

Dowagiac Union Schools K-6 Health Curriculum

I=introduce M=major emphasis R=review

C=part of Counseling Curriculum PE=part of Physical Education Curriculum

Standard 1: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.

K 1 2 3 4 5 6

1.1 Describe the basic structure and functions of the human body system.					I	M	R
1.2 Recognize that personal health behaviors influence an individual's well being.	C	C	C	C	C	M	
1.3 Identify indicators of mental, emotional, social and physical health during childhood.	C	C	C	C	C	C	C
1.4 Describe how the family influences the health of individuals.	C	C	C	C	C	C	C
1.5 Describe how physical, social, and emotional environments influence personal health.	C	C	C	C	C	C	C
1.6 Identify the most common health problems of children.	I	I	I	I	I	I	I
1.7 Identify health problems that should be detected and treated early.	I	I	I	I	I	I	I
1.8 Recognize that most injuries and illnesses can be prevented or treated.	I	I	I	I	I	I	I

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Standard 6: All students will demonstrate effective interpersonal communication and other social skills which enhance health.

	K	1	2	3	4	5	6
6.1 Distinguish between verbal and nonverbal communication.	C	C	C	C	C	C	C
6.2 Describe characteristics needed to be a responsible friend and family member.	C	C	C	C	C	C	C
6.3 Demonstrate healthy ways to express needs, wants and feelings.	C	C	C	C	C	C	C
6.4 Demonstrate ways to communicate care, consideration, empathy, and respect for self and others.	C	C	C	C	C	C	C
6.5 Demonstrate attentive listening skills.	M	M	R	R	R	R	R
6.6 Demonstrate refusal and negotiation skills to enhance health.	C	C	C	C	C	C	C
6.7 Differentiate between negative and positive behaviors used in conflict situations.	C	C	C	C	C	C	C
6.8 Demonstrate non-violent strategies to resolve conflicts.	C	C	C	C	C	C	C

AIDS/HIV State Mandated Curriculum
 I=introduce M=major emphasis R=review

K 1 2 3 4 5 6

1.1 Understand how AIDS is and is not transmitted.		M	M	M	M		
1.2 Understand how to behave around someone who is ill with AIDS or HIV infection.		M	M	M	M		
1.3 Understand the transmission of AIDS/HIV, the disease itself, and ways to prevent infection.						M	M

Dowagiac Middle School
7-8 Health Curriculum

I=introduce M=major emphasis R=review

Content Standard 1: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.

Applied Health Concepts

	7th	8th
1.1 Describe how health is influenced by the interaction of body systems.	I	M
1.2 Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and other health problems.	M	M, R
1.3 Describe the interrelationship of physical, intellectual, emotional, and social health during adolescence.	I	M

1.4 Describe how family and peers influence the health of individuals.	I, M	R
1.5 Analyze how heredity, environment, and personal health are related.	I	I, M
1.6 Describe ways to reduce risk related to adolescent health problems	I	M
1.7 Recognize that most causes of premature health problems can be prevented by positive health practices and appropriate health care	I	I

Content Standard 2: All students will access valid health information and appropriate health promoting products and services.

Accessing Service Information	7th	8th
2.1 Analyze the validity of health information, products, and services.	I	I
2.2 Demonstrate the ability to utilize resources from home, school, and community that provide accurate health information.	M	M
2.3 Analyze how media influences the selection of health information and products.	M	M
2.4 Synthesize accurate information from a variety of sources regarding a community health issue.	I	I
2.6 Describe situations requiring professional health services.	I	I

Content Standard 3: All students will practice health enhancing behaviors and reduce health risks.

Health Behaviors	7th	8th
3.1 Explain the importance of assuming responsibility for personal health behaviors.	M	M
3.2 Distinguish between safe, risky, and harmful behaviors in relationships.	M	M
3.3 Demonstrate strategies to positively manage stress.	I	I, M
3.4 Demonstrate ways to avoid threatening situations and reduce conflict.	I	I, M
3.5 Demonstrate strategies to improve personal and family health.	I	I
3.7 Analyze a personal health assessment to determine health strengths and risks.	I	I, M

Content Standard 4: All students will analyze the influence of cultural beliefs, media, and technology on health.

Influences	7th	8th
4.1 Describe the influence of cultural beliefs on health behaviors and the use of health services.	I	I, M
4.2 Describe how messages from media and other sources influence health behaviors.	M	M
4.3 Analyze the influence of technology on personal and family health.	I	M

4.4 Analyze how information from peers influence health.	I, M	M
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Content Standard 5: All students will use goal setting and decision-making skills to enhance health.

Goal Setting and Decision Making	7th	8th
5.1 Demonstrate the ability to apply a decision making process to health issues and problems individually and collaboratively.	I	M
5.2 Demonstrate the ability to ask for assistance when making health-related decisions.	I	M
5.3 Analyze the role of individual, family, community, and cultural values when making health-related decisions.	I	I, M
5.4 Explain how decisions regarding health behaviors have consequences on self and others.	I	M
5.5 Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.	I	I, M
5.6 Apply strategies and skills needed to attain personal health goals.	I	I, M

Content Standard 6: All students will demonstrate effective interpersonal communication and other social skills which enhance health.

