

**Mandan Public School District**

**Health Education Curriculum**

---

# **Mandan Public Schools**

## **K-12 Health Curriculum**



**2011**

## Table of Contents

Table of Contents .....	2
Preface.....	4
Writing Committee Members .....	5
Vision, Mission, Slogan and Philosophy .....	5
Philosophy of the K-12 Health Curriculum .....	6
K-12 Health Curriculum Codes .....	6
K-12 Health Curriculum .....	7
Kindergarten .....	7
First Grade .....	10
Second Grade .....	13
Third Grade .....	16
Fourth Grade .....	19
Fifth Grade .....	22
Sixth Grade .....	25
Eighth Grade .....	28
Ninth Through Twelfth Grade .....	31
Course Descriptions and Course Outlines .....	35
6 <sup>th</sup> Grade Health .....	35
8 <sup>th</sup> Grade Health .....	35
9 <sup>th</sup> Grade Health .....	39
Appendix A.....	43
21 <sup>st</sup> Century Skills – 4 <sup>th</sup> Grade.....	43

Mandan Public Schools  
K-12 Health Curriculum

Appendix B .....46  
    21<sup>st</sup> Century Skills – 8<sup>th</sup> Grade .....46  
Appendix C .....49  
    21<sup>st</sup> Century Skills – 12<sup>th</sup> Grade .....49  
Appendix D .....52  
    8<sup>th</sup> Grade Essential Skills .....52  
Appendix E .....53  
    9<sup>th</sup> Grade Essential Skills .....53

## Preface

Mandan Public Schools' K-12 Health Education Curriculum Committee revised and updated the K-12 Health Education Curriculum. The K-12 Health Education Committee included the current draft of the North Dakota Health Content and Achievement Standards in the curriculum. This updated curriculum will provide Mandan Public School students with the best possible curriculum to assist our students to achieve and maintain a healthy lifestyle.

The K-12 Health Education Curriculum is articulated in two ways. First, the curriculum is presented based on the current draft of the North Dakota Health Content and Achievement Standards. The committee identified each benchmark specific student skill and determined the degree to which each benchmark should be addressed in each course. The following IDM coding system was used to convey this:

- I – Introduce
- D – Develop
- M – Master.

The K-12 Health Education Curriculum is also articulated according to the 21<sup>st</sup> Century Skills. The committee identified which K-12 Health Education Curriculum benchmarks address specific 21<sup>st</sup> Century Skills. These 21<sup>st</sup> Century Skills and the match to Mandan Public Schools K-12 Health Education Standards can be seen in Appendices A, B and C.

We added a benchmark on page 25 that is not included in the state standards. This is benchmark 6.1.4 Identify the anatomical structures of the reproductive system.

The K-12 Health Education Curriculum IDM matrix lists the K-12 Health Education courses that are available to students in Mandan Public Schools. Please read the course descriptions to learn more about the course content.

Thanks to the K-12 Health Education Curriculum Committee for their time, effort, and professionalism in working on this curriculum. Mandan Public Schools is fortunate to have such dedicated hardworking professionals who teach our students health education.

Dr. Gaylynn Becker  
District Curriculum Director

## **Mandan Public Schools 2010 K-12 Health Curriculum Writing Committee Members**

<u><b>Name</b></u>	<u><b>Building</b></u>	<u><b>Area</b></u>
<b>Amy Kautzmann</b>	<b>Lewis &amp; Clark</b>	<b>Kindergarten</b>
<b>Annie Steele</b>	<b>Lewis &amp; Clark School</b>	<b>1<sup>st</sup> Grade</b>
<b>Amanda Hatzenbuhler</b>	<b>Ft. Lincoln School</b>	<b>2<sup>nd</sup> Grade</b>
<b>Colleen Rinas</b>	<b>Ft. Lincoln School</b>	<b>2<sup>nd</sup> Grade</b>
<b>Elicia Bean</b>	<b>Mary Stark</b>	<b>3<sup>rd</sup> Grade</b>
<b>Kristi Dagman</b>	<b>Custer School</b>	<b>3<sup>rd</sup> Grade</b>
<b>Diana Schlosser</b>	<b>Ft. Lincoln School</b>	<b>3<sup>rd</sup> Grade</b>
<b>Jennifer Miller</b>	<b>Lewis &amp; Clark School</b>	<b>4<sup>th</sup> Grade</b>
<b>Kim Schleicher</b>	<b>Ft. Lincoln School</b>	<b>4<sup>th</sup> Grade</b>
<b>Corby Rachel</b>	<b>Roosevelt School</b>	<b>5<sup>th</sup> Grade</b>
<b>Al Shreve</b>	<b>Lewis &amp; Clark School</b>	<b>5<sup>th</sup> Grade</b>
<b>Tanya Walther</b>	<b>Mandan Middle School</b>	<b>6<sup>th</sup> Gr. Health Teacher</b>
<b>Danielle Borseth</b>	<b>Mandan Middle School</b>	<b>8<sup>th</sup> Gr. Health Teacher</b>
<b>Nancy Kielpinski</b>	<b>Mandan High School</b>	<b>9<sup>th</sup> Gr. Health Teacher</b>
<b>Karmen Siirtola</b>	<b>Dist. Curriculum Committee</b>	<b>Parent</b>
<b>Dr. Gaylynn Becker</b>	<b>Central Administration</b>	<b>Curriculum Director</b>

### **Vision, Mission, Slogan and Philosophy**

Mandan Public School District's vision is "Empowering excellence." Its mission is "Empowering every student to lead a productive life and positively contribute to society." Its slogan is "Mandan Schools: Where the Best Begin."

The principal objective of the Board shall be to provide maximum educational opportunities for their students to develop in accordance with their individual needs, abilities, and level of maturity. Teachers shall make efforts to aid students to achieve their maximum development mentally, physically, socially, spiritually, and emotionally so that they may properly adjust to our complex democratic society.

The district shall back up its educational program with supporting services necessary for students' health, safety, and personal well being.

**Philosophy of the K-12 Health Curriculum is:**

A school health curriculum should influence, in a positive way, knowledge, attitudes and behaviors, ultimately leading to an enhanced quality of life for students. Basic knowledge and skills, as well as a positive self-concept are necessary if an individual is to make wise health-related decisions. It is important to involve young people in a health program in a meaningful way so as to guide them in the development of healthy lifestyle practices.

**K-12 Health Curriculum Codes**

I – Introduce  
D – Develop  
M – Master

Anything beyond the mastery level we assume that reinforcement will occur in the more advanced courses.

# K-12 Health Curriculum

## Kindergarten

<p><b>Standard 1:</b></p> <p><b>Students understand the fundamental concepts of growth and development.</b></p>	<b>Kindergarten</b>
<p>HUMAN GROWTH AND DEVELOPMENT</p>	
<p>K.1.1 Describe physical changes (e.g., teeth, hair, height, weight, coordination) that occur from infancy through adulthood</p>	<b>I</b>
<p>BODY SYSTEMS</p>	
<p>K.1.2 Locate basic parts of the human body (e.g., heart, lungs, muscles, eyes, ears)</p>	<b>ID</b>
<p> </p>	
<p> </p>	
<p><b>Standard 2:</b></p> <p><b>Students understand concepts related to the promotion of health and the prevention of disease.</b></p>	<b>Kindergarten</b>
<p>PERSONAL HEALTH</p>	
<p>K.2.1 Identify behaviors that contribute to emotional, social, and physical health (e.g., healthy eating, physical activity, sleep, personal hygiene, avoiding second hand smoke)</p>	<b>I</b>
<p>K.2.2 Identify potentially dangerous situations and ways to avoid personal harm (e.g., fire-don't play with matches, water-be with an adult, traffic-stay out of streets, medicine-take from a trusted adult, strangers- just say "No")</p>	<b>I</b>
<p>DISEASE AND ILLNESS</p>	
<p>K.2.3 Describe a variety of ways to prevent the spreading of illnesses (e.g., washing hands, covering mouth, using tissues)</p>	<b>ID</b>
<p>K.2.4 Identify the types of check-ups (e.g., dental, vision, hearing, speech, wellness checks) needed for maintaining a healthy body</p>	<b>I</b>
<p>SAFETY AND INJURY PREVENTION</p>	
<p>K.2.5 Describe the safety rules / procedures used in home, school, and community settings (e.g., school drills, fire and tornado drills, water safety rules, calling 911 for emergencies, classroom rules, playground rules)</p>	<b>I</b>
<p> </p>	
<p> </p>	
<p> </p>	

<p><b>Standard 3:</b></p> <p><b>Students understand the effect of external factors on the health of individuals, families, communities, and the environment</b></p>	<p><b>Kindergarten</b></p>
<p>EXTERNAL INFLUENCES ON HEALTH</p>	
<p>K.3.1 Identify ways in which to keep the environment clean and healthy (e.g., participate in Earth Day activities, avoid littering, become aware of the Reduce/Reuse/Recycle Program)</p>	<p><b>I</b></p>
<p><b>Standard 4:</b></p> <p><b>Students demonstrate the ability to use communication skills to enhance health.</b></p>	<p><b>Kindergarten</b></p>
<p>INTERPERSONAL COMMUNICATION</p>	
<p>K.4.1 Identify healthy ways to express needs, wants, feelings, and emotions (e.g., discuss how you are a special person, listen, take turns, happy-laugh, happy-cry, sad-cry)</p>	<p><b>I</b></p>
<p>CONFLICT RESOLUTION</p>	
<p>K.4.2 Identify ways to seek help when feeling threatened (e.g., strangers-yell and seek help from trusted adult, bullies/cliques/gangs-see help from a trusted adult)</p>	<p><b>I</b></p>
<p><b>Standard 5:</b></p> <p><b>Students demonstrate the ability to use decision making and goal setting skills to enhance health.</b></p>	<p><b>Kindergarten</b></p>
<p>GOAL SETTING</p>	
<p>K.5.1 Describe a short term personal health goal (e.g., nutritious choices, physical activity time per day)</p>	<p><b>I</b></p>
<p>ASSISTANCE WITH DECISIONS AND GOALS</p>	
<p>K.5.2 Identify when to ask for help in making health-related decisions (e.g., universal precaution procedures, bumps, bruises, falls)</p>	<p><b>I</b></p>



<p><b>Standard 6:</b></p> <p><b>Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.</b></p>	<p><b>Kindergarten</b></p>
<p>ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p>	
<p>K.6.1 Identify the basic tasks of community health service providers (e.g., doctors, nurses, firefighters, police)</p>	<p><b>I</b></p>
<p><b>Standard 7:</b></p> <p><b>Students demonstrate the ability to advocate for personal, family, and community health.</b></p>	<p><b>Kindergarten</b></p>
<p>ADVOCATING FOR HEALTH</p>	
<p>K.7.1 Identify positive health choices (e.g., eat fruits and vegetables, physical activity with friends, use medicine safely)</p>	<p><b>I</b></p>

