

## Tennessee Health Education Standards 6-8

The State Health Education Standards can be used to support the effective implementation of comprehensive health education as one of the eight components of Coordinated School Health. The standards are carefully designed to support schools, educators, families, and other stakeholders in helping students meet the 2007 National Health Education Standards' primary goal of health education: for students to adopt and maintain healthy behaviors.

### **Personal Health and Wellness**

**Domain Description:** In 1995, the National Health Education Standards established "health literacy" as the primary outcome of a comprehensive K-12 Health Education program. The product of a successful health education program is not just a person who knows a lot about health topics, but a person who is: a critical thinker and problem solver who can apply decision-making and goal-setting skills within the context of health; a responsible, productive citizen who avoids behaviors that place his/her health or that of others at risk; a lifelong learner who continues to grow in knowledge by gathering, analyzing, and applying accurate health information as his/her needs change throughout life.

**Standard 1: The student will demonstrate the ability to implement decision making and goal setting skills to promote his/her personal health and wellness, thereby enhancing quality of life for himself/herself and those around him/her.**

### **Learning Expectations:**

The student will:

- 1.1 analyze the effectiveness of personal decision-making as it relates to future health and wellness outcomes;
- 1.2 describe individual goals and aspirations for healthy living;
- 1.3 determine how setting healthy living goals can promote lifetime wellness;
- 1.4 develop a list of questions that influence the decision-making process;
- 1.5 identify choices and examine alternatives and consequences of each choice when making decisions as it relates to healthy living;
- 1.6 evaluate the influence of media on the decision-making process related to healthy living.

### **Performance Indicators:**

*At Level 1, the student will be able to:*

- describe different kinds of relationships and their influence on the decision-making process;
- describe how responsible decision making contributes to self-worth and self-reliance;
- define different types of goals (e.g. health, academic, etc.);
- demonstrate the ability to identify choices on a range of issues consistent with personal values that do not involve risking one's health and safety, others' health and safety or breaking the law.

*At Level 2, the student will be able to:*

- differentiate between long and short-term personal goals;
- explain the influence that peer pressure has on personal decision-making and goal-setting.

*At Level 3, the student will be able to:*

- debate realistic vs. unrealistic goals;
- design a personal health goal and evaluate how family and peers might hinder or enhance this goal (e.g. healthy eating, substance use, physical activity, social behavior).

### **Teacher Assessment Indicator (examples):**

The teacher may:

- have students list characteristics of a quality friendship;
- have students list and discuss short and long-term personal goals including positive and negative consequences;
- have students analyze the validity of their personal goals;
- have students create scenarios in which students should apply the decision-making process;
- role play how families and peers may influence the decision-making process.

**Standard 2:** The student will understand the importance of personal hygiene practices as related to healthy living.

### **Learning Expectations:**

The student will:

- 2.1 identify and evaluate basic personal hygiene habits;
- 2.2 analyze the changes in health and hygiene needs related to adolescence;
- 2.3 discuss physical/emotional/social health implications of personal hygiene.

### **Performance Indicators:**

*At Level 1, the student will be able to:*

- explain basic personal hygiene habits (e.g., hand washing, bathing, shampooing, oral care, and foot care as related to puberty).

*At Level 2, the student will be able to:*

- display and discuss healthful personal grooming habits and how they affect physical/emotional/social well-being.

*At Level 3, the student will be able to:*

- analyze personal choices related to hygiene and their influences on others as they relate to healthy living (e.g., clean clothing, body and hair, tattoos, and body piercing).

### **Teacher Assessment Indicator (examples):**

The teacher may:

- have students keep a basic hygiene habits checklist for one week;
- designate a day of the week to be student "dress-up day";
- have students write an essay describing personal choices of self-expression and how those choices may be viewed by others. (e.g. your appearance may influence how people perceive you.);
- Develop a scenario to analyze the social, emotional and physical implications of poor personal hygiene habits.

**Standard 3: The student will understand the role of body systems as related to healthy living.**

### **Learning Expectations:**

The student will:

- 3.1 describe and explain the basic body systems and their functions;
- 3.2 analyze and explain the impact of personal health behaviors on the functioning of human body systems.

