

School District of Superior
Grade Level Performance
Standards



HEALTH

GRADES 6-8

Wisconsin Standard A: HEALTH PROMOTION AND DISEASE PREVENTION

CONTENT STANDARD: Students in the School District of Superior will understand concepts related to personal health promotion and disease prevention.

<i>By the end of grade EIGHT, students will:</i>	<i>By the end of grade TWELVE, students will:</i>
A.8.1 Describe the interrelationship of mental, emotional, social, and physical health during adolescence.	A.12.1 Describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.
A.8.2 Analyze how environments and personal health are interrelated.	A.12.2 Analyze how the environment influences the health of the community.
A.8.3 Describe ways to enhance health and reduce risks during adolescence.	A.12.3 Describe how to enhance health and reduce risks throughout life.
A.8.4 Describe how lifestyle, family history, and other risk factors are related to the cause or prevention of disease and other health problems.	A.12.4 Analyze how the prevention and control of health problems are influenced by education, research, and advances in all health-care fields.
A.8.5 Explain how health is influenced by the interaction of body systems.	A.12.5 Explain the impact of personal health behaviors on the functioning of body systems.
A.8.6 Describe how family and peers influence the personal health of adolescents.	A.12.6 Analyze how the family, peers, and community influence the health of individuals.
A.8.7 Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.	A.12.7 Analyze how behavior can impact health maintenance and disease and injury prevention.
	A.12.8 Analyze how public health and social policies, along with government regulations, influence health promotion and disease prevention.

School District of Superior STANDARD A: HEALTH PROMOTION AND DISEASE PREVENTION

Grade Level Performance Standards: *The student will...*

GRADE 6	GRADE 7	GRADE 8
<p>A.6.1 Positive and negative ways to cope. Healthy and unhealthy self esteem. Effect of self esteem on health choices.</p> <p>A.6.2 Environmental pollution and community health. Predicting consequences of various stresses upon the community.</p> <p>A.6.3 Risk avoiding decision making. Routine body care.</p> <p>A.6.4 Consequences of sexual activity. Practicing refusal skills.</p> <p>A.6.5 Reproductive and immune systems. Cells function and operation.</p> <p>A.6.6 Setting personal and family goals. Relationships, responsible behaviors.</p> <p>A.6.7 Sports injury prevention. Diet and exercise plan. Mental, emotional and physical benefits of exercise.</p>	<p>A.7.1 “Total person concept”. Emotional health unit. Fitness and exercise unit.</p> <p>A.7.2 Emotional health unit. Personality development. Project alert. Disease prevention unit.</p> <p>A.7.3 Project alert. Body system unit.</p> <p>A.7.4 H.G.D. (reproductive system) Project alert. Disease prevention “heredity”.</p> <p>A.7.5 Body system unit (sect.) Total person concept.</p> <p>A.7.6 Project alert/values ed/emotions unit.</p> <p>A.7.7 Wellness/body system/habits positive prior to age 18.</p>	

Wisconsin Standard B: HEALTHY BEHAVIORS

CONTENT STANDARD: Students in the School District of Superior will practice behaviors to promote health, prevent disease, and reduce health risks.

By the end of grade EIGHT, students will:

- B.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- B.8.2 Analyze a personal health assessment to determine health strengths and risks.
- B.8.3 Distinguish between risky behaviors which may be dangerous or harmful and those which should be relatively safe.
- B.8.4 Demonstrate strategies to improve and maintain personal and family health.
- B.8.5 Develop and practice injury prevention and management strategies for personal and family health.
- B.8.6 Demonstrate ways to avoid and reduce threatening situations.

By the end of grade TWELVE, students will:

- B.12.1 Analyze the role of individual responsibility for enhancing health.
- B.12.2 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.
- B.12.3 Analyze the short-term and long-term consequences of various behaviors.
- B.12.4 Demonstrate strategies to improve and maintain personal, family, and community health.
- B.12.5 Develop and practice injury prevention and management strategies for personal, family, and community health.
- B.12.6 Continue to demonstrate ways to avoid and reduce threatening situations.

