



NATRONA COUNTY SCHOOLS

K-12

Health Curriculum

*The Natrona
County
School
District
empowers
every
learner to
grow, excel
and be
successful
contributors
to the local
and global
community.*

Table of Contents

Acknowledgments	3
Introduction	4
Health Education Mission Statement	4
Summary of Grade-Level Purpose Statements	5
Topics by Grade Level	6
Sequence of Standards & Benchmarks by Grade Level	7
Outcomes by Grade Span	10
How to Read the Health Education Curriculum	15
Grade-Level Outcomes and Components	
Kindergarten	16
First Grade	17
Second Grade	19
Third Grade	20
Fourth Grade	21
Fifth Grade	22
Sixth Grade	23
Seventh Grade	24
Eighth Grade	25
Ninth–Twelfth Grade	27
Long-Range Plan	30
NCSD District-Based Terminology	31

Acknowledgments

Thank you to the members of the **Subject Area Committee** for your hard work on this curriculum:

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Michelle Brazfield
Casey Cloniger
Stephanie Colling
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Nicole Reutner
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Gretchen Ukele
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Jill Wright

We wish to acknowledge the members of the **Curriculum Coordinating Council**:

Danna Anderson
Toni Billings
Michelle Brazfield
Jeff Brewster
Eberle Buhler
Emily Catellier
Marial Choma
Colleen Collins-Burridge
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Charlotte Gilbar
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Dana Howie
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Marie Puryear
Amy Rose
Ted Theobald
Wayne Tuttle
Walt Wilcox
Aaron Wilson

Introduction

NCS D #1 Health Education Mission Statement

Students completing the NCS D K-12 Health Curriculum will be able to apply their knowledge and skills in ways that empower greater control over their health and health-related decisions.

The purpose of this document is to communicate the guaranteed and viable curriculum for health education in Natrona County School District. This document has been aligned with the [2012 Wyoming Health Education Content & Performance Standards](#). However, our curriculum will continue to evolve as we work to ensure our students have the knowledge and skills they need to be successful in the 21st Century.

Rationale:

Health literacy is the *capacity* of an individual to obtain, interpret, and understand basic health information and services, and the *competence* to use such information and services in ways that enhance health and reduce health risks.

*Joint Committee on National Health Education Standards, 1995
Revised by the Wyoming Health Education Standards Committee, 2011*

The Wyoming Content and Performance Standards are based on the premise that health literacy is the key outcome of school health education. Health literacy is an asset to be achieved and students must be empowered to apply their knowledge and skills in ways that enable them to exert greater control over their health and health-related decisions.

Health education provides a meaningful and relevant context in which students can develop knowledge and skills essential for success in college and career, and it provides the foundation for leading healthy, productive lives.

2012 Wyoming Health Education Content and Performance Standards

Organization of standards:

The Wyoming Content and Performance Standards in Health Education include smaller grade spans than in previous standards. Research shows that early, middle, and late childhood is marked by significant changes in cognitive development. Consequently, smaller grade spans will benefit students because performance expectations are more closely aligned to their developmental needs. The grade spans are K-2, 3-4, 5-6, 7-8, and 9-12 with benchmarks at grades two, four, six, eight, and twelve.

Wyoming Content and Performance Standards

Natrona County School District #1 Health Education Curriculum
Summary of Grade-Level Purpose Statements

Grade Level	Purpose Statement <i>describes the focus of the subject at this grade level or in this course; points out what is new or different at this level that the student will accomplish.</i>
Kindergarten	Students will explain how people and habits can help them be healthy and safe at school as well as in their community, including how to find help in emergencies.
1 st Grade	Students will use interpersonal communication strategies and behaviors to build relationships, make their needs known, and keep themselves healthy and safe. Students will describe how their words and actions affect the health and well-being of others.
2 nd Grade	Students will use problem-solving skills to distinguish situations that require health-related decisions. Students will make decisions to enhance health and reduce health risks in their lives.
3 rd Grade	Students will demonstrate the ability to access appropriate resources, produce detailed reasons for accessing specific resources, apply basic listening skills, and show some detail to model effective communication techniques.
4 th Grade	Students will apply decision-making strategies that demonstrate responsible choices, including personal goal setting, regarding health/health risks.
5 th Grade	Students will apply the decision-making process to enhance health, reduce health risks, and demonstrate the ability to be responsible for their health.
6 th Grade	Students will evaluate health information and analyze communication skills that enable them to make healthy choices at the adolescent level.
7 th Grade	Students will analyze the validity of health information and resources to make informed decisions for managing stress and dealing with daily pressures.
8 th Grade	Students will analyze the consequences of choices that affect their short and long-term health. They will apply the decision-making process and refusal skills when dealing with personal health situations.
9 th -12 th Grades	Students will assess their physical, social, and mental/emotional health, analyze how their behavior affects their personal health, and set goals for improvement.