### **Performance Indicators:**

*At Level 1, the student will be able to:*

- list all human body systems;
- tell how personal choice impacts human body systems (e.g. sleep, food selections, and risk behaviors).

*At Level 2, the student will be able to:*

- describe the structure and functions of the body systems via models, illustrations, games;
- explain repercussions of risky behaviors on body systems (e.g. smoking, drug use, alcohol, sexual activity, and high fat diet).

*At Level 3, the student will be able to:*

- formulate a personal lifetime wellness plan.

### **Teacher Assessment Indicator (examples):**

The teacher may:

- have small groups demonstrate and illustrate the structure and functions of the different body systems and how choices can impact these systems (e.g. alcohol consumption and liver disease, tobacco and cardiorespiratory system);
- have students create a personal behavior contract for a lifestyle behavior they wish to improve (e.g. sleep, fitness, academics, relationships, or risk behaviors).

**Standard 4: The student will understand the relationship of physical activity and rest to healthy living.**

### **Learning Expectations:**

The student will:

- 4.1 explain the importance of participation in the recommended one hour of daily physical activity;

- 4.2 identify the components of health-related physical fitness;
- 4.3 determine the benefits of exercise in relation to improved health during all stages of life;
- 4.4 assess the relationship of physical activity to other areas of personal health (social, mental, and emotional well-being).

**Performance Indicators:**

*At Level 1, the student will be able to:*

- outline the five components (cardiorespiratory, muscular strength, muscular endurance, flexibility and body composition) of health-related physical fitness;
- explain the benefits of exercise to social, mental, and physical health;
- explain the relationship between physical inactivity and chronic disease (e.g. obesity, diabetes, high blood pressure, metabolic syndrome, elevated cholesterol, heart disease and joint related diseases).

*At Level 2, the student will be able to:*

- demonstrate flexibility, muscle strength, muscle endurance, and cardiovascular fitness;
- describe how physical activity relates to stress management, socialization, and mental acuity;
- understand the link between physical activity and positive stress management and emotional well-being.

*At Level 3, the student will be able to:*

- formulate a physical activity plan that fits the individual student and his/her family's daily schedule;
- choose a physical activity and determine/analyze the social, emotional and physical benefits of this activity.

**Teacher Assessment Indicator (examples):**

The teacher may:

- have students list various physical activities and place them in an appropriate fitness component;
- have students list personal physical choices for stress management;
- have students develop a fitness plan to meet the needs of individual family members;

- compare and contrast the various methods of determining body composition (e.g. BMI, calipers, electrical impedance);
  - recognize the link between distorted body image and excessive physical activity.
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## **Nutrition**

**Domain Description:** Proper nutrition is essential for maintaining a healthy lifestyle. Healthful nutrition helps to prevent chronic diseases such as diabetes, cancer, and cardiovascular disease. Using the USDA's "My Pyramid" can provide guidelines for healthy eating. It is important to balance food intake and physical activity to promote healthy living.

**Standard 5:** The student will understand the relationship of nutrition to healthy living.

### **Learning Expectations:**

The student will:

- 5.1 explain the relationship of a balanced nutrition program and essential nutrients to appropriate weight, appearance, energy level and total wellness;
- 5.2 evaluate how individual food choices are influenced by multiple factors;
- 5.3 describe body composition and eating disorders;
- 5.4 practice principles of food safety.

### **Performance Indicators:**

*At Level 1, the student will be able to:*

- explain the food and exercise pyramids;
- describe appropriate portion sizes;
- demonstrate principles of food storage, preparation, and sanitation;
- interpret the statement "You are what you eat" (e.g., junk foods vs. healthy foods, inappropriate vs. appropriate caloric intake, saturated vs. healthy fat);
- identify the energy nutrients (fats, carbohydrates and protein) and non-energy nutrients (vitamins, minerals and water);
- understand the relationship between energy intake and energy output ("calories in = calories out").

*At Level 2, the student will be able to:*

- compare and contrast the USDA Dietary Guidelines to personal diet;
- analyze a food label (calories, nutrients, minerals, fat and cholesterol content, serving size, percentage of RDA);
- explain how the essential nutrients relate to body growth and development;
- evaluate how individual food choices are influenced by multiple factors (e.g., ethnic cultures, personal belief systems, advertising, peer pressure, and food fads).