School District of Superior STANDARD B: HEALTHY BEHAVIORS

Grade Level Performance Standards: *The student will...*

GRADE 6	GRADE 7	GRADE 8
<p>B.6.1 Personal nutritional goals. Responsible behavior. Diet and exercise plan.</p> <p>B.6.2 Healthy and unhealthy reasons for eating. Eating disorders. Effect of self on health choices.</p> <p>B.6.3 Risk avoiding decision making. Positive and negative ways to cope. Refusal skills.</p> <p>B.6.4 Defining a social and emotional maturity. Setting personal and family goals. Personal nutritional goals.</p> <p>B.6.5 Safe and healthy environments. Sports injury prevention. Protective equipment.</p> <p>B.6.6 Importance of self worth. Communication and refusal skills. Use of strong values to resist.</p>	<p>B.7.1 Consumer health. Environmental. Nutrition. “Project alert.”</p> <p>B.7.2 Unit assessment. Pre/post self-assessment (sem). Wellness record, felling, exercise, nutrition, rest. Current health 2 (health assessment)</p> <p>B.7.3 Safety/accident prev. unit.</p> <ul style="list-style-type: none"> • Seat belts. • Home safety. • Community. • Project alert. <p>B.7.4 H.G.D. Family history/parent interview. Promote positive health habits. Emotions unit. Project alert.</p> <p>B.7.5 Accident prevention & safety/fitness and exercise wellness.</p> <p>B.7.6 Project alert.</p> <ul style="list-style-type: none"> • Refusal skills. • Peer mediation. 	

Wisconsin Standard C: GOAL SETTING AND DECISION MAKING

CONTENT STANDARD: Students in the School District of Superior will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

<i>By the end of grade EIGHT, students will:</i>	<i>By the end of grade TWELVE, students will:</i>
<p>C.8.1 Demonstrate the ability to individually and collaboratively apply a decision-making process to health issues.</p> <p>C.8.2 Analyze how health-related decisions are influenced by individuals, family, and community values.</p> <p>C.8.3 Analyze how decisions regarding health behaviors have consequences for themselves and others.</p> <p>C.8.4 Develop and implement a personal health plan addressing personal strengths, needs, and health risks.</p>	<p>C.12.1 Demonstrate the ability to use various decision-making strategies related to health needs and risks.</p> <p>C.12.2 Apply knowledge of individual, family, and community influences to decision-making processes.</p> <p>C.12.3 Predict immediate and long-term impacts of health decisions on the individual, family, and community.</p> <p>C.12.4 Develop, implement, and evaluate an effective plan for a healthy and productive life.</p>

School District of Superior STANDARD C: GOAL SETTING AND DECISION MAKING

Grade Level Performance Standards: *The student will...*

GRADE 6	GRADE 7	GRADE 8
<p>C.6.1 Setting personal and family goals. Personal nutrition goals.</p> <p>C.6.2 Community resources. Community action.</p> <p>C.6.3 Predicting consequences of violence. How you cause stress for others.</p> <p>C.6.4 Safety and personal safety hazards/routines. Personal nutrition goals. Healthy and unhealthy reasons for eating.</p>	<p>C.7.1 Step by step decision making.</p> <ul style="list-style-type: none"> • Compare/contrast. • Predict outcome. • Choose. <p>C.7.2 Total person.</p> <ul style="list-style-type: none"> • Emotion unit (personality development). • Project alert. <p>C.7.3 Step by step decision making.</p> <ul style="list-style-type: none"> • Compare/contrast. • Predict outcome. • Choose. <p>C.7.4 Wellness record. Pre-post evaluation/written assessment.</p>	

Wisconsin Standard D: INFORMATION AND SERVICES

CONTENT STANDARD: Students in the School District of Superior will demonstrate the ability to access valid health information and services.