# K-12 Health Curriculum

## First Grade

<p><b>Standard 1:</b></p> <p><b>Students understand the fundamental concepts of growth and development.</b></p>	<b>1<sup>st</sup> Grade</b>	
<p><b>Human Growth And Development</b></p>		
<p>1.1.1 Compare the diverse patterns of growth (e.g., body size-short/tall, overweight/underweight, baby teeth/permanent teeth) and development among individuals</p>	<b>I</b>	
<p><b>BODY SYSTEMS</b></p>		
<p>1.1.2 Explain how to care for the major body parts (e.g., heart, lung, muscles, eyes, and ears)</p>	<b>I</b>	
<p><b>Standard 2:</b></p> <p><b>Students understand concepts related to the promotion of health and the prevention of disease.</b></p>		<b>1<sup>st</sup> Grade</b>
<p><b>Personal Health</b></p>		
<p>1.2.1 Explain how healthy behaviors impact personal, emotional, social, and physical health (e.g., following new food pyramid guidelines – better nutrition and healthy weight, physical activity-more energy, sleep-energy and</p>	<b>I</b>	
<p>1.2.2 Identify safe behaviors in a range of situations (e.g., fire-stop, drop, and roll, water-life jacket, bike-helmet, good touch/bad touch, technology-use computer with parent supervision)</p>	<b>D</b>	
<p><b>Disease And Illness</b></p>		
<p>1.2.3 Identify symptoms of common illnesses/conditions (e.g., cold, flu, diabetes, asthma, allergies)</p>	<b>I</b>	
<p>1.2.4 Explain the importance of regular health check-ups (e.g., dental-healthy teeth and gums, vision-glasses/no glasses, hearing-ability to receive information, speech-communicate effectively, wellness checks-maintenance of healthy body</p>	<b>D</b>	
<p><b>Safety And Injury Prevention</b></p>		
<p>1.2.5 Describe safe behaviors one can use to reduce the risk of injury (e.g., wearing seat belts, using protective equipment such as helmets, obeying pedestrian rules, checking traffic before crossing a road, calling 911, fire safety-stop, drop and roll)</p>	<b>ID</b>	
<p>1.2.6 Describe the purpose of safety rules for home, school, and community settings (e.g., school drills, fire and tornado drills, calling 911 for emergencies, water safety rules, technology safety)</p>	<b>D</b>	

<p><b>Standard 3:</b></p> <p><b>Students understand the effect of external factors on the health of individuals, families, communities, and the environment</b></p>	<p><b>1<sup>st</sup> Grade</b></p>
<p><b>External Influences On Health</b></p>	
<p>1.3.1 Identify the roles of family and community in keeping the environment clean and healthy (e.g., participation in a community recycling project, adopt a highway, second hand smoke)</p>	<p><b>D</b></p>
<p><b>Standard 4:</b></p> <p><b>Students demonstrate the ability to use communication skills to enhance health.</b></p>	<p><b>1<sup>st</sup> Grade</b></p>
<p>INTERPERSONAL COMMUNICATION</p>	
<p>1.4.1 Describe healthy ways to share feelings and emotions (e.g., happy-laughing, happy-crying, happy-smiling, sad-quiet, sad-crying, sad-mad)</p>	<p><b>D</b></p>
<p>1.4.2 Describe characteristics (e.g., being helpful to a family in need, sharing) needed to be a responsible friend and family member</p>	<p><b>I</b></p>
<p>CONFLICT RESOLUTION</p>	
<p>1.4.3 Identify ways to avoid threatening situations (e.g., avoid certain places, don't go alone, walk away)</p>	<p><b>D</b></p>
<p><b>Standard 5:</b></p> <p><b>Students demonstrate the ability to use decision making and goal setting skills to enhance health.</b></p>	<p><b>1<sup>st</sup> Grade</b></p>
<p>GOAL SETTING</p>	
<p>1.5.1 Set a short-term personal health goal (e.g., daily physical activity, watching less television, eating healthy foods) and describe a plan to achieve it</p>	<p><b>D</b></p>
<p>ASSISTANCE WITH DECISIONS AND GOALS</p>	
<p>1.5.2 Describe situations for which it is appropriate to seek assistance in making health and safety-related decisions (e.g., going to school personnel in dealing with a school bully)</p>	<p><b>D</b></p>
	<p><b>1<sup>st</sup> Grade</b></p>

<p><b>Standard 6:</b></p> <p><b>Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.</b></p>	
<p>ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p>	
<p>1.6.1 Explain from whom (e.g., doctors, nurses, firefighters, police, school counselors, school nurses) and where (e.g., nurse’s office, counselor’s office, fire station) to seek health-related assistance at school and in the community</p>	<p><b>I</b></p>
<p><b>Standard 7:</b></p> <p><b>Students demonstrate the ability to advocate for personal, family, and community health.</b></p>	<p><b>1<sup>st</sup> Grade</b></p>
<p>ADVOCATING FOR HEALTH</p>	
<p>1.7.1 Identify ways to encourage peers in making positive healthy choices (e.g., food choices, safety practices, saying no to harmful substances, participation in physical activity)</p>	<p><b>I</b></p>

# K-12 Health Curriculum

## Second Grade

<p><b>Standard 1:</b></p> <p><b>Students understand the fundamental concepts of growth and development.</b></p>	<b>2<sup>nd</sup> Grade</b>
<p><b>Human Growth And Development</b></p>	
<p>2.1.1 Explain how responsibilities change as we grow older (e.g., tasks require more skill, strength, knowledge)</p>	<b>ID</b>
<p>BODY SYSTEMS</p>	
<p>2.1.2 Explain the basic functions of the major parts of the body (e.g., heart, lungs, muscles, ears, eyes)</p>	<b>ID</b>
<p><b>Standard 2:</b></p> <p><b>Students understand concepts related to the promotion of health and the prevention of disease.</b></p>	<b>2<sup>nd</sup> Grade</b>
<p><b>Personal Health</b></p>	
<p>PERSONAL HEALTH</p>	
<p>2.2.1 Describe how individuals can promote and protect their health (e.g., healthy eating-planned meal, daily physical activity, wellness plan, sleep-regular patterns, personal hygiene-daily routine, avoiding second hand smoke)</p>	<b>D</b>
<p>2.2.2 Identify appropriate and inappropriate responses in a range of situations (e.g., fire-get out, call 911/ don't hide; pedestrian-look both ways/ don't dart into street; good touch/bad touch)</p>	<b>M</b>
<p>DISEASE AND ILLNESS</p>	
<p><b>Disease And Illness</b></p>	
<p>2.2.3 Identify prevention strategies for common illnesses (e.g., cold, flu)</p>	<b>D</b>
<p><b>Safety And Injury Prevention</b></p>	
<p>2.2.4 Identify safe and unsafe situations (e.g., wearing seat belts/not in a booster chair, helmets/no helmets, life jacket/no life jacket)</p>	<b>DM</b>

<p><b>Standard 3:</b></p> <p><b>Students understand the effect of external factors on the health of individuals, families, communities, and the environment</b></p>	<p><b>2<sup>nd</sup> Grade</b></p>
<p><b>External Influences On Health</b></p>	
<p>2.3.1 Identify ways in which the family influences and supports personal health practices and behaviors (e.g., preparing family meals using new food guide pyramid, portion control, basic hygiene, media/technology time, littering)</p>	<p><b>IDM</b></p>
<p>2.3.2 Identify ways the media can influence health behaviors (e.g., advertisements for food, product placement in television programs, product backing by athletes, noise pollution)</p>	<p><b>IDM</b></p>
<p> </p>	
<p> </p>	
<p><b>Standard 4:</b></p> <p><b>Students demonstrate the ability to use communication skills to enhance health.</b></p>	<p><b>2<sup>nd</sup> Grade</b></p>
<p><b>INTERPERSONAL COMMUNICATION</b></p>	
<p>2.4.1 Distinguish between appropriate and inappropriate responses in a range of feelings and emotions (e.g., happy-laugh, sad-cry, sad-pouting)</p>	<p><b>I</b></p>
<p>2.4.2 Identify positive ways to get along with others (e.g., follow classroom and playground rules)</p>	<p><b>D</b></p>
<p>2.4.3 Describe ways in which people communicate without speaking (e.g., eye contact, body language, gestures)</p>	<p><b>D</b></p>
<p>CONFLICT RESOLUTION</p>	
<p>2.4.4 Apply refusal skills (e.g., when to say no, when to walk away) that enhance health</p>	<p><b>D</b></p>
<p> </p>	
<p><b>Standard 5:</b></p> <p><b>Students demonstrate the ability to use decision making and goal setting skills to enhance health.</b></p>	<p><b>2<sup>nd</sup> Grade</b></p>
<p>GOAL SETTING</p>	
<p>2.5.1 Describe the steps of goal setting (e.g., establish goal, explain how goals affect health, describe a plan to reach goal, evaluate progress)</p>	<p><b>D</b></p>
<p>ASSISTANCE WITH DECISIONS AND GOALS</p>	
<p>2.5.2 Describe situations that require assistance for making health-related decisions (e.g., experienced peer pressure, bullied, injured, approached by a stranger)</p>	<p><b>DM</b></p>
<p> </p>	

<p><b>Standard 6:</b></p> <p><b>Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.</b></p>	<p><b>2<sup>nd</sup> Grade</b></p>
<p>ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p>	
<p>2.6.1 Identify resources from home, school, and community that provide valid health information. (e.g., school counselor, health care providers, teachers, family members)</p>	<p><b>D</b></p>
<p><b>Standard 7:</b></p> <p><b>Students demonstrate the ability to advocate for personal, family, and community health.</b></p>	<p><b>2<sup>nd</sup> Grade</b></p>
<p>ADVOCATING FOR HEALTH</p>	
<p>2.7.1 Describe ways to support peers and others in making positive health choices (e.g., helping a friend or family member choose healthy foods for a meal, physical activities instead of TV/computer/video games)</p>	<p><b>D</b></p>