*At Level 3, the student will be able to:*

- prepare a food diary for one week;
- draw conclusions about individual food choices to set nutritional needs;
- judge the need for nutritional supplements (e.g., vitamins, body enhancing supplements, and herbal);
- identify how the media influences unhealthy nutrition decisions that promote eating disorders;
- analyze individual body mass index and formulate a physical activity/nutrition plan to maintain or improve body composition.

**Teacher Assessment Indicator (examples):**

The teacher may:

- have students compare and contrast the nutritional value of five different foods using the nutritional information found on food labels;
- administer written test to students on USDA Dietary Guidelines;
- have students analyze their food diary by comparing and contrasting it with the USDA Dietary Guidelines;
- access computer lab (web sites: CDC) to have students calculate and compare BMI to national norms and create plan to improve or maintain a healthy BMI.

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**Family Life**

**Domain Description:** The dynamic process of growth and development encompasses physical, mental, emotional, and social maturation. Positive personal and family relationships provide a foundation that promotes healthy development. (Refer to TCA 49-6-1303 with regard to children excused from family life instruction by parent or guardian).

**Standard 6: The student will understand the contributions of family relationships to healthy living.**

**Learning Expectations:**

The student will:

- 6.1 identify family influences in the development of personal values and beliefs and how they will affect future decisions;
- 6.2 analyze changing roles and responsibilities (physically, socially and emotionally) throughout the life cycle as individuals and members of families;
- 6.3 evaluate the influence of attitudes, emotions, and behaviors on healthy family relationships.

**Performance Indicators:**

*At Level 1, the student will be able to:*

- describe family structures, roles, and how they may change;
- understand that character is developed within the family structure (e.g., two parent, single parent, blended, extended, foster and adoptive families);
- understand how changes in family structure can impact emotional, social and physical well-being.

*At Level 2, the student will be able to:*

- identify how family values impact gender discrimination, harassment, and various types of abuse (domestic violence, sexual, emotional).

*At Level 3, the student will be able to:*

- explain roles and influences on personality development;
- describe the social, emotional and economic ramifications associated with teen parenting from the perspective of the teen mother, teen father and parents of the teens;
- identify the signs of abuse (emotional and physical abuse);
- discuss Tennessee Code Annotated 68-11-255, Procedure for surrendering custody of unwanted infant without criminal liability.

**Teacher Assessment Indicator (examples):**

The teacher may:

- have students construct a character pyramid using words that support family development (e.g. caring, honest, manners, respect, chores,

- cheerful, listens, helps, etc.) Have students explain the roles and responsibilities of family members;
- have students write an essay about a family's personal values and influences as they relate to personal choices and behaviors;
  - lead a group discussion evaluating the family relationships of a television family;
  - discuss expectations and stereotypes about the opposite sex;
  - invite guest speakers who have experience with the consequences of teen pregnancy;
  - have students write an essay describing their personal life-plan ten years from the present;
  - discuss emotional and physical abuse and research the available resources for help and support in the schools, local community, law enforcement and faith-based groups.

**Standard 7: The student will understand the stages of human growth and development.**

**Learning Expectations:**

The student will:

- 7.1 describe and demonstrate understanding of the developmental characteristics of adolescence including physical and emotional changes;
- 7.2 exhibit respect for others as physical changes occur during adolescence;
- 7.3 identify abstinence from sexual activity as the responsible and preferred choice for adolescents.

**Performance Indicators:**

*At Level 1, the student will be able to:*

- define adolescence, puberty and human development;
- identify the components of the male and female reproductive system;
- describe the need for appropriate clothing as physical changes occur;
- identify sexual feelings common to adolescents and differentiate between having sexual feelings and acting on them.

*At Level 2, the student will be able to:*

- prepare a chart that lists HIV/STI (sexually transmitted infection) symptoms, treatments, and complications;
- identify reasons for abstaining from sexual activity; (e.g. unplanned pregnancy, infection, infertility, and life-long illnesses);

- understand the key changes that occur during puberty.