Natrona County School District #1 Health Education Curriculum
Topics by Grade Level

Topics by Grade Level		Standard 1: <i>Health Information, Products, & Resources</i>		Standard 2: <i>Problem Solving & Decision Making</i>			Standard 3: <i>Communication</i>		Standard 4: <i>Personal & Social Responsibility</i>					
		Safety & Emergencies	Appropriate Resources	Health Decisions	Alcohol, Tobacco, & Other Drugs	Sexual Health	Verbal & Nonverbal Skills	Refusal Skills	Emotional Health	Bullying & External Influences	Personal Health	Nutrition & Exercise	Stress	Goal Setting
K-2 Span	Kindergarten	☆	☆	☆			☆	☆			☆	☆		☆
	1 st Grade		☆	☆			☆	☆	☆	☆	☆	☆		☆
	2 nd Grade			☆			☆	☆			☆			☆
3-4 Span	3 rd Grade	☆	☆	☆			☆	☆			☆			
	4 th Grade			☆					☆	☆	☆	☆		☆
5-6 Span	5 th Grade			☆	☆				☆	☆	☆	☆	☆	☆
	6 th Grade		☆		☆		☆	☆	☆	☆	☆	☆		
7-8 Span	7 th Grade		☆						☆	☆	☆	☆	☆	☆
	8 th Grade		☆	☆	☆	☆	☆	☆		☆	☆			
9-12 Span	9 th -12 th Grade		☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆

Natrona County School District #1 Health Education Curriculum

5-6 Span	Grade	Outcome	Standard 1: Health Information, Products, & Resources					Standard 2: Problem Solving & Decision Making					Standard 3: Communication					Standard 4: Personal & Social Responsibility											
			1.1 Resources to Enhance Health	1.2 Resources to Reduce Risks	1.3 Access Appropriate Information	1.4 Products to Enhance Health	1.5 Products to Reduce Risks	2.1 Situations for Individual or Assisted Decisions	2.2 When Situations Require Decision-Making Process	2.3 Steps of Decision-Making Process	2.4 Short-Term Impact of Decision on Self & Others	2.5 Family & Peer Influence on Decisions	*2.6a Analyze Healthy Options	*2.6b Systematic Process of Examining Problems	3.1 Verbal & Nonverbal Techniques	3.2 Communication Techniques	3.3 Analyze Refusal Strategies	3.4 Communication Barriers	3.5 Use Listening Skills for Health Purposes	4.1 Behaviors to Improve Health	4.2 Behaviors to Avoid Health Risks	4.3 Behaviors to Prevent Disease	4.4 Factors That Create Stress or Motivate	4.5 Good Stress & Bad Stress	*4.6a Strategies to Manage Stress	*4.6b Short-Term Goals	4.7 Monitor Progress Towards Goal	4.8 Factors That Increase Bullying Vulnerability	4.9 Types of Bullying
5	H5.1 Problem Solving & Decision Making						☆	☆	☆	☆	☆	☆																☆	☆
	H5.2 Personal & Social Skills																	☆	☆	☆	☆	☆	☆	☆	☆	☆	☆		
6	H6.1 Evaluate Products & Resources	☆	☆	☆	☆	☆																							
	H6.2 Interpersonal Communication												☆	☆	☆	☆	☆												

☆ = State benchmark is assessed by this outcome

* = HE6.2.6 and HE6.4.6 are coded twice in the WY State Health Standards. NCSD#1 will differentiate between the first occurrence of the benchmark with an *a* and the second occurrence of the benchmark with a *b*.

Natrona County School District #1 Health Education Curriculum
Outcomes by Grade Span

Kindergarten-2nd Grade Span		
Kindergarten	First Grade	Second Grade
Purpose: <i>Students will explain how people and habits can help them be healthy and safe at school as well as in their community, including how to find help in emergencies.</i>	Purpose: <i>Students will use interpersonal communication strategies and behaviors to build relationships, make their needs known, and keep themselves healthy and safe. Students will describe how their words and actions affect the health and well-being of others.</i>	Purpose: <i>Students will use problem-solving skills to distinguish situations that require health-related decisions. Students will make decisions to enhance health and reduce health risks in their lives.</i>
Outcomes	Outcomes	Outcomes
<i>HK.1 Students will identify people at school and in the community who can help keep them safe and provide assistance in emergencies.</i> <i>HK.2 Students will explain how personal habits can improve health and reduce health risks.</i>	<i>H1.1 Students will demonstrate behaviors that will keep them healthy and safe and reduce their risk of illness and injury.</i> <i>H1.2 Students will identify communication strategies to build relationships and make their needs known. Students will recognize how their words and actions affect the health and well-being of others.</i>	<i>H2.1 Students will examine health-related issues and identify strategies to improve their overall health and reduce or avoid health risks.</i>

Natrona County School District #1 Health Education Curriculum

3rd-4th Grade Span	
Third Grade	Fourth Grade
<p>Purpose: <i>Students will demonstrate the ability to access appropriate resources, produce detailed reasons for accessing specific resources, apply basic listening skills, and model effective communication techniques.</i></p>	<p>Purpose: <i>Students will apply decision-making strategies that demonstrate responsible choices, including personal goal setting, regarding health and health risks.</i></p>
Outcomes	Outcomes
<p><i>H3.1 Students will access appropriate school and community resources that are available for assistance in health situations.</i></p> <p><i>H3.2 Students will use basic listening skills and describe effective communication techniques.</i></p> <p><i>H3.3 Students will explain the steps of a simple decision-making process.</i></p>	<p><i>H4.1 Students will apply decision-making strategies to situations involving health-related choices pertaining to nutrition and personal hygiene.</i></p> <p><i>H4.2 Students will apply decision-making strategies to situations involving peer pressure and bullying.</i></p>

5th-6th Grade Span	
Fifth Grade	Sixth Grade
<p>Purpose: <i>Students will apply the decision-making process to enhance health, reduce health risks, and demonstrate the ability to be responsible for their health.</i></p>	<p>Purpose: <i>Students will evaluate health information and analyze communication skills that enable them to make healthy choices at the adolescent level.</i></p>
Outcomes	Outcomes
<p><i>H5.1 Students will apply the problem-solving and decision-making process to enhance health and avoid risks.</i></p> <p><i>H5.2 Students will demonstrate personal and social skills to enhance their health and avoid risks.</i></p>	<p><i>H6.1 Students will access, analyze, and evaluate health information, products, and resources.</i></p> <p><i>H6.2 Students will apply effective interpersonal communication skills to enhance personal health and reduce or avoid health risks.</i></p>