# K-12 Health Curriculum

## Third Grade

<p><b>Standard 1:</b></p> <p><b>Students understand the fundamental concepts of growth and development.</b></p>	<b>3<sup>rd</sup> Grade</b>
<p><b>Human Growth And Development</b></p>	
<p>3.1.1 Identify the stages of the life cycle (i.e., birth, infancy, childhood, adolescence, adulthood, late adulthood, death)</p>	<b>ID</b>
<p>3.1.2 Identify examples of intellectual, emotional, social, and spiritual health during childhood (e.g., friendships, expression of feelings)</p>	<b>ID</b>
<p><b>BODY SYSTEMS</b></p>	
<p>3.1.3 Identify basic human body systems and their functions (i.e., skeletal: gives body support and shape; muscular: helps body move; circulatory: moves blood throughout the body; respiratory: helps the body use the air we breathe; digestive: helps the body use food to make energy; nervous: controls all body actions)</p>	<b>ID</b>
<p>3.1.4 Describe the effects of healthy and unhealthy foods on the body (e.g., healthy foods provide nutrients for growth and development; unhealthy foods contribute to a lack of energy and obesity)</p>	<b>ID</b>
<p><b>Standard 2:</b></p> <p><b>Students understand concepts related to the promotion of health and the prevention of disease.</b></p>	<b>3<sup>rd</sup> Grade</b>
<p><b>Personal Health</b></p>	
<p>3.2.1 Describe how personal health behaviors (e.g., grooming habits, wellness exams, proper nutrition, health fitness) affect individual well-being</p>	<b>D</b>
<p>3.2.2 Explain how the family, school, and community influence personal health (e.g., family promotes personal health, school educates the youth, community provides resources)</p>	<b>D</b>
<p>3.2.3 Describe factors related to intellectual, emotional, social, and physical health (e.g., having trusted person to talk to, being physically active every day)</p>	<b>DM</b>
<p><b>Disease And Illness</b></p>	
<p>3.2.4 Identify the differences between communicable and non-communicable illnesses and diseases (e.g., communicable: cold, flu, strep throat; non-communicable: asthma, allergies, cancer)</p>	<b>ID</b>
<p><b>Safety And Injury Prevention</b></p>	
<p>3.2.5 Describe the characteristics of threatening situations (e.g., bullying, harassment, internet sites)</p>	<b>D</b>
<p>3.2.6 Explain personal safety procedures and use of equipment (e.g., life jackets, emergency exit routes, seatbelts)</p>	<b>DM</b>



<p><b>Standard 3:</b></p> <p><b>Students understand the effect of external factors on the health of individuals, families, communities, and the environment</b></p>	<p><b>3<sup>rd</sup> Grade</b></p>
<p><b>External Influences On Health</b></p>	
<p>3.3.1 Identify different types of healthful community activities (e.g., hobbies, clubs, reading, physical activities, volunteering)</p>	<p><b>IDM</b></p>
<p>3.3.2 Explain the effects that peer pressure has on personal health (e.g., refusal skills)</p>	<p><b>DM</b></p>
<p>3.3.3 Describe non-violent strategies to deal with conflicts and disputes (e.g., talking out the issue, controlling emotions, seeking a mediator)</p>	<p><b>D</b></p>
<p>HEALTH AND THE ENVIRONMENT</p>	
<p>3.3.4 Explain how people use natural resources (e.g., air, water, land)</p>	<p><b>I</b></p>
<p>3.3.5 Explain how pollution can affect the body (e.g., respiratory diseases, water borne diseases, chemical runoff)</p>	<p><b>I</b></p>
<p><b>Standard 4:</b></p> <p><b>Students demonstrate the ability to use communication skills to enhance health.</b></p>	<p><b>3<sup>rd</sup> Grade</b></p>
<p><b>INTERPERSONAL COMMUNICATION</b></p>	
<p>3.4.1 Identify ways to communicate care, consideration, and respect of self and others (e.g., listening and encouraging others, using positive communication skills, demonstrating trust)</p>	<p><b>D</b></p>
<p>CONFLICT RESOLUTION</p>	
<p>3.4.2 Explain when to communicate with responsible adults about health and safety decisions (e.g., stranger danger, good touch, bad touch, internet)</p>	<p><b>D</b></p>
<p><b>Standard 5:</b></p> <p><b>Students demonstrate the ability to use decision making and goal setting skills to enhance health.</b></p>	<p><b>3<sup>rd</sup> Grade</b></p>
<p>GOAL SETTING</p>	
<p>3.5.1 Describe how to use goal setting to enhance personal health (e.g., increasing activity, making healthy food choices, improving endurance, flexibility, and strength)</p>	<p><b>D</b></p>
<p>DECISION MAKING</p>	
<p><i>No benchmark expectations at this level.</i></p>	

<p><b>Standard 6:</b></p> <p><b>Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.</b></p>	<b>3<sup>rd</sup> Grade</b>
<p>ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p>	
<p>3.6.1 Explain how to use resources from home, school, and community that provide valid health information (e.g., making an appointment with the school counselor, providing pertinent information to health care workers)</p>	<b>D</b>
<p>3.6.2 Identify ways to manage money in health-related decisions (e.g., fruit/candy, water/soda, roller blades/motorized scooter)</p>	<b>I</b>
<p><b>Standard 7:</b></p> <p><b>Students demonstrate the ability to advocate for personal, family, and community health.</b></p>	<b>3<sup>rd</sup> Grade</b>
<p>ADVOCATING FOR HEALTH</p>	
<p>3.7.1 Identify ways to promote good health (e.g., positive role model, having a positive attitude about health)</p>	<b>D</b>

# K-12 Health Curriculum

## Fourth Grade

<p><b>Standard 1:</b></p> <p><b>Students understand the fundamental concepts of growth and development.</b></p>	<b>4<sup>th</sup> Grade</b>
<p><b>Human Growth And Development</b></p>	
<p>4.1.1 Explain the cycle of growth and development in humans from infancy to late adulthood</p>	<b>I</b>
<p>4.1.2 Explain the importance of intellectual, emotional, social, spiritual, and physical health during childhood (e.g., learning styles, healthy self-image, friendships, expression of feelings, fitness and wellness)</p>	<b>D</b>
<p><b>BODY SYSTEMS</b></p>	
<p>4.1.3 Describe how basic structure and functions of the human body systems are interrelated (e.g., skeletal system and muscular system work together to allow for movement)</p>	<b>D</b>
<p><b>Standard 2:</b></p> <p><b>Students understand concepts related to the promotion of health and the prevention of disease.</b></p>	<b>4<sup>th</sup> Grade</b>
<p><b>Personal Health</b></p>	
<p>4.2.1 Explain ways in which a safe and healthy school and community environment can promote personal health (e.g., classroom rules that promote safety)</p>	<b>D</b>
<p>4.2.2 Explain the relationship between food choices and personal health (e.g., unhealthy food choices contribute to high cholesterol, diabetes, heart disease, high risk of cancer, high blood pressure)</p>	<b>D</b>
<p><b>Disease And Illness</b></p>	
<p>4.2.3 Describe the different types of pathogens (e.g., bacteria, viruses, fungi, protists) and the diseases they cause</p>	<b>I</b>
<p><b>Safety And Injury Prevention</b></p>	
<p>4.2.4 Describe ways to identify risk taking situations (e.g., staying home alone) and how to avoid threatening situations (e.g., being approached by a stranger, internet sites)</p>	<b>D</b>

<p><b>Standard 3:</b></p> <p><b>Students understand the effect of external factors on the health of individuals, families, communities, and the environment</b></p>	<p><b>4<sup>th</sup> Grade</b></p>
<p><b>External Influences On Health</b></p>	
<p>4.3.1 Explain how health careers (e.g., dietician, doctor, nurse) benefit an individual's community</p>	<p><b>D</b></p>
<p>4.3.2 Explain the importance of health care workers and how they benefit an individual's community (e.g., EMTs-monitoring participants in sporting events and ambulance rescue, school nurse-vision and hearing screenings)</p>	<p><b>D</b></p>
<p>4.3.3 Explain the purposes of advertisements and commercials for health-related products and services (e.g., motivate the consumer, promote goods and services)</p>	<p><b>D</b></p>
<p>4.3.4 Describe the different types of health-related advertisements and commercials in the media (e.g., testimonials, bandwagon)</p>	<p><b>D</b></p>
<p>4.3.5 Explain how a reduction in land, air, and water pollution can benefit our health (e.g., recycle, noise, plant trees)</p>	<p><b>D</b></p>
<p>HEALTH AND THE ENVIRONMENT</p>	
<p><i>No benchmark expectations at this level</i></p>	
<p> </p>	
<p><b>Standard 4:</b></p> <p><b>Students demonstrate the ability to use communication skills to enhance health.</b></p>	<p><b>4<sup>th</sup> Grade</b></p>
<p><b>INTERPERSONAL COMMUNICATION</b></p>	
<p>4.4.1 Use appropriate communication skills (e.g., send a clear message through eye contact and body language, listen to each other, understand each other)</p>	<p><b>D</b></p>
<p>CONFLICT RESOLUTION</p>	
<p>4.4.2 Develop and implement strategies for resolving conflicts (e.g., negotiation and compromise)</p>	<p><b>D</b></p>
<p> </p>	
<p><b>Standard 5:</b></p> <p><b>Students demonstrate the ability to use decision making and goal setting skills to enhance health.</b></p>	<p><b>4<sup>th</sup> Grade</b></p>
<p>GOAL SETTING</p>	
<p>4.5.1 Develop a long term plan to achieve a personal health goal (e.g., eating the proper servings from each group in the food pyramid)</p>	<p><b>D</b></p>
<p>DECISION MAKING</p>	
<p>4.5.2 Use communication and listening skills to enhance health, set personal boundaries, and develop and maintain positive relationships.</p>	<p><b>D</b></p>
<p> </p>	

<p><b>Standard 6:</b></p> <p><b>Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.</b></p>	<p><b>4<sup>th</sup> Grade</b></p>
<p>ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p>	
<p>4.6.1 Describe the characteristics of valid health information, products, and services (e.g., food pyramid, USDA, FDA, nutrition labels, CDC)</p>	<p><b>D</b></p>
<p>4.6.2 Describe ways to budget time and money to make health related decisions (e.g., recreation centers/movie, swimming/television)</p>	<p><b>D</b></p>
<p><b>Standard 7:</b></p> <p><b>Students demonstrate the ability to advocate for personal, family, and community health.</b></p>	<p><b>4<sup>th</sup> Grade</b></p>
<p>ADVOCATING FOR HEALTH</p>	
<p>4.7.1 Explain the importance of being a health advocate (e.g., positive role models, having a positive attitude about health, health fairs, posters)</p>	<p><b>D</b></p>