*At Level 3, the student will be able to:*

- demonstrate decision-making skills that support good personal health (e.g. role playing and refusal skills);
- understand the functions and processes of the male and female reproductive system;
- identify nonsexual ways to express love toward others.

**Teacher Assessment Indicator (examples):**

The teacher may:

- use data and class discussions about consequences related to sexually transmitted infections and/or teen pregnancy to defend the choice to practice abstinence;
- write a letter to a friend discouraging early sexual activity describing the physical, emotional, social and economic consequences of such activity;
- create scenarios with students role playing refusal skills.

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**Emotional, Social, and Mental Health**

**Domain Description:** Emotional, social, and mental health is dependent upon a healthy self-concept and communicating needs, wants, and feelings in a healthy manner. Learning to manage conflict, anger and stress promotes healthy living.

**Standard 8: The student will understand the importance of positive self-concept and interpersonal relationships for healthy living.**

**Learning Expectations:**

The student will:

- 8.1 demonstrate healthy ways to express needs, wants, and feelings;
- 8.2 demonstrate respect for individual and cultural differences that help develop healthy relationships;
- 8.3 understand how mental, emotional, social and physical health dimensions are interrelated and that problems in one dimension can influence another;
- 8.4 demonstrate skills to cope with attitudes and behaviors appropriately as related to social health;

8.5 evaluate attitudes and behaviors as related to personal and mental health;

8.6 recognize stress is a normal part of life and appropriate stress management should be a life-long skill.

**Performance Indicators:**

*At Level 1, the student will be able to:*

- list different emotions (e.g. anger, jealousy, frustration, love, hate, and disappointment);
- identify how showing respect for others improves self-worth;
- explain the difference between distress and eustress;
- describe and demonstrate various stress management techniques.

*At Level 2, the student will be able to:*

- assess how communication skills manage emotions and build tolerance;
- identify warning signs of depression;
- assess the effects of peer pressure and offer effective ways of coping with negative influences.

*At Level 3, the student will be able to:*

- describe individual differences (e.g. mental, physical, and medical disabilities);
- demonstrate strategies for including individuals who have disabilities;
- explain how appropriate mental health care help prevent, detect and treat serious mental health problems (e.g. anxiety disorders, mood disorders and suicide);

**Teacher Assessment Indicator (examples):**

The teacher may:

- assign students a partner to practice proper introduction skills;
- elicit student volunteers to role play communication with body language;
- assign students an essay entitled "Who Am I?" Include cultural, ethnic, and gender roles;
- compare and contrast positive and negative responses to criticism and disappointment;
- have students discuss ways to help a friend or family member with an emotional conflict;
- have students write an essay that evaluates their social, emotional, and mental health practices for one day;

- have students list appropriate ways to deal with stress and prioritize which method would work best.
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## **Disease Prevention and Control**

**Domain Description:** Disease prevention is greatly influenced by health enhancing knowledge and behaviors practiced throughout life.

**Standard 9: The student will understand attitudes and behaviors for preventing and controlling disease.**

### **Learning Expectation:**

The student will:

- 9.1 identify and define common pathogens;
- 9.2 describe ways pathogens and diseases are spread, prevented, and managed;
- 9.3 describe signs, symptoms, and risk factors related to communicable and non-communicable diseases;
- 9.4 evaluate how heredity, environment and lifestyle impact both the wellness and disease process.

### **Performance Indicators:**

*At Level 1, the student will be able to:*

- list communicable diseases including HIV/AIDS, and other STI's;
- define the following non-communicable diseases (lifestyle diseases): heart disease, hypertension, cancer, diabetes, obesity, stroke, and asthma/allergies.

*At Level 2, the student will be able to:*

- describe the prevention, warning signs, and treatment of heart disease, hypertension, cancer, diabetes, obesity, stroke and, asthma/allergies;
- explain the importance of universal precautions;
- explain that in terms of the relationship between sexual activity and the risk of being infected with HIV/AIDS or STI's, abstinence from all genital contact is the only sure method of preventing sexual transmission.