Natrona County School District #1 Health Education Curriculum

7th-8th Grade Span	
Seventh Grade	Eighth Grade
Purpose: <i>Students will analyze the validity of health information and resources to make informed decisions for managing stress and dealing with daily pressures.</i>	Purpose: <i>Students will analyze the consequences of choices that affect their short and long-term health. They will apply the decision-making process and refusal skills when dealing with personal health situations.</i>
Outcomes	Outcomes
<p><i>H7.1 Students will be able to recognize the components of bullying and evaluate the impact bullying can have on physical, mental, and emotional health.</i></p> <p><i>H7.2 Students will assess reliable health information and apply effective coping strategies to maintain mental health and well-being.</i></p>	<p><i>H8.1 Students will use a decision-making process to make informed decisions to avoid or reduce sexual health risks.</i></p> <p><i>H8.2 Students will use effective interpersonal communication skills to enhance health or reduce health risks. Students will assess the validity of health information and resources.</i></p>

9th-12th Grade Span
Ninth - Twelfth Grade
Purpose: <i>Students will assess their physical, social, and mental/emotional health, analyze how their behavior affects their personal health, and set goals for improvement.</i>
Outcomes
<p><i>H9-12.1 Students will evaluate their current lifestyle, analyze outside influences, and apply systematic processes in order to create an effective personal health plan to enhance their daily lives.</i></p> <p><i>H9-12.2 Students will analyze decisions, behaviors, and outside influences that contribute to the negative consequences of risky behaviors. Students will apply the systematic decision-making process, use effective communication skills, and conflict resolution strategies to avoid risky behaviors.</i></p> <p><i>H9-12.3 Students will explain the effects of stress on their lives and compare different stress management techniques and resources for effectiveness. Students will use appropriate strategies to advocate for the prevention of violence, bullying, and suicide.</i></p>

How to Read the Health Education Curriculum

Purpose Statement describes the focus of the subject at this grade level or in this course; points out what is new or different at this level that the student will accomplish.

Purpose Statement:	Students will demonstrate the ability to access appropriate resources, produce detailed reasons for accessing specific resources, apply basic listening skills, and model effective communication techniques
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Outcome aligned to standards and benchmarks, outcomes are the expected result of student learning for a grade level or course.

Outcome H3.2	Students will use basic listening skills and describe effective communication techniques. <i>Topics Addressed: Verbal & Nonverbal Skills, Refusal Skills</i>	Standard Reference
Components	H3.2.1 Describe the characteristics of effective verbal and nonverbal communication and how they can be used to enhance health or avoid health risk.	HE4.3.1 HE4.3.2
	H3.2.2 Demonstrate basic listening skills (for example eye contact, staying quiet, and waiting your turn in a conversation).	HE4.3.4

Component Code

H3.2.2= Content Area (Health)
H3.2.2= Grade Level
H3.2.2= Outcome
H3.2.2= Component

Components aligned to standards and benchmarks, components are specific concepts or skills necessary for students to know and do in order to meet an outcome.

State Health Education Standard & Benchmark

HE4.3.4= Content Area (Health Education)
HE4.3.4=Grade Level (End of Grade Span)
 HE4.3.4=Standard
 HE4.3.4=Benchmark

Kindergarten Health

Purpose Statement:	Students will explain how people and habits can help them be healthy and safe at school as well as in their community, including how to find help in emergencies.
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Outcome HK.1	Students will identify people at school and in the community who can help keep them safe and provide assistance in emergencies. <i>Topics Addressed: Safety & Emergencies, Appropriate Resources, Health Decisions, Verbal & Nonverbal Skills, Refusal Skills</i>	Standard Reference	
Components	HK.1.1	Illustrate or give examples of safe behaviors at school and identify people who can help.	HE2.1.2
	HK.1.2	Describe events (for example on the playground) that would require the help of an adult.	HE2.1.3
	HK.1.3	Identify the adults at school who can help with problems (for example on the playground).	HE2.1.1 HE2.1.2
	HK.1.4	Connect community helpers with the job they do to help <i>enhance</i> health and ensure children’s safety.	HE2.1.1 HE2.1.2
	HK.1.5	Demonstrate actions to take in the event of a fire or how to contact help in other safety emergencies.	HE2.1.3 HE2.1.4
	HK.1.6	Distinguish between good touch and bad touch and role-play the responses to unwanted attention.	HE2.2.1 HE2.2.2 HE2.3.3 HE2.1.3 HE2.1.4

Outcome HK.2	Students will explain how personal habits can improve health and reduce health risks. <i>Topics Addressed: Personal Health, Nutrition & Exercise, Goal Setting</i>	Standard Reference	
Components	HK.2.1	Role-play the proper way to brush teeth and wash hands.	HE2.4.1 HE2.4.2 HE2.4.3
	HK.2.2	Recognize everyday exercises, including active play.	HE2.4.1 HE2.4.2 HE2.4.7
	HK.2.3	Make a plan to exercise every day.	HE2.4.6 HE2.4.7
	HK.2.4	Draw or identify three healthy snacks.	HE2.4.1
	HK.2.5	Explain how sleep and diet help us learn.	HE2.4.1 HE2.4.2
	HK.2.6	Describe three daily habits that keep them healthy.	HE2.4.1