# K-12 Health Curriculum

## Fifth Grade

<p><b>Standard 1:</b></p> <p><b>Students understand the fundamental concepts of growth and development.</b></p>	<b>5<sup>th</sup> Grade</b>
<p><b>Human Growth And Development</b></p>	
<p>5.1.1 Describe changes that occur during puberty (e.g., changes in voice, hair growth, mood swings, sensitivity to peer influence)</p>	<b>ID</b>
<p>BODY SYSTEMS</p>	
<p>5.1.2 Explain the maintenance of human body systems (e.g., skeletal: choose foods high in calcium and vitamin D, be physically active)</p>	<b>ID</b>
<p><b>Standard 2:</b></p> <p><b>Students understand concepts related to the promotion of health and the prevention of disease.</b></p>	<b>5<sup>th</sup> Grade</b>
<p><b>Personal Health</b></p>	
<p>5.2.1 Describe how a range of differences between self and peers relate to intellectual, emotional, social, and physical health</p>	<b>ID</b>
<p>5.2.2 Explain the benefits of nutrition and physical activity as they relate to total wellness</p>	<b>ID</b>
<p><b>Disease And Illness</b></p>	
<p>5.2.3 Explain situations when it is appropriate to seek health care and explain the importance of early detection (e.g., skin cancer) in the treatment of illness and disease.</p>	<b>D</b>
<p><b>Safety And Injury Prevention</b></p>	
<p>5.2.4 Identify basic first aid procedures for common emergencies (e.g., choking, minor burns, bleeding, shock, poisoning)</p>	<b>ID</b>

<p><b>Standard 3:</b></p> <p><b>Students understand the effect of external factors on the health of individuals, families, communities, and the environment</b></p>	<p><b>5<sup>th</sup> Grade</b></p>
<p><b>External Influences On Health</b></p>	
<p>5.3.1 Identify ways an individual’s family, friends, and culture influence personal and community health practices</p>	<p><b>D</b></p>
<p>5.3.2 Describe ways the media can influence an individual’s thoughts, feelings, and health behaviors</p>	<p><b>D</b></p>
<p>5.3.3 Identify ways in which technology can influence personal health (e.g., health related web sites, blood pressure cuffs, pedometers)</p>	<p><b>ID</b></p>
<p>HEALTH AND THE ENVIRONMENT</p>	
<p>5.3.4 Describe ways the environment affects personal health (e.g., the importance of clean air, water, and land; the relationship between the sun and skin cancer)</p>	<p><b>ID</b></p>
<p><b>Standard 4:</b></p> <p><b>Students demonstrate the ability to use communication skills to enhance health.</b></p>	<p><b>5<sup>th</sup> Grade</b></p>
<p><b>INTERPERSONAL COMMUNICATION</b></p>	
<p>5.4.1 Explain how to develop relationships with family and friends using appropriate communication skills (e.g., I messages and body language)</p>	<p><b>D</b></p>
<p>CONFLICT RESOLUTION</p>	
<p>5.4.2 Describe refusal skills to avoid or reduce health risks (e.g., drugs, tobacco, alcohol, peer pressure)</p>	<p><b>ID</b></p>
<p>5.4.3 Apply the basic conflict resolution skills (e.g., stay calm, identify the problem, list ways to settle the problem, agree on how to settle the problem, ask a responsible adult for help)</p>	<p><b>ID</b></p>
<p><b>Standard 5:</b></p> <p><b>Students demonstrate the ability to use decision making and goal setting skills to enhance health.</b></p>	<p><b>5<sup>th</sup> Grade</b></p>
<p>GOAL SETTING</p>	
<p>5.5.1 Develop and implement short term and long term personal goals that enhance health (e.g., nutrition journal, fitness plan)</p>	<p><b>ID</b></p>
<p>DECISION MAKING</p>	
<p>5.5.2 Describe risky situations that require adult assistance (e.g., strangers, internet, peer pressure)</p>	<p><b>ID</b></p>

<p><b>Standard 6:</b></p> <p><b>Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.</b></p>	<p><b>5<sup>th</sup> Grade</b></p>
<p>ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p>	
<p>5.6.1 Describe the factors (e.g., commercials, peers, media) that can influence choices about health care products and services</p>	<p><b>D</b></p>
<p>5.6.2 Describe how to budget time and money for work and leisure activities (e.g., prioritization, work/play)</p>	<p><b>D</b></p>
<p> </p>	
<p> </p>	
<p> </p>	
<p><b>Standard 7:</b></p> <p><b>Students demonstrate the ability to advocate for personal, family, and community health.</b></p>	<p><b>5<sup>th</sup> Grade</b></p>
<p>ADVOCATING FOR HEALTH</p>	
<p>5.7.1 Describe methods for assisting others in making positive health choices (e.g., offering encouragement, using positive peer pressure)</p>	<p><b>D</b></p>
<p>5.7.2 Identify people and groups who advocate for health (e.g., health and physical education teachers, police officers, nurses, American Cancer Society, local community organizations)</p>	<p><b>ID</b></p>
<p>COMMUNICATING HEALTH INFORMATION</p>	
<p>5.7.3 Identify ways to convey accurate health information and ideas to individuals and groups (e.g., setting an example as a role-model, health fairs, posters, school and community presenters)</p>	<p><b>ID</b></p>
<p> </p>	
<p> </p>	



# K-12 Health Curriculum

## Sixth Grade

<p><b>Standard 1:</b></p> <p><b>Students understand the fundamental concepts of growth and development.</b></p>	<p><b>6<sup>th</sup> Grade</b></p>
<p><b>Human Growth And Development</b></p>	
<p>6.1.1 Identify physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle</p>	<p><b>ID</b></p>
<p>6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)</p>	<p><b>ID</b></p>
<p><b>BODY SYSTEMS</b></p>	
<p>6.1.3 Explain how body systems are affected by health behaviors (e.g., the effect of physical activity on the cardiovascular system)</p>	<p><b>ID</b></p>
<p>6.1.4 Identify the anatomical structures of the reproductive system (this benchmark is not a state benchmark. It was added by Mandan Public Schools)</p>	<p><b>ID</b></p>
<p><b>Standard 2:</b></p> <p><b>Students understand concepts related to the promotion of health and the prevention of disease.</b></p>	<p><b>6<sup>th</sup> Grade</b></p>
<p><b>Personal Health</b></p>	
<p>6.2.1 Describe strategies for stress management (e.g., breathing and relaxation techniques, avoiding personal stressors, time management, physical activity)</p>	<p><b>ID</b></p>
<p>6.2.2 Explain characteristics and conditions associated with positive self-esteem (e.g., confidence, self-worth)</p>	<p><b>ID</b></p>
<p><b>Disease And Illness</b></p>	
<p>6.2.3 Identify the causes and prevention of common diseases and other health problems (e.g., asthma, diabetes, obesity, allergies, cardio-vascular disease)</p>	<p><b>ID</b></p>
<p><b>Safety And Injury Prevention</b></p>	
<p>6.2.4 Explain the relationship between healthy behaviors (e.g., riding bikes, skateboards, rollerblades) and health risks (with or without protective equipment)</p>	<p><b>ID</b></p>
<p>6.2.5 Identify personal risks associated with harmful chemicals and drugs (e.g., accidents, addiction, depression, overdose)</p>	<p><b>ID</b></p>

<p><b>Standard 3:</b></p> <p><b>Students understand the effect of external factors on the health of individuals, families, communities, and the environment</b></p>	<p><b>6<sup>th</sup> Grade</b></p>
<p><b>External Influences On Health</b></p>	
<p>6.3.1 Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity)</p>	<p><b>D</b></p>
<p>HEALTH AND THE ENVIRONMENT</p>	
<p>6.3.2 Explain how the environment can affect personal health (e.g., second-hand smoke, available health care)</p>	<p><b>D</b></p>
<p> </p>	
<p><b>Standard 4:</b></p> <p><b>Students demonstrate the ability to use communication skills to enhance health.</b></p>	<p><b>6<sup>th</sup> Grade</b></p>
<p><b>INTERPERSONAL COMMUNICATION</b></p>	
<p>6.4.1 Describe social skills for building and maintaining positive relationships at school, work, and home (e.g., positive communication, cooperation, respect)</p>	<p><b>D</b></p>
<p>CONFLICT RESOLUTION</p>	
<p>6.4.2 Identify strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure</p>	<p><b>D</b></p>
<p>6.4.3 Identify conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities</p>	<p><b>D</b></p>
<p> </p>	
<p><b>Standard 5:</b></p> <p><b>Students demonstrate the ability to use decision making and goal setting skills to enhance health.</b></p>	<p><b>6<sup>th</sup> Grade</b></p>
<p>GOAL SETTING</p>	
<p>6.5.1 Develop goals to sustain or improve personal health practices</p>	<p><b>D</b></p>
<p>DECISION MAKING</p>	
<p>6.5.2 Describe the consequences of decisions regarding health behaviors (e.g., tobacco, alcohol, drugs, nutrition and physical activity) for oneself and others</p>	<p><b>D</b></p>
<p> </p>	

<p><b>Standard 6:</b></p> <p><b>Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.</b></p>	<p><b>6<sup>th</sup> Grade</b></p>
<p>ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p>	
<p>6.6.1 Identify situations that require professional health services (e.g., depression, eating disorders, drug or alcohol usage)</p>	<p><b>ID</b></p>
<p>6.6.2 Develop a plan to prioritize time and money for work and leisure activities</p>	<p><b>D</b></p>
<p> </p>	
<p> </p>	
<p><b>Standard 7:</b></p> <p><b>Students demonstrate the ability to advocate for personal, family, and community health.</b></p>	<p><b>6<sup>th</sup> Grade</b></p>
<p>ADVOCATING FOR HEALTH</p>	
<p>6.7.1 Identify strategies (e.g., compromise, active listening, knowledge of facts and myths, assertiveness) to influence and support others in making positive health choices</p>	<p><b>D</b></p>
<p>COMMUNICATING HEALTH INFORMATION</p>	
<p>6.7.2 Describe ways to convey (e.g., Power Point presentation, group projects, posters) health information and ideas to individuals and groups</p>	<p><b>D</b></p>
<p> </p>	
<p> </p>	