*At Level 3, the student will be able to:*

- assess the impact of environmental pollution, ozone depletion, etc. on one's health and of ergonomics in preventing health related injuries;
- recognize the importance of hereditary influences on disease.

**Teacher Assessment Indicator (examples):**

The teacher may:

- have students design a pamphlet that includes origin, symptoms, prevention and treatment of a communicable or non-communicable disease;
  - assist students in computer lab searching the web for information on environmental impacts;
  - have students create a family health tree by interviewing family members about diseases that run in their families.
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**Injury Prevention and Safety**

**Domain Description:** According to the Tennessee Department of Health-Office of Health Statistics, the leading cause of death for individuals between the ages of 1 and 44 is unintentional injury, and accounts for more deaths than heart disease and cancer combined.

**Standard 10: The student will understand attitudes and behaviors for preventing injuries and deaths from injury.**

**Learning Expectations:**

The student will:

- 10.1 evaluate ways to reduce the risks of injuries and deaths from injury (motor vehicles (includes buses and ATVs), fires and flames, drowning, hand gun injuries, falls, poisoning, choking, suffocation, strangulation, and bike/pedestrian injuries);
- 10.2 analyze the importance of safety rules and laws;
- 10.3 analyze the influences of media and internet which promote risky behavior;
- 10.4 analyze how the choices an individual makes, which results in injuries, impacts the lives of individuals and families.

## **Performance Indicators:**

*At Level 1, the student will be able to:*

- list safety equipment used for injury prevention (e.g. helmets, pads, harnesses, sunscreen, seatbelts, life preservers, gun locks, etc.);
- generate a list of hazards that can cause injuries and list ways to prevent them.
- recognize and evaluate how personal responsibility impacts the safety of others as it relates to injury prevention;
- identify safety rules related to leisure time activities (e.g. helmet and pad safety, seat belt safety, sun safety, water safety, personal safety, etc);
- describe various vehicle safety procedures both in and out of the vehicle (e.g. car, bus, 4-wheelers, driveway safety).

*At Level 2, the student will be able to:*

- identify behaviors and circumstances that promote seatbelt safety, gun safety, fire safety, fire works safety, recreational sports, water safety, falls prevention, burn prevention, and poison prevention;
- identify behaviors and circumstances that promote self-protection skills and assertiveness training;
- analyze procedures to follow in case of natural or man-made disasters.

*At Level 3, the student will be able to:*

- cite examples from the media and internet that promote risky behavior;
- list strategies to reduce incidence of injuries at home;
- prepare a plan to be used at home for natural disasters (e.g. fire, tornado, earthquake).

## **Teacher Assessment Indicator (examples):**

The teacher may:

- have a safety poster contest for students;
- have the students list three poisonous substances in their home and a treatment action plan;
- assign small groups of students to discuss ways to prevent falls;
- have the students write a paper as a group on how they think the world would be without safety rules;
- evaluate media and internet sites that promote risky behavior and develop a media campaign to counter these messages;

- develop strategies to reduce incidence of injuries (e.g. wear seat belts, knee pads, helmets, etc.);
- have students create a city map to document (with pins) and discuss injuries as they occur in the community during the school year;
- create a home fire escape plan for the family and practice it once a month;
- have students create a play or video to teach younger students about safety (fireworks, etc);
- have students prepare and present a personal plan to be used at home for natural disasters (e.g. fire, tornado, earthquake).

**Standard 11: The student will understand appropriate care for injuries and sudden illness.**

**Learning Expectations:**

The student will:

- 11.1 demonstrate appropriate actions for emergency and non-emergency situations;
- 11.2 demonstrate first aid techniques.

**Performance Indicators:**

*At Level 1, the student will be able to:*

- identify different types of emergencies and proper first-aid techniques to address them;
- identify important emergency phone numbers and where they should be posted for quick retrieval (poison center, suicide hotline, local hospital, physician, police, fire and emergency staff)

*At Level 2, the student will be able to:*

- list emergency response procedures (e.g. seizures, insect bites, poisoning, falls, allergic reactions, drug overdose, CPR, Heimlich Maneuver, and burns);
- identify situations where the use of universal precautions is needed for handling bodily fluids;

*At Level 3, the student will be able to:*

- compare the similarities and differences of emergency procedures and emergency resources;
- identify community resources that provide emergency and non-emergency first aid technique training (Red Cross, local scouts, local hospitals)

### **Teacher Assessment Indicator (examples):**

The teacher may:

- have the students simulate first aid responses and procedures;
- review emergency response procedures by using written tests or verbal response scenarios for students provided by a certified instructor;
- assess your school for emergency preparedness (i.e. first aid kits, AED, fire extinguishers, evacuation plan).

