



# RASD WMAS 9-12

## Articulation of Skills: Health

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Learning Priority: Examine and apply health concepts related to health promotion and disease prevention.**

Grade:	Standard:	Student Learning Targets:
<b>A. Analyze the impact of determinants of health.</b>		
1:4:A1	Analyze how genetics and family history can affect personal health.	<ul style="list-style-type: none"> <li>I can analyze how genetics and family history can affect personal health.</li> </ul>
1:4:A2	Examine the interrelationships of various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).	<ul style="list-style-type: none"> <li>I can examine the interrelationships of emotional, mental, physical, social, environmental, and occupational dimensions of health.</li> </ul>
1:4:A3	<a href="#"><u>Analyze the impact of unhealthy behavior on various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).</u></a>	<ul style="list-style-type: none"> <li>I can analyze the impact of unhealthy behavior on emotional, mental, physical, social, environmental, and occupational dimensions of health.</li> </ul>
1:4:A4	Predict how personal behaviors and access to appropriate health care can affect health.	<ul style="list-style-type: none"> <li>I can predict how personal behaviors and access to appropriate health care can affect health.</li> </ul>
1:4:A5	Analyze how environment and personal health are interrelated.	<ul style="list-style-type: none"> <li>I can analyze how environment and personal health are interrelated.</li> </ul>
<b>B. Explore factors that impact health status.</b>		
1:4:B1	Investigate the relationship between access to health care and health status.	<ul style="list-style-type: none"> <li>I can investigate the relationship between access to health care and health status.</li> </ul>
1:4:B2	Compare the benefits of and barriers to practicing a variety of health behaviors. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; physical activity; healthy eating; social behaviors to prevent or reduce violence; safety and related behaviors.	<ul style="list-style-type: none"> <li>I can compare the benefits of and barriers to practicing a variety of health behaviors.</li> </ul>
1:4:B3	Examine susceptibility to and severity of injury and illness if engaging in unhealthy behaviors.	<ul style="list-style-type: none"> <li>I can examine susceptibility to and severity of injury and illness if engaging in unhealthy behaviors.</li> </ul>

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Learning Priority: Evaluate how influences impact health behaviors.**

<b>Grade:</b>	<b>Standard:</b>	<b>Student Learning Targets:</b>
<b>A. Analyze the impact of external and internal influences on the health behavior of individuals and populations.</b>		
<b>2:4:A1</b>	Analyze how external influences, individually and in combination with others, can influence individuals' health behaviors and that of certain populations.	<ul style="list-style-type: none"><li>I can analyze how external influences can influence a person's health behaviors and health behaviors of others from certain populations.</li></ul>
<b>2:4:A2</b>	Analyze how internal influences, including perception of social norms among peers, can influence individuals' health behaviors and that of certain populations.	<ul style="list-style-type: none"><li>I can analyze how internal influences, including perception of social norms among peers, can influence a person's health behaviors and health behaviors of others from certain populations.</li></ul>
<b>2:4:A3</b>	Examine how social policies can influence health behaviors.	<ul style="list-style-type: none"><li>I can examine how social policies can influence health behaviors.</li></ul>
<b>2:4:A4</b>	Estimate the impact of internal and external influences on one's own personal health behavior.	<ul style="list-style-type: none"><li>I can estimate the impact of internal and external influences on my personal health behavior.</li></ul>
<b>2:4:A5</b>	<u>Predict how various external and internal influences will interact and impact the health behavior of populations.</u>	<ul style="list-style-type: none"><li>I can predict how various external and internal influences will interact and impact the health behavior of other people.</li></ul>

**Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.**

**Learning Priority: Examine strategies to access valid and reliable sources of health information.**

<b>Grade:</b>	<b>Standard:</b>	<b>Student Learning Targets:</b>
<b>A. Continue to apply criteria for choosing accurate sources of information.</b>		
<b>3:4:A1</b>	Determine the availability of information, products, and services that enhance health.	<ul style="list-style-type: none"><li>I can determine the availability of information, products, and services that enhance health.</li></ul>
<b>3:4:A2</b>	Access health information, products, and services that improve health outcomes.	<ul style="list-style-type: none"><li>I can access health information, products, and services that improve health outcomes.</li></ul>
<b>3:4:A3</b>	<u>Determine when professional health services may be needed and how to access them.</u>	<ul style="list-style-type: none"><li>I can determine when professional health services may be needed and how to access them.</li></ul>
<b>B. Analyze sources of information for validity and reliability.</b>		
<b>3:4:B1</b>	Evaluate the validity of sources of health information using key criteria.	<ul style="list-style-type: none"><li>I can evaluate the validity of sources of health information using key criteria.</li></ul>

**Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**Learning Priority: Analyze various communication skills that enhance health and avoid health risks.**

Grade:	Standard:	Student Learning Targets:
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**A. Continue to analyze communication skills in various health-related settings.**

<b>4:4:A1</b>	Analyze communication strategies for effective interaction among family, peers, and others to enhance health.	<ul style="list-style-type: none"> <li>I can analyze strategies to communicate with family, peers, and others to enhance health.</li> </ul>
<b>4:4:A2</b>	Reflect on the impact of communication on enhancing health.	<ul style="list-style-type: none"> <li>I can reflect on the impact of communication to enhance my health.</li> </ul>
<b>4:4:A3</b>	Demonstrate how to ask for and offer assistance to enhance the health of self and others.	<ul style="list-style-type: none"> <li>I can demonstrate how to ask for and offer assistance to enhance the health of self and others.</li> </ul>

**B. Demonstrate communication skills in health-related situations.**

<b>4:4:B1</b>	<a href="#"><u>Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</u></a>	<ul style="list-style-type: none"> <li>I can demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</li> </ul>
<b>4:4:B2</b>	Demonstrate strategies to prevent interpersonal conflicts.	<ul style="list-style-type: none"> <li>I can demonstrate strategies to prevent interpersonal conflicts.</li> </ul>
<b>4:4:B3</b>	Demonstrate ways, such as restorative justice practices, to manage or resolve interpersonal conflicts without harming self or others.	<ul style="list-style-type: none"> <li>I can demonstrate ways to manage or resolve interpersonal conflicts without harming self or others.</li> </ul>

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

**Learning Priority: Examine the use of a decision-making process in various health-related situations.**

Grade:	Standard:	Student Learning Targets:
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**A. Evaluate the impact of a decision-making process on health-related situations.**

<b>5:4:A1</b>	Identify situations in which using a thoughtful decision-making process would be health-enhancing.	<ul style="list-style-type: none"> <li>I can identify situations where my thoughtful decision-making process would be health-enhancing.</li> </ul>
<b>5:4:A2</b>	Justify when individual or collaborative decision making is appropriate.	<ul style="list-style-type: none"> <li>I can justify when individual or collaborative decision making is appropriate.</li> </ul>

**B. Apply effective decision-making skills to enhance health.**

<b>5:4:B1</b>	<a href="#"><u>Demonstrate effective decision-making processes related to various complex and relevant health-related situations. These may include but are not limited to: decisions about personal behaviors, decisions related to social behaviors, and use of the health care system.</u></a>	<ul style="list-style-type: none"> <li>I can demonstrate my decision-making process to make complex and relevant health-related situations.</li> </ul>
<b>5:4:B2</b>	Generate alternatives for health-related issues or problems.	<ul style="list-style-type: none"> <li>I can generate alternatives for health-related issues or problems.</li> </ul>

<b>5:4:B3</b>	Examine barriers that can hinder healthy decision making.	<ul style="list-style-type: none"> <li>I can examine barriers that can hinder healthy decision making.</li> </ul>
<b>5:4:B4</b>	Predict the potential short-term and long-term impacts of each alternative on self and others.	<ul style="list-style-type: none"> <li>I can predict the potential short-term and long-term impacts of each alternative of my decision on myself and others.</li> </ul>
<b>5:4:B5</b>	Defend the healthy choice when making decisions.	<ul style="list-style-type: none"> <li>I can defend the healthy choice when making decisions.</li> </ul>
<b>5:4:B6</b>	Evaluate the effectiveness of a health-related decision.	<ul style="list-style-type: none"> <li>I can evaluate the effectiveness of a health-related decision.</li> </ul>

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

Learning Priority: Apply goal-setting skills.