# K-12 Health Curriculum

## Eighth Grade

<p><b>Standard 1:</b></p> <p><b>Students understand the fundamental concepts of growth and development.</b></p>	<b>8<sup>th</sup> Grade</b>
<p><b>Human Growth And Development</b></p>	
<p>7-8.1.1 Describe physical, intellectual, social, and emotional changes that occur throughout the life cycle (e.g., body maturation, brain development, social awareness)</p>	<b>I</b>
<p>7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)</p>	<b>I</b>
<p>7-8.1.3 Explain the processes of conception, prenatal development, and birth</p>	
<p><b>BODY SYSTEMS</b></p>	
<p>7-8.1.4 Identify the anatomical structures of the reproductive system</p>	<b>I</b>
<p><b>Standard 2:</b></p> <p><b>Students understand concepts related to the promotion of health and the prevention of disease.</b></p>	<b>8<sup>th</sup> Grade</b>
<p><b>Personal Health</b></p>	
<p>7-8.2.1 Develop strategies for managing stress in their own lives (e.g., breathing and relaxation techniques, avoiding personal stressors, time management, physical activity)</p>	<b>D</b>
<p>7-8.2.2 Describe ways (e.g., personal achievement, community involvement, physical activity) to improve self-esteem</p>	<b>D</b>
<p>7-8.2.3 Explain how personal values and beliefs influence individual health practices (e.g., nutrition, personal hygiene, abstinence) and behaviors</p>	<b>D</b>
<p>7-8.2.4 Describe ways in which family history can have an impact on personal health (e.g., hereditary diseases)</p>	<b>D</b>
<p>7-8.2.5 Explain the relationship between sexual behavior and personal health (e.g., STD/STI, pregnancy, HIV/AIDS)</p>	<b>ID</b>
<p><b>Disease And Illness</b></p>	
<p>7-8.2.6 Identify the symptoms and treatment of common diseases and other health problems (e.g., allergies, communicable/non-communicable)</p>	<b>I</b>
<p>7-8.2.7 Explain ways in which school and public health policies can influence health promotion and disease prevention (e.g., tobacco and wellness policies)</p>	<b>D</b>
<p>7-8.2.8 Explain the benefits of nutrition and physical activity as they relate to the overall well-being of individuals (e.g., obesity)</p>	<b>D</b>
<p><b>Safety And Injury Prevention</b></p>	
<p>7-8.2.9 Describe ways to reduce or prevent injuries (e.g., water safety, the use of appropriate safety equipment, obeying laws and procedures, understanding basic first aid)</p>	<b>ID</b>
<p>7-8.2.10 Describe personal risks associated with harmful chemicals and drugs (e.g., addiction, depression, withdrawal, loss of control, driving under the influence, overdose, death)</p>	<b>M</b>

<p><b>Standard 3:</b></p> <p><b>Students understand the effect of external factors on the health of individuals, families, communities, and the environment</b></p>	<p><b>8<sup>th</sup> Grade</b></p>
<p><b>External Influences On Health</b></p>	
<p>7-8.3.1 Analyze how external factors (e.g., family, peers, culture, media, technology) affect physical, mental, and social health in positive and negative ways (e.g., the effect of advertising on food choices, peer influences on internet usage)</p>	<p><b>M</b></p>
<p>HEALTH AND THE ENVIRONMENT</p>	
<p>7-8.3.2 Identify ways that physical environment (e.g., natural and man-made disasters, pollutants) influences the health of individuals</p>	
<p><b>Standard 4:</b></p> <p><b>Students demonstrate the ability to use communication skills to enhance health.</b></p>	<p><b>8<sup>th</sup> Grade</b></p>
<p><b>INTERPERSONAL COMMUNICATION</b></p>	
<p>7-8.4.1 Describe effective verbal and nonverbal communication skills to enhance health (e.g., passive, assertive and aggressive behaviors)</p>	<p><b>M</b></p>
<p>7-8.4.2 Apply strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure</p>	<p><b>M</b></p>
<p>7-8.4.3 Describe causes of conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities and strategies to prevent conflict in such situations</p>	<p><b>M</b></p>
<p>7-8.4.3 Describe causes of conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities and strategies to prevent conflict in such situations.</p>	<p><b>M</b></p>
<p>CONFLICT RESOLUTION</p>	
<p><i>No benchmark expectations at this level.</i></p>	
<p><b>Standard 5:</b></p> <p><b>Students demonstrate the ability to use decision making and goal setting skills to enhance health.</b></p>	<p><b>8<sup>th</sup> Grade</b></p>
<p>GOAL SETTING</p>	
<p>7-8.5.1 Identify ways in which personal health goals can be influenced by abilities, priorities, and responsibilities (e.g., maturation, peers, values, and family)</p>	<p><b>DM</b></p>
<p>DECISION MAKING</p>	
<p>7-8.5.2 Identify the steps (e.g., clarify, consider, choose) of the decision-making process (e.g., going to a game or doing your homework)</p>	<p><b>M</b></p>

<p><b>Standard 6:</b></p> <p><b>Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.</b></p>	<p><b>8<sup>th</sup> Grade</b></p>
<p>ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p>	
<p>7-8.6.1 Explain how to use community resources and services (e.g., phone book, hotlines, clinics/hospitals, local clergy, school counselor, trusted adults) that provide valid health information</p>	<p><b>ID</b></p>
<p>SELECTION AND EVALUATION OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p>	
<p>7-8.6.2 Analyze the validity of common health information, products, and services (e.g., brand-name versus generic medicine, health fads, weight loss fads, tanning booths)</p>	<p><b>I</b></p>
<p><b>Standard 7:</b></p> <p><b>Students demonstrate the ability to advocate for personal, family, and community health.</b></p>	<p><b>8<sup>th</sup> Grade</b></p>
<p>ADVOCATING FOR HEALTH</p>	
<p>7-8.7.1 Describe strategies (e.g., compromise, active listening, knowledge of facts, assertiveness) to influence and work cooperatively with others to advocate for healthy individuals, families, and communities</p>	<p><b>M</b></p>
<p>COMMUNICATING HEALTH INFORMATION</p>	
<p>7-8.7.2 Identify myths and facts related to health issues (e.g., pregnancy, HIV transmission, drug use)</p>	<p><b>D</b></p>

# K-12 Health Curriculum

## Ninth - Twelfth Grade

<p><b>Standard 1:</b></p> <p><b>Students understand the fundamental concepts of growth and development.</b></p>	<b>9<sup>th</sup> – 12<sup>th</sup> Grade</b>
<p><b>Human Growth And Development</b></p>	
<p>9-12.1.1 Explain how the physical, intellectual, social, and spiritual changes that occur throughout life differ among individuals, families, and communities)</p>	<b>D</b>
<p>9-12.1.2 Explain how physical, intellectual, social, spiritual, and cultural factors influence attitudes toward sexuality</p>	<b>I</b>
<p>9-12.1.3 Describe the importance of prenatal and postnatal care to both parents and child</p>	<b>I</b>
<p><b>BODY SYSTEMS</b></p>	
<p>9-12.1.4 Explain how personal health behaviors impact the functioning of body systems (e.g., stress weakens the immune system, lack of exercise may lead to obesity, tobacco use may lead to cancer, risky behaviors may lead to HIV/AIDS or STD/STIs)</p>	<b>I</b>
<p>9-12.1.5 Explain the functions of the reproductive system</p>	
<p><b>Standard 2:</b></p> <p><b>Students understand concepts related to the promotion of health and the prevention of disease.</b></p>	<b>9<sup>th</sup> – 12<sup>th</sup> Grade</b>
<p><b>Personal Health &amp; Wellness</b></p>	
<p>9-12.2.1 Analyze healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention (e.g., active lifestyle vs. sedentary lifestyle, healthy diet vs. fad diets)</p>	<b>ID</b>
<p>9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)</p>	<b>D</b>
<p>9-12.2.3 Explain ways individuals can take responsibility for enhancing their own health (e.g., personal responsibility for dietary choices and reading labels, participating in physical activities, stress reduction, abstinence)</p>	<b>D</b>
<p><b>Disease And Illness</b></p>	
<p>9-12.2.4 Explain the importance of regular physical examinations (e.g., self-examination of breasts or testicles and physical examination by a physician) in detecting and treating diseases early</p>	<b>I</b>
<p>9-12.2.5 Describe how prevention and treatment of health problems are influenced by research and medical advances (e.g., recent improvements in the treatment of cancer, diabetes, and heart disease; advanced surgical techniques; HIV/AIDS)</p>	<b>D</b>
<p>9-12.2.6 Describe the social and economic effects of disease on individuals, families, and communities (e.g.,</p>	<b>D</b>

absenteeism from work and school, loss of income, epidemics of infectious disease)	
<b>Safety And Injury Prevention</b>	
9-12.2.7 Describe strategies for enhancing health and safety at home, in the community, and in the workplace (e.g., making an emergency evacuation plan for the home, locating and using an Automated External Defibrillator in the community, identifying proper lifting techniques for heavy objects, CPR/first aid training)	<b>D</b>
<b>Standard 3:</b>	
<b>Students understand the effect of external factors on the health of individuals, families, communities, and the environment</b>	<b>9<sup>th</sup> – 12<sup>th</sup> Grade</b>
<b>External Influences On Health</b>	
9-12.3.1 Explain how the community can influence the health of individuals (e.g., health information offered through community organizations, volunteer work at hospitals, community food banks)	<b>D</b>
9-12.3.2 Describe how cultural diversity enriches and challenges health behaviors (e.g., cultural differences related to health care and the treatment of disease, various food sources of nutrients available in different cultural and ethnic cuisines)	<b>D</b>
9-12.3.3 Explain how public health policies and government regulations (e.g., food and drug labeling, safe food handling and production regulations, community immunization programs, regulations regarding waste disposal) influence health	<b>D</b>
HEALTH AND THE ENVIRONMENT	
9-12.3.4 Evaluate how a physical environment influences the health of individuals and the community (e.g., the application of pesticides and herbicides on agricultural products; environmental issues that affect the water supply and nutritional quality of food)	<b>ID</b>
<b>Standard 4:</b>	
<b>Students demonstrate the ability to use communication skills to enhance health.</b>	<b>9<sup>th</sup> – 12<sup>th</sup> Grade</b>
<b>INTERPERSONAL COMMUNICATION</b>	
9-12.4.1 Apply effective verbal and nonverbal communication skills to enhance health (e.g., send clear messages about the effects of tobacco use on health)	<b>M</b>
CONFLICT RESOLUTION	
9-12.4.2 Apply refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks	<b>D</b>
9-12.4.3 Explain why a particular strategy (e.g., role-play/group situations) is appropriate for a given situation (e.g., preventing, managing, or resolving interpersonal conflicts)	<b>D</b>