**Standard 12: The student will understand the appropriate action to take when personal safety is threatened.**

### **Learning Expectations:**

The student will:

- 12.1 identify situations that should be reported to a trusted adult;
- 12.2 formulate a plan for self-protection skills and identify appropriate resources for help, before and after an offense has occurred;
- 12.3 demonstrate techniques to assertively deal with peer pressure when personal safety is threatened (e.g., in car with drunk driver, pressured to take drugs, encouraged to participate in risky behaviors that can hurt others).

### **Performance Indicators:**

*At Level 1, the student will be able to:*

- list situations that threaten personal safety (e.g. home alone for an extended period of time, personal relationships that may be abusive, walking home alone, catching a ride home);
- describe self-protection skills that may be used when personal safety is threatened.

*At Level 2, the student will be able to:*

- review types of abuse and evaluate appropriate resources for help.

*At Level 3, the student will be able to:*

- evaluate high risk situations and safety precautions involving sexual offenses, suicide, possible abduction, abuse, neglect, and violence.

### **Teacher Assessment Indicator (examples):**

The teacher may:

- have students compile a list of personal safety threats and appropriate actions to take;
  - have students create a personal safety resource card, poster, or handout listing telephone numbers of appropriate resources;
  - lead a class discussion of high-risk situations seen on television, internet, or video games.
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### **Substance Use and Abuse Prevention**

**Domain Description:** The use of chemical substances can have both benefits and risks. Knowledge, attitudes, and personal choices can determine responsible behaviors towards the use of chemical substances, including the avoidance of alcohol and tobacco.

**Standard 13: The student will understand appropriate and inappropriate uses of chemical substances and the effects of substance use and abuse.**

#### **Learning Expectations:**

The student will:

- 13.1 distinguish between appropriate use and misuse of chemical substances for healthy living;
- 13.2 assess the influences of family, peers, and community on chemical substance use and abuse
- 13.3 identify how substance (e.g. tobacco, alcohol, and drugs) use and abuse affects people physically, emotionally, socially, financially, and legally;
- 13.4 explain how choices relate to consequences;
- 13.5 recognize treatment programs and support groups for those dealing with addiction;
- 13.6 recognize certain behaviors can lead to drug abuse and addiction (e.g. huffing, inhalant abuse, smoking, alcohol consumption, over the counter and prescription medication).

## **Performance Indicators:**

*At Level 1, the student will be able to:*

- explain the importance of always having an adult present when taking medication;
- identify a list of gateway drugs (e.g. tobacco, alcohol and marijuana);
- list mood altering and addictive drugs (e.g. methamphetamines, cocaine, ecstasy, etc.);
- recognize the dangers and consequences of performance enhancing drugs (e.g. steroids, herbs, caffeine, amphetamines);
- list ways in which substance use and abuse affect a person;
- understand the relationship between substance abuse and other high risk behaviors (e.g. unintended sexual activity, car crashes, self injury, and physical and mental abuse toward others).

*At Level 2, the student will be able to:*

- evaluate appropriate use and the consequences of misuse of prescription and over the counter (OTC) drugs by reading labels and instructions;
- analyze peer and media influences regarding tobacco, alcohol, and illegal drug use;
- describe the quality of a lifestyle free of tobacco, alcohol and drugs;
- demonstrate awareness of school and community treatment and intervention resources for substance use and abuse.

*At Level 3, the student will be able to:*

- explain the effects that gateway drugs have on one's physical, social, emotional, and mental health;
- explain the effects of tobacco, alcohol, and drug use and abuse on self, family, and society;
- understand the addiction process;
- assess the effects of substance use on the unborn child.