1st Grade Health

<p>Purpose Statement:</p>	<p>Students will use interpersonal communication strategies and behaviors to build relationships, make their needs known, and keep themselves healthy and safe. Students will describe how their words and actions affect the health and well-being of others.</p>
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<p>Outcome H1.1</p>	<p>Students will demonstrate behaviors that will keep them healthy and safe and reduce their risk of illness and injury. <i>Topics Addressed: Appropriate Resources, Health Decisions, Verbal & Nonverbal skills, Refusal Skills, Emotional Health, Bullying & External Influences, Personal Health, Nutrition & Exercise, Goal Setting</i></p>	<p>Standard Reference</p>	
<p>Components</p>	<p>H1.1.1</p>	<p>Identify the benefits of self-control for oneself and others.</p>	<p>HE2.2.1 HE2.2.3 HE2.4.5</p>
	<p>H1.1.2</p>	<p>Describe how personal hygiene (for example bathing, hand washing, sharing hats, and brushing teeth) helps prevent the spread of germs and illness.</p>	<p>HE2.2.3 HE2.4.1 HE2.4.2 HE2.4.3 HE2.4.9</p>
	<p>H1.1.3</p>	<p>Describe how choosing healthy foods, staying active, and practicing proper sleep habits will keep you healthy and avoid illness and injury.</p>	<p>HE2.2.1 HE2.4.1 HE2.4.2</p>
	<p>H1.1.4</p>	<p>Develop personal health goals and describe how they can improve individual health.</p>	<p>HE2.4.6 HE2.4.7</p>
	<p>H1.1.5</p>	<p>Recognize when assistance is needed and show how to obtain needed help (for example emergency services).</p>	<p>HE2.1.3 HE2.1.4 HE2.2.1 HE2.2.2 HE2.3.2</p>
	<p>H1.1.6</p>	<p>Give examples of how to avoid and handle unsafe situations (for example taking candy from strangers, bullying, sexual harassment, and peer pressure) and identify who can help.</p>	<p>HE2.1.2 HE2.1.4 HE2.3.3 HE2.4.2 HE2.4.5</p>

Natrona County School District #1 Health Education Curriculum

<p>Outcome H1.2</p>	<p>Students will identify communication strategies to build relationships and make their needs known. Students will recognize how their words and actions affect the health and well-being of others. <i>Topics Addressed: Health Decisions, Verbal & Nonverbal Skills, Bullying & External Influences, Emotional Health</i></p>	<p>Standard Reference</p>	
<p>Components</p>	<p>H1.2.1</p>	<p>Recognize and label feelings and describe how they influence behavior.</p>	<p>HE2.4.4</p>
	<p>H1.2.2</p>	<p>Identify effective communication strategies to express health needs, wants, and feelings (for example verbal and nonverbal communication skills, and clear purpose).</p>	<p>HE2.3.1 HE2.3.2</p>
	<p>H1.2.3</p>	<p>Identify and demonstrate effective listening strategies including eyes on speaker and appropriate body language.</p>	<p>HE2.3.4</p>
	<p>H1.2.4</p>	<p>Describe the ways people are similar and different and explain how we all make contributions.</p>	<p>HE2.4.8</p>
	<p>H1.2.5</p>	<p>Identify communication strategies to solve problems and resolve conflicts to build relationships.</p>	<p>HE2.3.1 HE2.3.4 HE2.2.5</p>

2nd Grade Health

<p>Purpose Statement:</p>	<p>Students will use problem-solving skills to distinguish situations that require health-related decisions. Students will make decisions to enhance health and reduce health risks in their lives.</p>
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Outcome H2.1	Students will examine health-related issues and identify strategies to improve their overall health and reduce or avoid health risks. <i>Topics Addressed: Health Decisions, Verbal & Nonverbal Skills, Refusal Skills, Personal Health, Goal Setting</i>	Standard Reference
Components	H2.1.1 Recognize and identify health-related problems that exist at home and school.	HE2.2.5
	H2.1.2 Connect how healthy personal habits (for example sneezing into your elbow) can prevent the spread of germs and help keep others healthy.	HE2.2.3 HE2.4.1 HE2.4.2 HE2.4.9
	H2.1.3 Demonstrate various communication skills to verbalize needs, wants and feelings to solve problems (for example unwanted, threatening or dangerous situations).	HE2.3.1 HE2.3.3
	H2.1.4 Describe family rules and routines that impact health and safety (for example wearing a seat belt and using a bike helmet).	HE2.2.3 HE2.2.4
	H2.1.5 Construct health goals and predict how those goals will keep one healthy now and in the future.	HE2.4.1 HE2.4.2 HE2.4.6 HE2.4.7

3rd Grade Health

Purpose Statement:	Students will demonstrate the ability to access appropriate resources, produce detailed reasons for accessing specific resources, apply basic listening skills, and model effective communication techniques.
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Outcome H3.1	Students will access appropriate school and community resources that are available for assistance in health situations. <i>Topics Addressed: Safety & Emergencies, Appropriate Resources, Personal Health.</i>	Standard Reference	
Components	H3.1.1	Explain when school and community resources should be accessed for health and safety emergencies (for example 911, school nurse, and counselor).	HE4.1.1
	H3.1.2	Explain when assistance is needed to make a health decision and demonstrate the ability to access trusted resources at school or in the neighborhood.	HE4.1.2 HE4.1.3 HE4.2.2
	H3.1.3	Show situations and provide reasons why a resource or behavior may help <i>reduce</i> or <i>avoid</i> health risks (for example labels on medicines and poisons and disease prevention).	HE4.2.1 HE4.4.3