<p><b>Standard 5:</b></p> <p><b>Students demonstrate the ability to use decision making and goal setting skills to enhance health.</b></p>	<p><b>9<sup>th</sup> – 12<sup>th</sup> Grade</b></p>
<p>GOAL SETTING</p>	
<p>9-12.5.1 Develop a life-long plan to sustain personal health (e.g., remaining drug-free, maintaining safe levels of cholesterol and blood pressure)</p>	<p><b>D</b></p>
<p>9-12.5.2 Assess the personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal</p>	<p><b>D</b></p>
<p>DECISION MAKING</p>	
<p>9-12.5.3 Apply the decision making process (e.g., gathering facts, assessing the alternatives, implementing a decision, evaluating the outcome) as it relates to a healthy lifestyle</p>	<p><b>D</b></p>
<p>9-12.5.4 Identify situations (e.g., fluoridated water in a community, television ratings in the home, natural disasters) that require individuals to work together in a collaborative decision-making process</p>	<p><b>D</b></p>
<p>9-12.5.5 Compare the short and long term impacts of alternative choices (e.g., pop vs. water, smoking vs. nonsmoking, wearing a seatbelt vs. not wearing a seatbelt, abstinence vs. sexual activity) in health-related situations</p>	<p><b>D</b></p>
<p>9-12.5.6 Explain consequences regarding the use, misuse, and abuse of alcohol, tobacco, and other drugs (e.g., adverse consequences for individuals, families, and the community)</p>	<p><b>D</b></p>
<p> </p>	
<p><b>Standard 6:</b></p> <p><b>Students demonstrate the ability to access, use, and evaluate health-related information, products, and services.</b></p>	<p><b>9<sup>th</sup> – 12<sup>th</sup> Grade</b></p>
<p>ACCESS AND USE OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p>	
<p>9-12.6.1 Describe situations (e.g., diabetes, chronic depression, prenatal and postnatal care, alcohol or drug related problems, child abuse) that require professional health services in the areas of prevention, treatment, and rehabilitation</p>	<p><b>D</b></p>
<p>9-12.6.2 Describe resources (e.g., reputable internet sites such as Centers of Disease Control, Surgeon general, and National Institute of Health, Chamber of Commerce, or public health organizations) to access valid and reliable health information, products, and services both in and outside of the community</p>	<p><b>D</b></p>
<p>9-12.6.3 Describe one's financial responsibility for health care services (e.g., health insurance coverage, deductibles, premiums, care options)</p>	<p><b>D</b></p>
<p>SELECTION AND EVALUATION OF HEALTH INFORMATION, PRODUCTS, AND SERVICES</p>	
<p>9-12.6.4 Identify local, state, federal, and private agencies (e.g., Food and Drug Administration [FDA], Environmental Protection Agency [EPA], United States Department of Agriculture [USDA], North Dakota Department of Health, North Dakota Attorney General's Office, and County Health) that protect and inform consumers</p>	<p><b>D</b></p>
<p>9-12.6.5 Determine criteria (e.g., costs and benefits, consumer guide, advice from health professionals, the media) used to evaluate health information, products, and services (e.g., research using medical journals, consumer health sources, research institutes)</p>	<p><b>D</b></p>
<p>9-12.6.6 Evaluate resources, products, and services based on appropriate criteria (e.g., costs and benefits), consumer guides, and advice from health professionals.</p>	<p><b>D</b></p>
<p> </p>	

<p><b>Standard 7:</b></p> <p><b>Students demonstrate the ability to advocate for personal, family, and community health.</b></p>	<p><b>9<sup>th</sup> – 12<sup>th</sup> Grade</b></p>
<p>ADVOCATING FOR HEALTH</p>	
<p>9-12.7.1 Explain how an individual can improve or sustain community health initiatives and or services (e.g., exercising voting privileges on health-related matters; assisting in the development of health policies or laws; evaluating community health services and presenting concerns to legislators)</p>	<p><b>D</b></p>
<p>9-12.7.2 Develop strategies to influence and support others in making positive health choices (e.g., working as a peer trainer, counseling others on health issues, gaining support of school administrators and community leaders, service learning and health fair projects)</p>	<p><b>D</b></p>
<p>9-12.7.3 Apply strategies to influence and support others in making positive health choices (e.g., working as a peer trainer, counseling others on health issues, gaining support of school administrators and community leaders, service learning and health fair projects)</p>	<p><b>D</b></p>
<p>COMMUNICATING HEALTH INFORMATION</p>	
<p>9-12.7.4 Apply strategies (e.g., utilizing peer and societal norms, data, surveys) to express information and opinions about health issues</p>	<p><b>D</b></p>
<p>9-12.7.5 Apply strategies for adapting health messages and techniques to a specific target audience (e.g., translating information from a health text to language appropriate for peer education)</p>	<p><b>D</b></p>
<p>9-12.7.6 Evaluate the effectiveness of a communication method (e.g., public service announcements, television or magazine advertisements, web sites) used to deliver health information</p>	<p><b>D</b></p>

## **Course Descriptions and Course Outlines**

### **6<sup>th</sup> Grade Health**

#### **Course Description**

HEALTH – Required: Grade 6 – 1 semester. This course is designed to assist students to maintain and improve health, prevent disease, and reduce health-related risk behaviors. The health education curriculum includes a variety of topics such as personal and family health, environmental health, nutrition, and substance use and abuse. The sixth grade utilizes “The Great Body Shop” pamphlets.

### **8<sup>th</sup> Grade Health**

#### **Course Description**

HEALTH – Required: Grade 8-One semester. 8<sup>th</sup> Grade Health will have students utilizing a framework based upon North Dakota State and National Health Standards to learn about many subjects. Some of which may be wellness, body systems, drugs, alcohol, tobacco, stress, decision making, goal setting, eating responsibly, healthy relationships, safe dating, abstinence, STD’s, conflict management, respect and responsibility, CPR, and much more.

#### **Course Outline**

##### **Introduction to Health/Syllabus/Ice Breakers (1 week/1<sup>st</sup> week)**

##### **Health and Wellness (1 week)**

- Four Parts of Health (physical, social, mental, and emotional)
- Benefits of Health Assessments
- Wellness
- Influences on Health and Wellness (heredity, environment, media, friends, and family)
- Choices about Health
- Life Skills
- Improving your Health

##### **Making Healthy Decisions (2 weeks)**

- Making Decisions
  - Are they good
  - Are you in control
  - What are your values, character?
- Six Steps of Decision Making
- Influences on Decisions
  - Peer Pressure

- Media
- Family
- Examining your Decisions
  - Consequences
- Goal Setting
  - Interests and Values
  - Long and Short-term Goal Setting
- Reaching Your Goals
  - Action Plans
  - Set-backs
- How Goals can Change
- Coping
- Communication Skills
- Refusal Skills

**Stress Management (1 week)**

- What is stress?
- Bad vs. Good Stress
- Stressors
- How Stress Affects You
- Defense Mechanisms
- Managing Stress
- Preventing Distress and Stress

**Eating Responsibly/Nutrition/Eating Disorders/Physical Activity (2 weeks)**

- Body Systems
  - Body Organization, Nervous System, Endocrine System, Skeletal and Muscular Systems, Digestive and Urinary Systems, Circulatory and Respiratory Systems, Caring for your Body
- Physical Fitness
  - Components of Physical Fitness, How Exercise and Diet Affect Fitness, Benefits of Exercise, Fitness Testing, Fitness Goals, Injury and Recovery, Cautions
- Eating Responsibly
  - Nutrition, Nutrients you Need, Healthy Choices, Body Image, Eating Disorders, Healthy Body and Weight

**Conflict Management (1 week)**

- What is Conflict
  - Sources, Avoiding, Recognizing
- Communicating during Conflict
- Resolving Conflicts
  - Negotiation and Collaboration/Compromise, Mediation, Peer Mediation
- School Conflict
  - Teasing, Bullying, Teachers, Cultural, Grades
- Conflict at Home
  - Family, Parents, Siblings, Sibling Rivalry

- Community Conflict
  - Neighbors, Culture
- Conflict that leads to Violence
  - Aggression, Anger/Controlling, Avoiding Violence

### **Tobacco and Alcohol (1 week)**

- Products
  - Nicotine, Tar, Smokeless
- Effects
  - Early effects of smoking and smokeless tobacco, environmental smoke
- Disease and Death
  - Cancer, Respiratory Disease, Cardiovascular Diseases, Other Problems
- Addiction
  - Nicotine, Tolerance and Dependence, Psychological Dependence, Responses
- Quitting
  - Planning, Medicines
- Why People Use Tobacco
  - Peer Pressure, Family/Role Models, Advertisements, Internal Pressures

### **Safe Dates/Healthy Relationships (2 weeks)**

- Safe Date Curriculum from the State (the session curriculum)
- Social Skills
  - Expressing Yourself, Understanding Others, Understanding Body Language, Communicating through Behavior, Character and Personal Responsibility, Refusal Skills
- Sensitivity Skills
  - Developing Empathy, Showing Tolerance
- Family Health
  - Structure, Roles, Problems
- Influences on Teen Relationships
  - Media, Friends, Family
- Healthy Friendships
  - Building Self-Esteem, Making Friends, Resolving Unhealthy Relationships
- Teen Dating
  - Dating, Showing Affection, Being Clear, Abstinence

### **Abstinence and Sex Education and STD's (2 weeks)**

- All curriculums for this unit are supplementary to our textbook.
- The Prevention Resource Center also has the STD information.
- Infectious Diseases
  - What it is, how it spreads, bacterial infections, antibiotics, viral infections
- STD's
  - What are they, HIV and AIDS
- Preventing the Spread of STD's

### **Drugs and Alcohol Unit/ PowerPoint Projects (3 weeks)**

- Alcohol and Your Body
  - Types, how it affects your brain/blood and reactions to alcohol
- Effects
  - Short-term
  - Long-term
- How Alcohol Affects Decision Making
- Peer Pressure
- Alcoholism
- What are Drugs?
- Prescription Drugs
  - Over-the-Counter
  - Side Effects
  - Tolerance
- Drug Abuse and Addiction
  - Dependence (physical and psychological), relationships, school problems due to addiction, cost of drug addiction
- Stimulants and Depressants
  - Cocaine, Meth, Crack, Caffeine,
  - Tranquillizers, Rohypnol, Barbiturates, Hypnotics, Sedatives
- Marijuana
  - Long/Short-term Effects
- Opiates
  - Heroin
- Hallucinogens and Inhalants
  - LSD, Magic Mushrooms, PCP, Angel Dust, Peyote, Buttons, Acid
  - Freon, Nitrous Oxide
- Designer Drugs
  - Ecstasy, GHB, Ketamine
- How to Stay Drug Free
  - Why and refusal
- How to Get Help
  - Know when, help someone, counseling, treatment centers, support groups, recovery
- PowerPoint Projects

**CPR (1 week)**

- Adult CPR
- Child CPR
- Adult/Child Choking
- Infant CPR/Choking
- AED
- All taught by the Tesoro Safety Guys, who volunteer their time for an entire week