<b>Grade:</b>	<b>Standard:</b>	<b>Student Learning Targets:</b>
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**A. Analyze issues that impact setting a goal.**

<b>6:4:A1</b>	Assess personal health practices and their impact on overall health status.	<ul style="list-style-type: none"> <li>I can assess personal health practices and their impact on overall health status.</li> </ul>
<b>6:4:A2</b>	Evaluate potential barriers or setbacks that may impede one's ability to reach his/her health goal.	<ul style="list-style-type: none"> <li>I can evaluate potential barriers or setbacks that may impede my ability to reach my health goal.</li> </ul>
<b>6:4:A3</b>	Identify strategies that might be utilized to overcome barriers or setbacks.	<ul style="list-style-type: none"> <li>I can identify strategies that might be utilized to overcome barriers or setbacks.</li> </ul>

**B. Apply goal-setting skills to various health-related situations.**

<b>6:4:B1</b>	Formulate an effective long-term personal health goal.	<ul style="list-style-type: none"> <li>I can formulate an effective long-term personal health goal.</li> </ul>
<b>6:4:B2</b>	<a href="#">Develop a plan to reach a personal health goal that addresses strengths, needs, and risks.</a>	<ul style="list-style-type: none"> <li>I can develop a plan to reach a personal health goal that addresses strengths, needs, and risks.</li> </ul>
<b>6:4:B3</b>	Implement a plan and monitor progress in achieving a personal health goal.	<ul style="list-style-type: none"> <li>I can implement a plan and monitor progress in achieving a personal health goal.</li> </ul>

**Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.**

Learning Priority: Demonstrate age-appropriate, health-enhancing behaviors to reduce health risks.

<b>Grade:</b>	<b>Standard:</b>	<b>Student Learning Targets:</b>
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**A. Examine health-enhancing behaviors.**

<b>7:4:A1</b>	Determine behaviors that will protect and promote health in high risk situations. These may include but are not limited to: refraining from risky sexual behaviors;	<ul style="list-style-type: none"> <li>I can determine behaviors that will protect and promote health in high risk situations.</li> </ul>
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	refraining from alcohol, tobacco, and other drug use; engaging in various forms of physical activity appropriate to current and future life stages; making complex food choices in various food environments to support healthy eating; applying social behaviors to prevent or reduce violence in settings relevant to one's culture; practicing safety-related behaviors in high risk situations; and appropriately accessing health care services for routine preventive care and for illnesses and injuries.	
<b>7:4:A2</b>	Analyze the roles of individual responsibility and the health care system in enhancing health.	<ul style="list-style-type: none"> <li>I can analyze the roles of individual responsibility and the health care system to enhance health.</li> </ul>

**B. Demonstrate a variety of health-enhancing behaviors.**

<b>7:4:B1</b>	<u>Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others. These include, but are not limited to: personal behaviors such as regular and health-enhancing physical activity, healthy eating, and accessing appropriate preventive health care services.</u>	<ul style="list-style-type: none"> <li>I can demonstrate a variety of health practices and behaviors that will maintain or improve the health of myself and others.</li> </ul>
<b>7:4:B2</b>	Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. These include, but are not limited to: various complex safety-related behaviors, appropriately accessing mental and physical health care services, and carefully following medical advice and instructions.	<ul style="list-style-type: none"> <li>I can demonstrate a variety of behaviors that avoid or reduce health risks to myself and others.</li> </ul>

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

**Learning Priority: Apply skills to advocate for a health issue.**

<b>Grade:</b>	<b>Standard:</b>	<b>Student Learning Targets:</b>
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**A. Develop strategies to advocate for a health issue.**

<b>8:4:A1</b>	Apply societal norms to formulate a health-enhancing message.	<ul style="list-style-type: none"> <li>I can apply societal norms to formulate a health-enhancing message.</li> </ul>
<b>8:4:A2</b>	Adapt health-enhancing messages and persuasive communication techniques to a specific target audience.	<ul style="list-style-type: none"> <li>I can adapt health-enhancing messages and persuasive communication techniques to a specific target audience.</li> </ul>
<b>8:4:A3</b>	Apply accurate information to support a health-enhancing message.	<ul style="list-style-type: none"> <li>I can apply accurate information to support a health-enhancing message.</li> </ul>
<b>8:4:A4</b>	<u>Develop strategies to overcome barriers or resistance to desired health action or behavior.</u>	<ul style="list-style-type: none"> <li>I can develop strategies to overcome barriers or resistance to desired health action or behavior.</li> </ul>

**B. Implement an advocacy plan pertaining to a health issue.**

<b>8:4:B1</b>	Develop a plan to advocate for a personal, family, or community health issue.	<ul style="list-style-type: none"><li>• I can develop a plan to advocate for a personal, family, or community health issue.</li></ul>
<b>8:4:B2</b>	Implement an advocacy plan for a health issue.	<ul style="list-style-type: none"><li>• I can implement an advocacy plan for a health issue.</li></ul>
<b>8:4:B3</b>	Demonstrate conviction in encouraging others to make positive health choices.	<ul style="list-style-type: none"><li>• I can demonstrate conviction in encouraging others to make positive health choices.</li></ul>