Social Skills	7th	8th
6.1 Demonstrate effective verbal and nonverbal communication skills.	M	M
6.2 Describe how the behavior of family and peers affects interpersonal communication.	I	I, M

6.3 Demonstrate healthy ways to express needs, wants, and feelings.	I, M,R	I,M,R
6.4 Demonstrate ways to communicate care, consideration, empathy, and respect for self and others.	M	R
6.5 Demonstrate communication skills for building and maintaining healthy relationships.	I	M
6.6 Demonstrate attentive listening skills.	M	M
6.7 Demonstrate refusal and negotiation skills to enhance health.	M	M
6.8 Analyze the possible causes of conflict among youth in schools and communities.	I	M
6.9 Demonstrate strategies to manage conflict in healthy ways.	M	M

Content Standard 7: All students will demonstrate advocacy skills for enhanced personal, family, and community health.

Health Advocacy	7th	8th
7.1 Demonstrate the ability to access community agencies that advocate for healthy individuals, families, and communities.	I	I, M
7.2 Demonstrate the ability to influence and support others in making positive health choices.	I	I, M
7.3 Demonstrate the ability to work cooperatively with others to advocate for healthy individuals, families, and schools.	I	I, M
7.4 Express information and opinions about health issues.	M	M

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Content Standard 1: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.

Applied Health Concepts

9th

1.1 Explain the impact of personal health behaviors on the functioning of body systems.	R
1.2 Analyze how behavior can impact health maintenance and disease prevention.	M
1.3 Describe the interrelationships of physical, intellectual, emotional, and social health during adulthood.	M
1.4 Analyze how the family, peers, and the community influence the health of individuals.	M
1.5 Analyze how the environment influences the health of people in a community.	M
1.6 Analyze the risks of potential health problems during adulthood.	M
1.7 Analyze the role of public health policies and laws in the prevention and control of disease and other health problems.	M
1.8 Chronicle the historical impact of disease and other health problems on contemporary health practices.	I
1.9 Chronicle the historical impact of disease and other health problems on contemporary health practices.	I
1.10 Describe how the prevention and control of health problems are influenced by research and medical advances.	I/M

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Content Standard 2: All students will access valid health information and appropriate health promoting products and services.

Accessing Information Services

9th

2.1 Evaluate the validity of health information, products, and services.	I
2.2 Demonstrate the ability to evaluate resources from the home, school, and community that provide accurate health information.	I
2.3 Evaluate factors that influence personal selection of health products and services.	I
2.5 Demonstrate the ability to access school and community health services for self and others.	M

Dowagiac Union High School Health Curriculum

Content Standard 3: All students will practice health enhancing behaviors and reduce health risks.

Health Behaviors

9th

3.1 Analyze the role of individual responsibility for enhancing health.	M/R
3.2 Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors.	M
3.3 Demonstrate strategies to positively manage stress.	M
3.4 Evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.	M

3.5 Develop strategies to improve personal, family, and community health.	I/M
3.6 Demonstrate ways to avoid threatening situation and reduce conflict.	I

Dowagiac Union High School Health Curriculum

Content Standard 4: All students will analyze the influence of cultural beliefs, media and technology on health.

Influences

9th

4.1 Analyze how cultural diversity enriches and challenges health behaviors.	R
4.2 Evaluate the effect of media and other factors on personal, family and community health.	M/R
4.3 Evaluate the impact of technology on personal, family and community health.	M/R
4.4 Analyze how information from the community influences health.	M/R
4.5 Demonstrate the ability to use computer technology to locate health information.	M

Dowagiac Union High School Health Curriculum

Content Standard 5: All students will use goal setting and decision making skills to enhance health.

Goal Setting and Decision Making

5.1 Demonstrate the ability to utilize various strategies when making decisions related to health needs of young adults.	M
5.2 Implement and evaluate a plan for achieving a personal health goal.	M

5.3 Demonstrate the ability to ask for assistance when making health related decisions.	R
5.4 Analyze health issues that require collaborative decision making.	M
5.5 Predict the immediate and long term impact of health decisions on the individual, family, community, and the environment.	M
5.6 Evaluate their (students') ability to make health decisions.	M

Dowagiac Union High School Health Curriculum

Content Standard 6: All students will demonstrate effective interpersonal communication and other social skills which enhance health.

Social Skills

9th

6.1 Demonstrate skills for communicating effectively with family, friends, peers, and others.	R
6.3 Demonstrate strategies for solving interpersonal problems without harming self or others.	R
6.4 Analyze how interpersonal communication affects relationships.	M
6.5 Demonstrate ways to communicate care, consideration, empathy, and respect for self and others.	R
6.6 Demonstrate attentive listening skills.	R
6.7 Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.	M
6.8 Analyze the possible causes of conflict in schools, families, and communities.	I

6.9 Demonstrate strategies to prevent violence.	M
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Content Standard 7: All students will demonstrate advocacy skills for enhanced personal, family, and community health.

Health Advocacy

9th

7.1 Evaluate the effectiveness of communication methods for accurately expressing health information and ideas.	M
7.2 Demonstrate the ability to influence and support others in making positive health choices.	M
7.3 Demonstrate the ability to work cooperatively with others to advocate for healthy individuals, families, and communities.	M
7.4 Express information and opinions about health issues.	M
7.5 Demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.	M