## **9<sup>th</sup> Grade Health**

### **Course Description**

HEALTH – Required: Grade 9 – ¼ Unit of credit – 9 week course. The following units may be included in the 9-week Health class: human growth and development, drug and alcohol, nutrition and fitness, consumer health, personal health, first aid, family living, diseases and disorders. **This course is linked to Career Management.**

### **Course Outline**

#### **1. Personal Health**

- a. What affects your health (physical, social, mental and emotional)**
- b. Promoting health and wellness**
- c. Making responsible decisions and promoting positive attitudes**
- d. Influences on health and wellness (family, friends, media, environment, etc.)**

#### **2. Mental and Emotional Health**

- a. Developing self-esteem**
- b. Developing personal identity and character**
- c. Understanding and managing stress**
- d. Dealing with anxiety and depression**
- e. Warning signs for depression and suicide**
- f. Steps of QPR (question, persuade, refer) and avenues for help**

#### **3. Nutrition and Physical Activity**

- a. Basic nutrients**
- b. Reading nutrition labels and making healthy choices**
- c. Healthy body weight and eating disorders**
- d. Benefits of physical activity**

#### **4. Drug Unit**

- a. Health risks of drug use**
- b. Legal drugs (alcohol, tobacco, and prescription drugs)**
  - i. Harmful effects they have on the body**
  - ii. Abusive behaviors and treatments available**
- c. Illegal drugs (marijuana, meth, cocaine, steroids, club drugs, inhalants)**
  - i. Types of drugs**
  - ii. Harmful effects on the body**
  - iii. What they look like and how they are used**
  - iv. Laws and penalties**
  - v. How abusive behaviors affect the user and their families**
  - vi. Treatment programs available**
  - vii. Practice refusal skills**

#### **5. Growth and Development**

- a. Male and female reproductive system**
  - i. Identify parts and understand the function**
  - ii. Changes that occur during puberty**
  - iii. Keeping a health system and problems that may occur**
- b. Pregnancy and child birth**
  - i. Signs of pregnancy**
  - ii. Problems during pregnancy**
  - iii. Development of the fetus**
  - iv. Health of the mother/additional needs**



- 6. Building health relationships**
  - a. Family relationships**
  - b. Peers and dating relationships**
    - i. Appropriate dating behaviors**
    - ii. Signals of an abusive relationship**
    - iii. Benefits of abstinence**
    - iv. Coping with pressures**
    - v. Practice refusal skills**
- 7. Abstinence, sex education and STD's**
  - a. Benefits of abstinence**
  - b. Types of STD's (parasites, virus, and bacteria)**
  - c. Common STD's**
  - d. Risks of becoming sexually active**
  - e. Symptoms of STD's**
  - f. Statistics**
- 8. Decision Making Skills**
  - a. Mapping out options**
  - b. Comparing benefits and consequences**
  - c. Dealing with bullying and harassment**
  - d. Role plays**
- 9. First Aid and Safety**
  - a. Basic care for wounds and bleeding**
  - b. Ways to keep yourself safe from injuries**

- c. Responding to a medical emergency**

**10. Diseases and Disorders**

- a. Common infectious diseases**
- b. Ways you can protect yourself**
- c. Warning signs for cancer**

## **APPENDIX A**

### **21<sup>st</sup> Century Skills – 4<sup>th</sup> Grade**

The Partnership for 21<sup>st</sup> Century Skills organization in cooperation with the National Council of Teachers of English developed a 21<sup>st</sup> Century Skills Map. The 21<sup>st</sup> Century Skills Map has so far been developed at grades 4, 8, and 12.

We did an alignment between the 21<sup>st</sup> Century Skills Map and Mandan Public Schools' K-4 Health Curriculum. Not all of the 21<sup>st</sup> Century Skills are addressed by Mandan Public Schools' K-4 Health Curriculum. However, some of the skills may also be addressed by other curriculums in Mandan Public Schools. This match is a guide to assist us in the identification of which 21<sup>st</sup> Century Skills align to specific benchmarks in each grade. If someone else did the match, we would expect slightly different results.

We numbered the 12 broad 21<sup>st</sup> Century Skills 1-12. In front of each 21<sup>st</sup> Century Skill is a digit which indicates the grade level at which the 21<sup>st</sup> Century Skill was developed. Each of these 12 skills has 1 or more sub-skills. We numbered the sub-skills with a decimal point followed by another digit in numerical sequence.

The numbers in parenthesis below the 21<sup>st</sup> Century sub-skills refer to Mandan Public Schools' K-4 Health Curriculum. The first digit in parenthesis refers to the grade level. The second digit in the parenthesis refers to the standard. The third digit in parenthesis refers to the benchmark.

It is important that these 21<sup>st</sup> Century Skills be addressed by the various components of the school curriculum. As new state standards and benchmarks are developed, we hope that they will address the 21<sup>st</sup> Century Skills.

#### **4.1 Creativity and Innovation**

##### **4.1.1 Demonstrate originality and inventiveness in work**

##### **4.1.2 Communicate new ideas to others**

##### **4.1.3 Develop, implement and communicate new ideas to others**

#### **4.2 Critical Thinking & Problem Solving**

##### **4.2.1 Identify and ask significant questions that clarify various points of view**

##### **4.2.2 Frame, analyze and synthesize information in order to solve problems and answer questions**

#### **4.3 Communication**

##### **4.3.1 Articulate thoughts clearly and effectively through writing, speaking, and visuals (K.4.1; K.4.2; K.5.2)**

(1.2.1; 1.2.4; 1.2.5; 1.2.6; 1.4.1; 1.4.2; 1.5.2; 1.6.1)  
(2.1.1; 2.1.2; 2.2.1; 2.4.3; 2.4.4; 2.5.1; 2.5.2; 2.7.1)  
(3.1.4; 3.2.1; 3.2.2; 3.2.3; 3.2.5; 3.2.6; 3.3.2; 3.4.2; 3.5.1)  
4.2.1; 4.2.2; 4.2.3; 4.2.4; 4.3.5; 4.4.2; 4.5.1; 4.5.2; 4.6.1; 4.6.2; 4.7.1)

#### **4.4 Collaboration**

**4.4.1 Demonstrate the ability to work effectively with diverse teams**

**4.4.2 Assume shared responsibility for collaborative work**

#### **4.5 Information Literacy**

**4.5.1 Access and critically evaluate information and use information accurately to solve problems**

**4.5.2 Access and critically evaluate information and use information creatively**

**4.5.3 Evaluate information critically and competently**

**4.5.3 Evaluate information critically and competently and use information accurately and creatively for the problem at hand**

**4.5.4 Access information efficiently and effectively, evaluate information critically and competently and use information accurately and creatively**

#### **4.6 Media Literacy**

**4.6.1 Understand how media messages are constructed, for what purposes and using which characteristics and conventions**

**4.6.2 Examine how values and points of view are included or excluded and how media can influence beliefs and behaviors**

#### **4.7 ICT Literacy**

**4.7.1 Use technology as a tool to research, organize, evaluate and communicate information**

**4.7.2 Use digital technology and communication tools appropriately to access, evaluate, and create information**

**4.8 Flexibility & Adaptability**

**4.8.1 Adapt to varied roles and responsibilities**

**4.9 Initiative & Self-Direction**

**4.9.1 Define, prioritize and complete tasks without direct oversight**

**4.9.2 Monitor one's own understanding and learning needs**

**4.10 Social & Cross-Cultural Skills**

**4.10.1. Bridge cultural differences and use differing perspectives to increase innovation and the quality of work**

**4.10.2 Leverage the collective intelligence of groups when appropriate**

**4.11 Productivity & Accountability**

**4.11.1 Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable)**

**4.12 Leadership & Responsibility**

**4.12.1 Leverage strengths of others to accomplish a common goal**

## **APPENDIX B**

### **21<sup>st</sup> Century Skills – 8<sup>th</sup> Grade**

The Partnership for 21<sup>st</sup> Century Skills organization in cooperation with the National Council of Teachers of English developed a 21<sup>st</sup> Century Skills Map. The 21<sup>st</sup> Century Skills Map has so far been developed at grades 4, 8, and 12.

We did an alignment between the 21<sup>st</sup> Century Skills Map and Mandan Public Schools' 5-8 Health Curriculum. Not all of the 21<sup>st</sup> Century Skills are addressed by Mandan Public Schools' 5-8 Health Curriculum. However, some of the skills may also be addressed by other curriculums in Mandan Public Schools. This match is a guide to assist us in the identification of which 21<sup>st</sup> Century Skills align to specific benchmarks in each grade. If someone else did the match, we would expect slightly different results.

We numbered the 12 broad 21<sup>st</sup> Century Skills 1-12. In front of each 21<sup>st</sup> Century Skill is a digit which indicates the grade level at which the 21<sup>st</sup> Century Skill was developed. Each of these 12 skills has 1 or more sub-skills. We numbered the sub-skills with a decimal point followed by another digit in numerical sequence.

The numbers in parenthesis below the 21<sup>st</sup> Century sub-skills refer to Mandan Public Schools' 5-8 Health Curriculum. The first digit in parenthesis refers to the grade level or grade span. The next digit in the parenthesis refers to the standard. The last digit in parenthesis refers to the benchmark.

It is important that these 21<sup>st</sup> Century Skills be addressed by the various components of the school curriculum. As new state standards and benchmarks are developed, we hope that they will address the 21<sup>st</sup> Century Skills.