## **Teacher Assessment Indicator (examples):**

The teacher may:

- assist students with an Internet search on drug use and abuse and their physical, social and emotional consequences and create a presentation for the class;
- have students compile alcohol and tobacco magazine advertisements to identify media influences;
- have students write an essay entitled "Why I Should Choose to be Drug Free";

- have students create scenarios in which refusal skills are needed to refrain from substance use;
  - have students interview two tobacco users to assess why they started using tobacco and why they continue to use tobacco products;
  - provide students warning labels from tobacco and alcohol products for evaluation and discussion;
  - have students write an essay entitled "What If I Got Caught";
  - invite guest speakers from law enforcement, substance support groups or medical profession to discuss the consequences of substance abuse.
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## **Environmental and Community Health**

**Domain Description:** The health of the environment and community is directly impacted by responsible individual behavior. Public health and community services are essential to promote a healthy community.

**Standard 14: The student will recognize environmental practices, products and resources that affect personal and community health and promotes healthy living.**

### **Learning Expectations:**

The student will:

- 14.1 identify major environmental health concerns that impact human health (e.g. air, water and noise pollution; negative social-emotional environment);
- 14.2 demonstrate ways to reduce, reuse, and recycle solid waste;
- 14.3 evaluate and critique products and their effects on the environment;
- 14.4 demonstrate understanding of ways to promote a healthful environment;
- 14.5 assess various health care facilities and services;
- 14.6 analyze the importance of community organizations to healthy living;
- 14.7 identify different health professionals and their role in promoting community health;
- 14.8 evaluate the effect of media and technology on individual, family, and community health.

## **Performance Indicators:**

*At Level 1, the student will be able to:*

- list and explain environmental health concerns that impact human health (e.g. air, water and noise pollution);
- list ways to reduce and dispose of solid waste properly;
- describe ways to reduce air, water and noise pollution;
- name community healthcare resources and their purposes;
- describe various careers in health;
- identify volunteer agencies that promote community health;
- differentiate between effective and non-effective health products, their uses, and services.

*At Level 2, the student will be able to:*

- explain the concepts and processes involved in the terms reduce, reuse, and recycle;
- demonstrate the concepts of reduce, reuse, and recycle in daily life;
- explain health effects of air, water and noise pollution on humans;
- identify sources of air, water and noise pollution;
- describe how the social-emotional environment can effect health;
- evaluate services and resources provided by community healthcare facilities (e.g. hospitals, nursing homes, public health departments, and YMCAs/YWCAs);
- identify ways to volunteer in the community;
- describe training and job requirements of health professionals (e.g. public health educators, doctors, nurses).

*At Level 3, the student will be able to:*

- analyze environmental concerns regarding disposal of solid and hazardous waste, pollutants, chemical and biological warfare, and ergonomics;
- describe ways to reduce noise pollution;
- describe environmental agencies' role in promoting a healthful environment;
- identify health conditions related to pollution (air, water, and noise);
- research health professional careers;
- describe ways to volunteer for a not-for-profit organization (e.g. American Heart Association, diabetes Foundation, YMCA/YWCA, American Red Cross);
- identify valid and reliable informational medical resources on the Internet.

### **Teacher Assessment Indicator (examples):**

The teacher may:

- have the students create a video promoting responsible environmental practices;
- assist the students in developing a school wide recycling program;
- assist students with an Internet search for information about environmental concerns;
- have students bring a “brown paper bag lunch” and throw all the waste in a trash can, then have the students discuss ways to reduce the amount of trash generated from the bagged lunches.
- have students create a collage showing the problems to the environment caused by pollution (air, water, noise, waste);
- assist the students in compiling a list of community healthcare facilities and other health resources (e.g. volunteer agencies, local gym and recreation facilities, faith-based resources such as food pantries and other programs);
- have students develop and implement a survey of available community health resources;
- have students prepare a written health professional career report;
- have students discuss ways the media influences health choices;
- have students bring in ads from newspapers or magazines promoting a health topic. Evaluate the message of the media and discuss factors that influence health choices;
- have students list ways to become “media smart.” (e.g. who’s promoting the product?, is it scientifically based?, does it sound too good to be true?).