, pre-natal development and birth

## **Community, Environmental, and Consumer Health—Middle School**

- How individual behavior affects the health of the environment within local and global communities
- Characteristics of a safe and healthy school and community
- Health promotion efforts at school/community

## **HIGH SCHOOL**

### **Alcohol, Tobacco, and Other Drugs—High School**

- Risks associated with improper use of over the counter and prescription drugs
- Interactions between alcohol, other drugs, and medicines
- Short and long term effects of alcohol, tobacco, and other drug use on health and the human body (e.g., inhibitions, judgment, muscle coordination and reaction time).
- Signs and behaviors of alcohol, tobacco and other drug use, including the progression from non-use through addiction.

Relationship between alcohol, tobacco, and other drug use and injuries, illness, violence, sexual activity, driving behavior and other risk behaviors.

Influences that impact decisions to use or not use substances

Social, financial, and legal consequences associated with illegal drug use.

### **Disease, Violence, and Injury Prevention—High School**

Health promoting behaviors that reduce the risk of communicable and non-communicable disease

Early symptoms of disease and their importance of early diagnosis and appropriate treatment. (e.g., cancer, cardiovascular disease, eating disorders, HIV/AIDS, STDs)

How lifestyle, pathogens, family history and other risk factors are related to the cause or prevention of disease, injuries, pregnancy and other health issues

Leading causes of death and disability for teens and developing strategies for reducing and preventing those injuries

The cycle of abuse and the importance of intervention to break the cycle

### **Nutrition and Physical Activity—High School**

How nutritional, physical activity, lifestyle and cultural food choices affect health

Importance of establishing and maintaining healthy eating practices that include variety and balance according to the Dietary Guidelines

Appropriate practices to maintain, lose, or gain weight based on individual needs and scientific research.

Societal pressures that influences body image, unhealthy eating habits, and associated eating disorders

Causes and symptoms of food-borne illnesses

Components of physical fitness: cardio-respiratory endurance, flexibility, and muscular strength and endurance

Barriers to fitness and identifying ways to integrate physical activity into their lives

### **Personal Health; Family, Social, Mental, and Sexual—High School**

Physical, emotional, mental and social health indicators at various stages of the life cycle, including those that occur with aging

Interrelationships among mental, physical, social, and emotional health

Factors that contribute to a positive self-image

Ways to reduce risks associated with adolescent behaviors and health issues

Characteristics of positive role models

## **Personal Health; Family, Social, Mental, and Sexual—High School (Continued)**

Characteristics of healthy sexuality and healthy relationships

Life-altering changes that can result from early pregnancy and/or STDs / HIV

Differences between consent, pressured sex, and forced sex

Effective methods of HIV, STD, and pregnancy prevention, including abstinence and contraception

Diversity of family relationships and how to cope with changes that can occur (e.g., birth, adoption, marriage, divorce, death)

Signs, behaviors, and symptoms of depression, suicide and mental illness

How risk factors, genetics, and lifestyle choices can impact the health of the human body

Process of human reproduction, including conception, pre-natal development and birth

## **Community, Environmental, and consumer Health—High School**

Interrelationship of the health of a community and the global environment

Threats to community health, (e.g., tobacco advertising, availability of alcohol and other drugs, unsafe bicycle paths)