#### **8.1 Creativity and Innovation**

##### **8.1.1 Demonstrate originality and inventiveness in work**

##### **8.1.2 Be open and responsive to new and diverse perspectives**

(7-8.3.1)

##### **8.1.3 Develop and communicate new ideas to others**

(7-8.4.1; 7-8.7.1)

#### **8.2 Critical Thinking & Problem Solving**

##### **8.2.1 Frame, analyze and synthesize information in order to solve problems and answer questions**

(5.1.1; 5.1.2; 5.6.1)

(7-8.6.1)

##### **8.2.2 Make complex choices and decisions**

(5.6.1; 5.7.1;)

(6.5.1; 6.5.2; 6.7.1)

(7-8.5.1; 7-8.5.2)

##### **8.2.3 Identify and ask significant questions that clarify various points of view**

### **8.3 Communication**

#### **8.3.1 Articulate thoughts and ideas clearly and effectively**

(5.1.1; 5.1.2; 5.2.1; 5.2.2; 5.2.3; 5.3.4; 5.4.1; 5.4.2; 5.4.3; 5.5.2; 5.6.1; 5.6.2; 5.7.1; 5.7.2; 5.7.3;  
(6.1.1; 6.1.2; 6.1.3; 6.2.1; 6.2.2; 6.2.3; 6.2.4; 6.2.5; 6.3.1; 6.3.2; 6.4.1; 6.4.2; 6.4.3; 6.5.1; 6.5.2;  
6.6.1; 6.6.2; 6.7.2)  
(7-8.1.1; 7-8.1.2; 7-8.1.3; 7-8.2.1; 7-8.2.2; 7-8.2.3; 7-8.2.4; 7-8.2.5; 7-8.2.6; 7-8.2.7; 7-8.2.8;  
7-8.2.9; 7-8.2.10; 7-8.3.1; 7-8.3.2; 7-8.4.1; 7-8.4.2; 7-8.4.3)

#### **8.3.2 Articulate thoughts and ideas clearly and effectively through writing**

(6.5.1; 6.7.2)

### **8.4 Collaboration**

#### **8.4.1 Assume shared responsibility for collaborative work**

(6.7.2)

#### **8.4.2 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal**

(6.7.1; 6.7.2)

#### **8.4.3 Demonstrate the ability to work effectively with diverse teams**

(6.7.2)

(7-8.7.1)

### **8.5 Information Literacy**

#### **8.5.1 Use information accurately and creatively for the issue or problem at hand**

(5.6.1)

(6.2.4; 6.2.5; 6.3.1; 6.3.2; 6.4.2; 6.4.3; 6.5.2; 6.7.1)

(7-8.7.2; 7-8.6.2)

#### **8.5.2 Use information accurately and creatively to generate new knowledge**

#### **8.5.3 Evaluate information critically and competently**

(5.6.1)

( 6.6.1; 6.6.2; 6.7.2)

(7-8.7.2; 7-8.6.2; 7-8.7.2)

#### **8.5.4 Possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information**

(7-8.2.9)

### **8.6 Media Literacy**

#### **8.6.1 Examine how values and points of view are included or excluded and how media can influence beliefs and behaviors**

(6.3.1; 6.3.2; 6.7.1; 6.7.2)

(7-8.3.1)

**8.6.2 Examine how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors**  
(6.3.1; 6.3.2; 6.7.1; 6.7.2)

**8.7 ICT Literacy**

**8.7.1 Use technology as a tool to research, organize, evaluate and communicate information, and possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information**  
(6.7.2)

**8.7.2 Use digital technology and communication tools appropriately to access, evaluate, and create information**

**8.7.3 Demonstrate an understanding of legal, ethical, and safe online behavior**  
(7-8.2.10)

**8.8 Flexibility & Adaptability**

**8.8.1 Adapt to varied roles and responsibilities**

**8.9 Initiative & Self-Direction**

**8.9.1 Utilize time efficiently and manage workload**

**8.9.2 Monitor one's own understanding and learning needs**

**8.10 Social & Cross-Cultural Skills**

**8.10.1 Bridge cultural differences and use differing perspectives to increase innovation and the quality of work**

**8.11 Productivity & Accountability**

**8.11.1 Set and meet high standards and goals for delivering quality work on time**  
(6.5.1; 6.7.2)

**8.12 Leadership & Responsibility**

**8.12.1 Demonstrate integrity and ethical behavior**  
(6.5.2; 6.7.1; 6.7.2)



## Appendix C

### 21<sup>st</sup> Century Skills – 12<sup>th</sup> Grade

The Partnership for 21<sup>st</sup> Century Skills organization in cooperation with the National Council of Teachers of English developed a 21<sup>st</sup> Century Skills Map. The 21<sup>st</sup> Century Skills Map has so far been developed at grades 4, 8, and 12.

We did an alignment between the 21<sup>st</sup> Century Skills Map and Mandan Public Schools' 9-12 Health Curriculum. Not all of the 21<sup>st</sup> Century Skills are addressed by Mandan Public Schools' 9-12 Health Curriculum. However, some of the skills may also be addressed by other curriculums in Mandan Public Schools. This match is a guide to assist us in the identification of which 21<sup>st</sup> Century Skills align to specific benchmarks in each grade. If someone else did the match, we would expect slightly different results.

We numbered the 12 broad 21<sup>st</sup> Century Skills 1-12. In front of each 21<sup>st</sup> Century Skill is a digit which indicates the grade level at which the 21<sup>st</sup> Century Skill was developed. Each of these 12 skills has 1 or more sub-skills. We numbered the sub-skills with a decimal point followed by another digit in numerical sequence.

The numbers in parenthesis below the 21<sup>st</sup> Century sub-skills refer to Mandan Public Schools' 9-12 Health Curriculum. The first set of digits in parenthesis refers to the grade span. The next digit in the parenthesis refers to the standard. The last digit in parenthesis refers to the benchmark.

It is important that these 21<sup>st</sup> Century Skills be addressed by the various components of the school curriculum. As new state standards and benchmarks are developed, we hope that they will address the 21<sup>st</sup> Century Skills.

#### 12.1 Creativity and Innovation

**12.1.1 Develop and communicate new ideas to others**

**12.1.2 Demonstrate originality and inventiveness in work**

**12.1.3 Act on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs**

#### 12.2 Critical Thinking & Problem Solving

**12.2.1 Frame, analyze and synthesize information in order to solve problems and answer questions**

**12.2.2 Identify and ask significant questions that clarify various points of view**

**12.2.3 Exercise sound reasoning in understanding**  
(9-12.7.2; 9-12.7.3; 9-12.5.3; 9-12.5.6)

### **12.3 Communication**

#### **12.3.1 Articulate thoughts clearly and effectively through writing, speaking, and multimedia**

(9-12.1.1; 9-12.1.2; 9-12.1.3; 9-12.1.4; 9-12.2.1; 9-12.2.3; 9-12.2.4; 9-12.2.5; 9-12.2.6; 9-12.2.7; 9-12.3.1; 9-12.3.2; 9-12.3.3; 9-12.3.4; 9-12.4.1; 9-12.4.2; 9-12.4.3; 9-12.5.1; 9-12.5.5; 9-12.5.6; 9-12.6.1; 9-12.6.2; 9-12.6.3; 9-12.7.1; 9-12.7.2; 9-12.7.6)

#### **12.3.2 Articulate thoughts clearly and effectively through writing**

### **12.4 Collaboration**

#### **12.4.1 Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal**

#### **12.4.2 Assume shared responsibility for collaborative work**

#### **12.4.3 Demonstrate the ability to work effectively with diverse teams**

### **12.5 Information Literacy**

#### **12.5.1 Possess and share a fundamental understanding of the ethical/legal issues surrounding the access and use of information**

#### **12.5.2 Use information accurately and creatively for the issue or problem at hand (9-12.7.6)**

### **12.6 Media Literacy**

#### **12.6.1 Understand how media messages are constructed, for what purposes and using which tools, characteristics and conventions**

(9-12.7.5; 9-12.7.6; 9-12.6.5; 9-12.6.6)

### **12.7 ICT Literacy**

#### **12.7.1 Use technology as a tool to research, organize, evaluate and communicate information, and possess a fundamental understanding of the ethical/legal issues surrounding the access and use of information**

#### **12.7.2 Use technology as a tool to communicate information (9-12.7.6)**

**12.7.3 Use digital technology, communication tools and/or networks appropriately to integrate, evaluate, and create information**

**12.8 Flexibility & Adaptability**

**12.8.1 Work effectively in a climate of ambiguity and changing priorities**

**12.9 Initiative & Self-Direction**

**12.9.1 Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise**

**12.9.1 Demonstrate commitment to learning as a lifelong process**

**12.10 Social & Cross-Cultural Skills**

**12.10.1 Bridge cultural differences and use differing perspectives to increase innovation and the quality of work**

**12.10.2 Leverage the collective intelligence of groups when appropriate**

**12.11 Productivity & Accountability**

**12.11.1 Demonstrate diligence and a positive work ethic (e.g., being punctual and reliable)**

**12.12 Leadership & Responsibility**

**12.12.1 Act responsibly with the interests of the larger community in mind**

## **Appendix D**

### **8<sup>th</sup> Grade Essential Skills**

#### **Essential Skills**

Health teachers at Mandan Middle School in Mandan Public Schools have determined that in order to be successful, students entering 8<sup>th</sup> grade need specific health education knowledge and skills.

#### **Health Education**

Upon entering 8<sup>th</sup> Grade students need to be able to:

- Be familiar with decision-making.
- Be able to identify the parts of health.
- Be able to identify current stressors in their life.
- Be able to identify the body systems.
- Be able to identify conflicts in their life.
- Already know some effects of tobacco, drug, and alcohol abuse.
- Be familiar with identifying healthy and unhealthy relationships in their life.
- Have heard of CPR.

Upon leaving the 8<sup>th</sup> Grade students will be able to:

- Identify ways on how to improve their health.
- Use the Six Steps to Decision Making to problem solve.
- Be able to make and map-out immediate and future goals.
- Identify healthy eating habits and be able to identify possible eating disorders, be able to manage and monitor Calorie intake and do some menu planning.
- Be able to solve and manage conflicts and deal with bullying and teasing.
- Identify characteristics of healthy and unhealthy relationships in their lives. Decide what characteristics they would want in a dating partner and identify how want to be treated or treat and dating partner.
- Have enhanced social skills, communication, and listening skills.
- Evaluate the pros of Abstinence.
- Identify risks and consequences of being sexually active, identify common STD's, and HIV, and the signs/symptoms/down-side of pregnancy.
- Identify risks, effects, and background information of various forms of drugs, alcohol, and tobacco.
- Become familiar with CPR techniques and guidelines enough to become certified.

## **Appendix E**

### **9<sup>th</sup> Grade Essential Skills**

#### **Essential Skills**

Health teachers at Mandan High School in Mandan Public Schools have determined that in order to be successful, students entering 9<sup>th</sup> grade need specific health education knowledge and skills.

#### **Health Education**

Upon entering 9<sup>th</sup> Grade students need to be able to:

- Be familiar with decision-making
- Be able to identify conflicts in their life
- Know some effects of tobacco, drug, and alcohol abuse
- Have enhanced social skills, communication, and listening skills
- Be familiar with CPR techniques and guidelines enough to become certified

Upon leaving the 9<sup>th</sup> Grade students will be able to:

- Use the Six Steps to Decision Making to problems solve
- Identify health eating habits and be able to identify possible eating disorders, be able to manage and monitor calorie intake and do some menu planning
- Identify risks, effects, and background information of various forms of drugs, alcohol and tobacco
- Know how to respond to cuts, burns and abrasions
- Know the signs of a concussion
- Identify warning signs for depression and/or suicide
- Understand QPR (Question, Persuade and Refer)
- Respond and put into action QPR
- Evaluate the pros of abstinence