Outcome H3.2	Students will use basic listening skills and describe effective communication techniques. <i>Topics Addressed: Verbal & Nonverbal Skills, Refusal Skills</i>	Standard Reference	
	H3.2.1	Describe the characteristics of effective verbal and nonverbal communication and how they can be used to <i>enhance</i> health or <i>avoid</i> health risk.	HE4.3.1 HE4.3.2
	H3.2.2	Demonstrate basic listening skills (for example eye contact, staying quiet, and waiting your turn in a conversation).	HE4.3.4

Outcome H3.3	Students will explain the steps of a simple decision-making process. <i>Topics Addressed: Health Decisions</i>	Standard Reference	
	H3.3.1	Using a simple decision-making process, identify options and consequences of health choices to <i>enhance</i> health or <i>reduce</i> health risk.	HE4.2.4 HE4.2.5
	H3.3.2	Apply refusal skills to <i>avoid</i> or <i>reduce</i> health risks.	HE4.3.3

4th Grade Health

Purpose Statement:	Students will apply decision-making strategies that demonstrate responsible choices, including personal goal setting, regarding health and health risks.
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Outcome H4.1	Students will apply decision-making strategies to situations involving health-related choices pertaining to nutrition and personal hygiene. <i>Topics Addressed: Health Decisions, Bullying & External Influences, Personal Health, Nutrition & Exercise, Goal Setting</i>	Standard Reference	
Components	H4.1.1	List specific options and behaviors and explain why they help <i>improve</i> or <i>maintain</i> personal health.	HE4.4.1 HE4.2.7
	H4.1.2	Explain options and behaviors that help <i>avoid</i> or <i>reduce</i> health risk.	HE4.4.2 HE4.2.7
	H4.1.3	Explain strategies for solving personal health problems.	HE4.2.8
	H4.1.4	Describe how peers can influence choices.	HE4.2.6
	H4.1.5	Explain potential outcomes for self and others of health-related decisions	HE4.2.3 HE4.2.5
	H4.1.6	Describe criteria for setting a personal health goal.	HE4.4.6
	H4.1.7	Develop a measurable short-term personal goal and monitor progress towards achieving it.	HE4.4.7

Outcome H4.2	Students will apply decision-making strategies to situations involving peer pressure and bullying. <i>Topics Addressed: Health Decisions, Bullying & External Influences, Emotional Health</i>	Standard Reference	
Components	H4.2.1	Demonstrate the ability to express emotions in a socially acceptable manner (for example positive ways to express anger and alternatives to violence).	HE4.4.5
	H4.2.2	Describe a range of emotions, the situations that cause them, and how to work effectively with those who are different.	HE4.4.4 HE4.4.8
	H4.2.3	Describe how peers can influence choices.	HE4.2.6
	H4.2.4	Decide if a scenario is or isn't bullying and define the roles.	HE4.4.9

5th Grade Health

Purpose Statement:	Students will apply the decision-making process to enhance health, reduce health risks, and demonstrate the ability to be responsible for their health.
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Outcome H5.1	Students will apply the problem-solving and decision-making process to enhance health and avoid risks. <i>Topics Addressed: Health Decisions, Alcohol, Tobacco, & Other Drugs, Bullying & External Influences, Nutrition & Exercise.</i>	Standard Reference	
Components	H5.1.1	Determine when health-related situations require the decision-making process and explain the steps to <i>enhance</i> health or <i>reduce</i> health risk.	HE6.2.2 HE6.2.3
	H5.1.2	Differentiate between situations where a health-related decision could be made independently or when assistance is needed.	HE6.2.1
	H5.1.3	Define types and roles (for example aggressor and bystanders) of bullying and how social and cultural differences may increase vulnerability.	HE6.4.8 HE6.4.9
	H5.1.4	Explain how family and peers can influence decisions students make about health practices and risk behaviors (for example bullying, alcohol, tobacco and other drugs).	HE6.2.5
	H5.1.5	By applying a systematic process, analyze the potential impact of each alternative on self and others when making a health-related decision (for example bullying, nutrition, and physical activity).	HE6.2.4 HE6.2.6a HE6.2.6b

Outcome H5.2	Students will demonstrate personal and social skills to enhance their health and avoid risks. <i>Topics Addressed: Emotional Health, Personal Health, Nutrition & Exercise, Stress, Goal Setting.</i>	Standard Reference	
Components	H5.2.1	Identify physical, social, and mental/emotional changes experienced during puberty and determine ways their lives could be impacted.	HE6.4.1 HE6.4.2
	H5.2.2	Describe daily behaviors that <i>improve</i> or <i>maintain</i> personal health, <i>avoid</i> or <i>reduce</i> health risks, and prevent the spread of disease.	HE6.4.1 HE6.4.2 HE6.4.3
	H5.2.3	Identify and analyze factors that contribute to good stress and bad stress and apply management strategies (for example exercise, proper nutrition, and preparing for a test or performance).	HE6.4.4 HE6.4.5 HE6.4.6a
	H5.2.4	Using multiple criteria, develop, monitor, and analyze personal goals to <i>reduce</i> health risks (for example nutrition, exercise, and stress management).	HE6.4.6b HE6.4.7

6th Grade Health

Purpose Statement:	Students will evaluate health information and analyze communication skills that enable them to make healthy choices at the adolescent level.
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Outcome H6.1	Students will access, analyze, and evaluate health information, products, and resources. <i>Topics Addressed: Appropriate Resources, Alcohol, Tobacco & Other Drugs, Personal Health, Nutrition & Exercise</i>	Standard Reference	
Components	H6.1.1	Compare and contrast resources that can <i>enhance</i> your health (for example family, school, or community).	HE6.1.1
	H6.1.2	Compare and contrast resources used to <i>reduce</i> or <i>avoid</i> health risks (for example family, school, or community).	HE6.1.2
	H6.1.3	Access appropriate information about health and health risks (for example growth and development, alcohol, tobacco, drugs, or nutrition).	HE6.1.3
	H6.1.4	Evaluate how products can <i>enhance</i> your personal health or <i>reduce</i> health risks.	HE6.1.4 HE6.1.5

