

Health Education—Essential Learning Outcomes 2015–2016

Health Education Primary	Health Education 1	Health Education 2	Health Education 3
ESSENTIAL LEARNING OUTCOMES AND PERFORMANCE INDICATORS			
<p>Outcome 1: Students will recognize a range of emotions that humans share.</p>	<p>Outcome 1: Students will explore habits that contribute to having a healthy mind and a healthy body.</p>	<p>Outcome 1: Students will recognize the health benefits of active leisure and quiet leisure in having a healthy mind and a healthy body.</p>	<p>Outcome 1: Students will recognize, discuss and identify decisions that affect physical, social, mental, and emotional health.</p>
<p>Indicators:</p> <ul style="list-style-type: none"> name a variety of emotional responses (COM, CT, CI) describe their own emotional responses to events (COM, CT, CI, PCD) describe the emotional responses of others (COM, CT, CI, PCD, CZ) demonstrate an awareness of their need to feel safe, loved, cared for, heard, and treated with respect (COM, CT, CI, PCD, CZ) 	<p>Indicators:</p> <ul style="list-style-type: none"> discuss times when they have been physically active and times when they have participated in quiet leisure activities they enjoy (PCD, COM, CT, CI) discuss the role of sleep in having a healthy mind and body (PCD, COM, CT) discuss the role of healthy eating in having a healthy mind and body (PCD, COM, CT) explain how to maintain oral health (PCD, COM, CT) 	<p>Indicators:</p> <ul style="list-style-type: none"> describe the benefits of physical activity on a healthy mind and a healthy body (PCD, COM, CT, CZ) demonstrate strategies that help them to cope with positive and negative emotions (COM, CT, PCD) engage in active play and quiet leisure activities (PCD) discuss the link between mental health and what they do in their leisure time (COM, PCD) 	<p>Indicators:</p> <ul style="list-style-type: none"> make a healthy decision and describe its effect on their physical, social, mental, and emotional health (PCD, COM, CT, CI, CZ) compare and contrast choices and their consequences (e.g., possible choices—healthy foods, physical activity, helmets, screen time) (PCD, COM, CT, CI, CZ) identify where foods come from and how they are produced (PCD, COM, CT, CZ, TF) compare, contrast, and sort foods that are healthy versus less healthy foods (PCD, COM, CT, CZ) make healthy decisions based upon the analysis of the media (PCD, COM, CT, CI, CZ)
<p>Outcome 2: Students will appreciate the diversity of family structures in multiple cultural contexts.</p>	<p>Outcome 2: Students will identify healthy ways to cope with changes to family life.</p>	<p>Outcome 2: Students will demonstrate empathy for others.</p>	<p>Outcome 2: Students will communicate ways to manage difficulties in friendship.</p>
<p>Indicators:</p> <ul style="list-style-type: none"> describe their own family structure and those different from their own (including blended, those with same sex parents, institutional, families led by extended family members, and families that do not live together all of the time) (COM, CT, CI, PCD, CZ) begin to demonstrate an awareness and appreciation of similarities and differences that are visible and not visible (PCD, CZ, COM) 	<p>Indicators:</p> <ul style="list-style-type: none"> identify and discuss changes that affect families [Teacher note: Be mindful of multiple cultural contexts.] (PCD, COM, CT, CZ) identify and discuss common emotions associated with change (PCD, COM, CT, CZ) share healthy ways to cope with change (PCD, COM, CT, CI, CZ) 	<p>Indicators:</p> <ul style="list-style-type: none"> identify and discuss times when people need care and concern (PCD, COM, CT, CZ, CI) identify and demonstrate ways of showing respect and consideration to others. use language that shows care and concern for another (PCD, COM, CZ) demonstrate an awareness and appreciation of similarities and differences that are visible and not visible (PCD, CZ, COM) 	<p>Indicators:</p> <ul style="list-style-type: none"> identify and discuss issues that can present challenges in friendships (PCD, COM, CT, CZ, CI) compare and contrast actions that contribute to maintaining friendships with those that do not (PCD, COM, CT, CZ, CI) demonstrate the use of interpersonal skills to solve issues within friendships (PCD, COM, CT, CZ, CI) demonstrate an awareness and appreciation of similarities and differences that are visible and not visible (PCD, CZ, COM)

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Outcome 3: Students will apply safe practices and effective strategies for personal safety and injury and disease prevention.	Outcome 3: Students will practice communication skills that promote healthy and safe relationships.	Outcome 3: Students will demonstrate ways to be safe at school and in the community.	Outcome 3: Students will ask for help in unsafe risk scenarios.
Indicators: <ul style="list-style-type: none"> identify and discuss unsafe substances and scenarios at home and in the community and their related safety skills (COM, CT, CI, PCD, CZ) identify a safe adult they can go to for help (COM, CT, PCD, CZ) identify and apply methods to prevent the spread of communicable diseases (COM, CT, PCD, CZ) identify the proper names for parts of their body that are private versus parts of their body that are not (COM) 	Indicators: <ul style="list-style-type: none"> identify and discuss the qualities of a healthy friendship and of healthy peer relationships (PCD, COM, CT, CZ) describe what kindness, respect, and inclusion look, act, sound, and feel like and why this is important (PCD, COM, CT, CZ, CI) describe and demonstrate respect for, inclusion of, and kindness towards others (PCD, COM, CT, CZ, CI) demonstrate an awareness and appreciation of similarities and differences that are visible and not visible (PCD, CZ, COM) 	Indicators: <ul style="list-style-type: none"> identify and discuss a variety of ways to play safe in school and community (PCD, COM, CT, CZ) identify and discuss what is personal information (PCD, COM, CT, CZ) identify and describe various scenarios in which it would be safe to share personal information and scenarios in which it would not be safe (PCD, COM, CT, CZ, TF) identify a safe adult who can help if asked to share personal information online (PCD, COM, CT, CZ, TF) 	Indicators: <ul style="list-style-type: none"> identify and discuss a variety of risk scenarios that can make children feel unsafe, including the use by others of alcohol, tobacco, and other drugs (PCD, COM, CT, CZ, CI, TF) identify and demonstrate ways to ask a safe adult for help in unsafe scenarios (PCD, COM, CT, CZ, CI, TF) identify and discuss stereotypes and prejudices within media messages (PCD, COM, CT, CI, CZ)