By the end of grade EIGHT, students will:

- D.8.1 Analyze the validity of health information, products, and services.
- D.8.2 Demonstrate the ability to access resources from home, school, and community that provide valid health information.
- D.8.3 Analyze how the media influences the selection of health information and products.
- D.8.4 Demonstrate the ability to locate health products and services.
- D.8.5 Compare the costs and validity of health products.
- D.8.6 Describe situations requiring professional health services.
- D.8.7 Identify potential health careers.

By the end of grade TWELVE, students will:

- D.12.1 Evaluate the validity of health information, products, and services.
- D.12.2 Demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.
- D.12.3 Evaluate factors that influence personal selection of health products and services.
- D.12.4 Demonstrate the ability to access school and community health services for themselves and others.
- D.12.5 Analyze the cost and accessibility of health-care services.
- D.12.6 Analyze situations requiring professional health services.
- D.12.7 Evaluate potential health careers based upon interests and abilities.

School District of Superior STANDARD D: INFORMATION AND SERVICES

Grade Level Performance Standards: *The student will...*

GRADE 6	GRADE 7	GRADE 8
D.6.1 Consumer factors and buying habits. Product labels.	D.7.1 Technology (internet) research. Consumer health.	
D.6.2 Community resources. Community action.	D.7.2 Speakers – community resources. Research topics.	
D.6.3 NA	D.7.3 Project alert (unit 4). Media literacy unit.	
D.6.4 NA	D.7.4 Community	
D.6.5 NA	<ul style="list-style-type: none"> • Emergency. • Resources. • Consumer ed. 	
D.6.6 NA	D.7.5 Generic vs. name brand. Fitness – diet supplements.	
D.6.7 NA	D.7.6 Emergency service/need. Injury treatment. Physician. Emotional health unit.	
	D.7.7 Peer helpers. Youth health day. Reality store (8). Resources.	

Wisconsin Standard E: CULTURE, MEDIA, AND TECHNOLOGY

CONTENT STANDARD: Students in the School District of Superior will analyze the impact of culture, media, technology, and other factors on health.

By the end of grade EIGHT, students will:

- E.8.1 Analyze how culture influences health behaviors and services.
- E.8.2 Analyze how messages from the media and other sources influence health behaviors.
- E.8.3 Analyze the influence of technology on personal and family health.
- E.8.4 Analyze how information from peers influences health.

By the end of grade TWELVE, students will:

- E.12.1 Evaluate the influences of culture on health behaviors and services.
- E.12.2 Evaluate the effect of media and other factors on personal, family, and community health.
- E.12.3 Evaluate the impact of technology on personal, family, and community health.
- E.12.4 Analyze how information from the community influences health.

School District of Superior STANDARD E: CULTURE, MEDIA, AND TECHNOLOGY

Grade Level Performance Standards: *The student will...*

<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
<p>E.6.1 Gang pressure. Use strong values to resist.</p> <p>E.6.2 Importance of communication. Communities in stress.</p> <p>E.6.3 Resources</p> <p>E.6.4 Communication and refusal skills.</p>	<p>E.7.1 Project alert. Multi-cultural team unit. Total person.</p> <p>E.7.2 Project alert (unit 4). Media literacy unit.</p> <p>E.7.3 Project alert. H.G.D. (time tv)</p> <p>E.7.4 Project alert. Peer pressure (emotional health) Decision making.</p>	

Wisconsin Standard F: COMMUNICATION

CONTENT STANDARD: Students in the School District of Superior will demonstrate the ability to use effective interpersonal communication skills to enhance health.

By the end of grade EIGHT, students will:

- F.8.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- F.8.2 Demonstrate healthy ways to express needs, wants, and feelings.
- F.8.3 Demonstrate ways to communicate care, consideration, and respect for themselves and others.
- F.8.4 Demonstrate communication skills to build and maintain healthy relationships.
- F.8.5 Analyze possible causes of conflict.
- F.8.6 Demonstrate strategies to resolve conflict in healthy ways.