Outcome H6.2	Students will apply effective interpersonal communication skills to enhance personal health and reduce or avoid health risks. <i>Topics Addressed: Verbal & Nonverbal Skills, Refusal Skills, Personal Health, Emotional Health.</i>	Standard Reference	
Components	H6.2.1	Explain and analyze the characteristics of effective verbal and nonverbal interpersonal communication skills and how they can be used to <i>enhance</i> health or <i>avoid</i> health risk.	HE6.3.1 HE6.3.2
	H6.2.2	Describe barriers to communication (for example issues at home, basic needs not met, and the environment).	HE6.3.4
	H6.2.3	Analyze refusal skills for potential effectiveness (for example <u>S</u> TOP; <u>S</u> ay “no” in a firm voice, <u>T</u> ell why not, <u>O</u> ffer another idea, <u>P</u> romptly leave).	HE6.3.3
	H6.2.4	Demonstrate listening and communication skills to enhance understanding for a specific health purpose (for example asking questions to gather more information, making connections, asking clarifying questions).	HE6.3.5

7th Grade Health

Purpose Statement:	Students will analyze the validity of health information and resources to make informed decisions for managing stress and dealing with daily pressures.
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Outcome H7.1	Students will be able to recognize the components of bullying and evaluate the impact bullying can have on physical, mental, and emotional health. <i>Topics Addressed: Bullying & External Influences, Emotional Health, Personal Health.</i>	Standard Reference	
Components	H7.1.1	Describe the different forms of bullying (verbal, nonverbal, physical, and cyber) and the impact on all involved (for example physical, mental, emotional, and social).	HE8.4.10 HE8.4.11
	H7.1.2	Describe the roles of all involved in bullying situations (bystanders, aggressor, victim).	HE8.4.10
	H7.1.3	When involved in bullying situations, identify actions and analyze their effects based on individual and group differences.	HE8.4.9

Outcome H7.2	Students will assess reliable health information and apply effective coping strategies to maintain mental health and well-being. <i>Topics Addressed: Appropriate Resources, Personal Health, Nutrition & Exercise, Stress, Goal Setting.</i>	Standard Reference	
Components	H7.2.1	Define and describe signs of stress and how they affect our health.	HE8.4.4
	H7.2.2	Identify and analyze age appropriate factors that create good and bad stressors.	HE8.4.5
	H7.2.3	Locate appropriate health resources at school or in the community to <i>enhance</i> health or <i>reduce</i> health risks.	HE8.1.1 HE8.1.2
	H7.2.4	Analyze characteristics of products and how they <i>enhance</i> health or <i>reduce</i> health risks (for example compare products).	HE8.1.6
	H7.2.5	Apply healthy strategies that help manage bad stress and use good stress to motivate successful performance (for example exercise, proper nutrition, and preparing for a test or performance).	HE8.4.6
	H7.2.6	Use criteria (for example SMART) to set a short-term personal health goal and make a plan to achieve it. Analyze the progress made or not made.	HE8.4.7 HE8.4.8

8th Grade Health

Purpose Statement:	Students will analyze the consequences of choices that affect their short and long-term health. They will apply the decision-making process and refusal skills when dealing with personal health situations.
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Outcome H8.1		Students will use a decision-making process to make informed decisions to avoid or reduce sexual health risks. <i>Topics Addressed: Health Decisions, Sexual Health, Bullying and External Influences, Personal Health.</i>	Standard Reference
Components	H8.1.1	Analyze behaviors that <i>improve</i> or <i>maintain</i> personal health and behaviors that <i>avoid</i> and <i>reduce</i> health risks to self and others (for example abstinence, contraceptive use, and STD testing).	HE8.4.1 HE8.4.2
	H8.1.2	Explain types of decision-making processes to <i>enhance</i> or <i>reduce</i> health risks (for example 6-Step and HELP processes).	HE8.2.2
	H8.1.3	Apply a systematic decision-making process to issues that includes an analysis of the consequences to <i>enhance</i> health or <i>reduce</i> health risks.	HE8.2.3 HE8.2.4
	H8.1.4	Analyze outside factors that influence decisions students make about health practices and risk behaviors (for example peers, culture, and the media).	HE8.2.5
	H8.1.5	Apply a systematic process to examine non-familiar health-related issues or problems as it relates to prevention and control of sexually transmitted diseases.	HE8.2.6 HE8.4.3
	H8.1.6	Distinguish when individual or collaborative decision making is appropriate	HE8.2.1
	H8.1.7	Analyze a situation or condition to determine when health services are needed (for example doctor involvement, OTC meds, counseling service).	HE8.1.3

Natrona County School District #1 Health Education Curriculum

Outcome H8.2	Students will use effective interpersonal communication skills to enhance health or reduce health risks. Students will assess the validity of health information and resources. <i>Topics Addressed: Appropriate Resources, Health Decisions, Alcohol, Tobacco & Other Drugs, Verbal & Nonverbal Skills, Refusal Skills.</i>	Standard Reference	
Components	H8.2.1	Analyze the characteristics of and demonstrate the ability to use effective listening to decipher meaning from a health message (for example listen for details, listen for specific information, identify emotions, listen for opinions, and infer meaning).	HE8.3.4
	H8.2.2	Explain criteria for determining the validity of health information.	HE8.1.4
	H8.2.3	Analyze sources of health information and explain why they are or are not valid.	HE8.1.5
	H8.2.4	Demonstrate the ability to use effective communication techniques for a variety of purposes (to inform, persuade, advocate, or instruct) to <i>enhance</i> health.	HE8.3.1
	H8.2.5	Demonstrate the ability to use effective communication techniques for a variety of purposes for <i>reducing</i> or <i>avoiding</i> health risks (for example alcohol, tobacco, and other drugs).	HE8.3.2
	H8.2.6	Apply refusal and conflict resolution skills to avoid risky situations (for example <u>S</u> TOP; <u>S</u> ay “no” in a firm voice, <u>T</u> ell why not, <u>O</u> ffer another idea, <u>P</u> romptly leave).	HE8.3.3

9th – 12th Grade Health

Purpose Statement:	Students will assess their physical, social, and mental/emotional health, analyze how their behavior affects their personal health, and set goals for improvement.
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Outcome H9-12.1	Students will evaluate their current lifestyle, analyze outside influences, and apply systematic processes in order to create an effective personal health plan to enhance their daily lives. <i>Topics Addressed: Appropriate Resources, Health Decisions, Verbal & Nonverbal Skills, Emotional Health, Personal Health, Nutrition & Exercise, Goal Setting.</i>	Standard Reference	
Components	H9-12.1.1	Analyze the relationship between physical, social, and mental/emotional health (for example PIES and the Health Triangle).	HE12.4.12
	H9-12.1.2	Evaluate their current lifestyle and apply a strategic approach to <i>enhance</i> health and manage risks.	HE12.4.2
	H9-12.1.3	Analyze how personal health decisions can affect self, others, and society.	HE12.4.1
	H9-12.1.4	Apply a systematic process to locate and evaluate health-related products and resources and use criteria to evaluate the validity and potential impact on their lives.	HE12.1.1 HE12.1.2 HE12.1.3 HE12.1.4 HE12.2.5 HE12.3.7
	H9-12.1.5	Evaluate how peers, culture, media, and technology influence decisions about their health behaviors and apply a systematic process to evaluate the evidence or claims.	HE12.2.4 HE12.2.5
	H9-12.1.6	Apply a systematic decision-making process that includes evaluation of consequences to enhance health (for example, evaluate how weight maintenance can be improved through proper nutrition and exercise).	HE12.2.2
	H9-12.1.7	Use criteria to produce a long-term personal health goal, make a plan for achieving it, and evaluate its effectiveness (for example improvement goals for fitness and nutrition).	HE12.4.8 HE12.4.9

Natrona County School District #1 Health Education Curriculum

<p>Outcome H9-12.2</p>	<p>Students will analyze decisions, behaviors, and outside influences that contribute to the negative consequences of risky behaviors. Students will apply the systematic decision-making process, use effective communication skills, and conflict resolution strategies to avoid risky behaviors. <i>Topics Addressed: Health Decisions, Alcohol, Tobacco & Other Drugs, Sexual Health, Verbal & Nonverbal Skills, Refusal Skills, Personal Health, Bullying & External Influences.</i></p>	<p>Standard Reference</p>	
<p>Components</p>	<p>H9-12.2.1</p>	<p>Analyze the types of decisions that would be appropriate for a specific health-related situation.</p>	<p>HE12.2.1</p>
	<p>H9-12.2.2</p>	<p>Apply a systematic decision-making process to analyze the consequences associated with health risks (for example sexual health, alcohol, tobacco, and drugs).</p>	<p>HE12.2.3</p>
	<p>H9-12.2.3</p>	<p>Demonstrate an understanding of behaviors that prevent the spread of disease.</p>	<p>HE12.4.3</p>
	<p>H9-12.2.4</p>	<p>Evaluate the characteristics of effective verbal and nonverbal interpersonal communication skills and how they can be used to <i>enhance</i> health or <i>avoid</i> health risk.</p>	<p>HE12.3.1 HE12.3.2</p>
	<p>H9-12.2.5</p>	<p>Evaluate how peers, culture, media and technology influence decisions students make about health practices and risky behaviors (for example sexual health, alcohol, tobacco, and drugs).</p>	<p>HE12.2.4</p>
	<p>H9-12.2.6</p>	<p>Use refusal, negotiation, and collaboration skills to <i>enhance</i> health, and <i>reduce</i> or <i>avoid</i> health risk.</p>	<p>HE12.3.4 HE12.3.5</p>
	<p>H9-12.2.7</p>	<p>Use strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p>	<p>HE12.3.6</p>
	<p>H9-12.2.8</p>	<p>Demonstrate the ability to use effective communication techniques to advocate for personal and community health.</p>	<p>HE12.3.3</p>

Natrona County School District #1 Health Education Curriculum

Outcome H9-12.3		Students will explain the effects of stress on their lives and compare different stress management techniques and resources for effectiveness. Students will use appropriate strategies to advocate for the prevention of violence, bullying, and suicide. <i>Topics Addressed: Appropriate Resources, Bullying & External Influences, Personal Health, Stress.</i>	Standard Reference
Components	H9-12.3.1	Identify and analyze age appropriate factors that create good and bad stressors.	HE12.4.5
	H9-12.3.2	Evaluate appropriate resources at school, in the community and beyond to <i>enhance</i> health.	HE12.1.1
	H9-12.3.3	Explain signs of stress and how stress can affect one's health.	HE12.4.4
	H9-12.3.4	Evaluate the appropriateness of strategies to manage stress and evaluate the effectiveness of each.	HE12.4.7
	H9-12.3.5	Demonstrate the ability to advocate for the prevention of violence and bullying by evaluating strategies for being respectful of others and opposing stereotyping and prejudice.	HE12.4.10 HE12.4.11