By the end of grade TWELVE, students will:

- F.12.1 Demonstrate skills to communicate effectively with family, peers, and others.
- F.12.2 Demonstrate healthy ways to express needs, wants, and feelings.
- F.12.3 Demonstrate ways to communicate care, consideration, and respect for themselves and others.
- F.12.4 Demonstrate strategies to solve interpersonal conflicts without harming self or others.
- F.12.5 Analyze possible causes of conflict.
- F.12.6 Demonstrate strategies to prevent and resolve conflict in healthy ways.

School District of Superior STANDARD F: COMMUNICATION

Grade Level Performance Standards: *The student will...*

<i>GRADE 6</i>	<i>GRADE 7</i>	<i>GRADE 8</i>
F.6.1 Communication and refusal skills. Importance of communication.	F.7.1 Project alert. H.G.D. Emotion unit.	
F.6.2 Predicting consequences of violence.	F.7.2 Project alert. Emotion health. H.G.D. Personal health (wellness).	
F.6.3 Respect. Helping the sick. Serving others.	F.7.3 Peer helpers. Project alert.	
F.6.4 Healthy and unhealthy self esteem.	F.7.4 Peer helpers. Project alert.	
F.6.5 Predicting consequences of violence.	F.7.5 Conflict resolution. Peer mediation. Project alert.	
F.6.6 Importance of communication.	F.7.6 Conflict resolution. Peer mediation. Project alert.	

Wisconsin Standard G: **ADVOCACY**

CONTENT STANDARD: Students in the School District of Superior will demonstrate the ability to advocate for personal, family, school, and community health.

By the end of grade EIGHT, students will:

- G.8.1 Analyze various methods to accurately express health information and ideas.
- G.8.2 Convey valid information and express opinions about health issues.
- G.8.3 Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, schools, and communities.
- G.8.4 Demonstrate the ability to influence and support others in making positive health choices.
- G.8.5 Identify barriers to effective promotion of information, ideas, feelings, and opinions about health issues and explore options to overcome them.

By the end of grade TWELVE, students will:

- G.12.1 Evaluate the effectiveness of various methods to accurately express health information and ideas.
- G.12.2 Convey valid information and express opinions about health issues.
- G.12.3 Demonstrate the ability to work cooperatively when advocating for healthy individuals, families, schools, and communities.
- G.12.4 Demonstrate the ability to influence and support others in making positive health choices.
- G.12.5 Utilize strategies to overcome barriers when promoting information, ideas, feelings, and opinions about health issues.
- G.12.6 Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.

School District of Superior STANDARD G: ADVOCACY

Grade Level Performance Standards: *The student will...*

GRADE 6	GRADE 7	GRADE 8
<p>G.6.1 Help resources – importance of communication. School and community health resources.</p> <p>G.6.2 Reading food labels.</p> <p>G.6.3 Setting personal and family goals. Community resources.</p> <p>G.6.4 Practicing refusal goals. Importance of self worth.</p> <p>G.6.5 Sexual harassment. ID internal/external pressures.</p>	<p>G.7.1 Role play (problem solve). Parent conference (student directed). Carnival of success.</p> <p>G.7.2 Classroom discussion. Large and small group. Role play.</p> <p>G.7.3 Whole class/large and small group. Projects on academic topics. Anti-tobacco coalition. Peer helpers. Morning announcement (health topics).</p> <p>G.7.4 Whole class/large and small group. Projects on academic topics. Anti-tobacco coalition. Peer helpers. Morning announcement (health topics). Explore alternatives and provide alternatives (project alert).</p> <p>G.7.5 Emotions unit (peer pressure). Media literacy. Consumer literacy. Target market.</p>	