Long-Range Plan 2015-2016

Reviewed & Revised Annually

SUBJECTS	14/15	15/16	16/17	17/18	18/19	19/20	20/21	21/22	22/23	23/24	24/25	25/26	26/27
ELA	C	VC	A/R	VA						C	VC	A/R	VA
Health	C	VC	A/R	VA				C	VC	A/R	VA		
PE		C	VC	A/R	VA			C	VC	A/R	VA		
Social Studies		C	VC	A/R	VA							C	VC
Fine & Performing Arts		C	VC	A/R	VA			C	VC	A/R	VA		
Foreign Language			C	VC	A/R	VA				C	VC	A/R	VA
Career & Vocational Education			C	VC	A/R	VA					C	VC	A/R
Science				C	VC	A/R	VA						C
Math	VC, VA	VA				C	VC	A/R	VA				C
KEY													
C=DEVELOPMENT OF CURRICULUM DOCUMENTS													
VC=IMPLEMENTATION & VALIDATION OF NEW CURRICULUM													
A=DEVELOPMENT OF ASSESSMENTS R=RESOURCE SELECTION													
VA=IMPLEMENTATION & VALIDATION OF ASSESSMENTS													

Finalized April 8, 2016

NCS D Standards-Based Terminology

District Guaranteed & Viable Curriculum

Our district's guaranteed & viable curriculum is identified as the learning curriculum that guarantees an equal opportunity to learn for all students. It also guarantees adequate time for educators to teach the content and for students to learn it. It guarantees that the curriculum being taught is the same curriculum that will be assessed. It is viable when adequate time is ensured to teach all determined essential content. Our district's curriculum is composed of identified learning outcomes students must know or do in order to perform at the mastery level of the identified standards.

State & District Content Standards

Our state & district content standards are the minimum content expectations that students must meet as defined by the State Board of Education. The content standards provide a common understanding among educators as to what students should learn at particular grades. However, the standards are not the curriculum.

District Vertical Learning Progression

A district vertical learning progression is the purposeful sequencing of a subject area's route for teaching and learning expectations across multiple developmental stages, ages or vertical grade levels. The progressions illustrate progress toward the mastery of content skills as students move throughout their K-12 learning experience. The exiting stage is defined as college and career readiness for the graduate.

NCSD Standards-Based Terminology

Pacing Guide

A pacing guide is a flexible timeline for logical and progressive sequencing of a content area over the course of an academic school year. Pacing guides may include the timeline for state, common, or classroom-level assessment.

Classroom Curriculum Map

A classroom curriculum map guides educators in planning the outcomes of their grade-level curriculum while differentiating to the needs of their students. It is designed to provide an overall picture of the what, the when, and the how content outcomes will be mastered during a school year.

Classroom Unit

A classroom unit targets the learning of outcomes and their components over a cycle/chunk of a few days to a few weeks. It contains all three stages for a learning cycle/chunk:

- Desired results/learning
- Assessment/evidence
- Learning plan

Classroom Lesson Plan

The classroom lesson plan is a detailed instructional lesson that is used to plan and guide the daily learning activities.

NCS D Standards-Based Terminology

Key: **Bold** terms are important concepts in Unit and Lesson Planning.
Underlined terms are important concepts that will be requested for validation.
Italicized terms are important to our NCS D standards process.

Component: Aligned to standards and benchmarks, components are specific concepts and skills necessary for students to know and do in order to meet an outcome.

Component Assessment: Checks for understanding. May be oral, written, a product, and/or a performance.

Component Evaluative Criteria: Characteristics, qualities, or measures that are used to evaluate the student academic performance of the component.

Curriculum Coordinating Council: The governing body responsible for evaluating and making recommendations regarding curriculum, instruction, and assessment practices. Council is representative of all district educators and includes board, community and/or parent members.

Date Instruction Begins: The date instruction begins on a particular outcome.

Date of Outcome Assessment: Date a particular outcome is assessed.

Differentiation: Adaptations in content, processes, and/or products instructors make to meet the needs of a diverse group of students, with diverse learning needs, in the same learning environment.

Instructional Strategies: Classroom techniques that have research supporting their utility at enhancing student achievement. What the teacher is doing.

Long-Range Plan: A yearly timeline identifying when each content area will go through the curriculum, instruction, and assessment work. The Long-Range Plan is an 8-10 year projection and is re-evaluated each year by the Curriculum Coordinating Council.

Outcome: Aligned to standards and benchmarks, outcomes are the expected result of student learning for a grade level or course.

Outcome Assessment: Requires students to demonstrate proficiency/mastery of the outcome as measured by the outcome evaluative criteria. May be oral, written, a product, and/or a performance.

Outcome Evaluative Criteria: Characteristics, qualities, or measures that are used to evaluate the student academic performance of the outcome.

Purpose Statement: Describes the focus of the subject at this grade level or in this course; points out what is new or different at this level that the student will accomplish.

Resources: Used to support the curriculum such as materials, technology, field experiences, and community professionals.

Standard Reference: Standards specify the essential learning in a given content area in which students must demonstrate proficiency. Each component references specific standards and/or benchmarks.

Student Engagement Strategies: Techniques that help students be actively involved in their learning. What the students are doing.

Subject Area Committee: A representative team of district educators for a specific subject area who analyze and adjust the current curriculum, coordinate the validation process, and facilitate the creation of common assessments.

Validation: A process in which teacher feedback is gathered to ensure our curriculum is viable and to make adjustments as necessary.