

F

Grade Span Checks for Teaching the Performance Indicators

PreK–Grade 2: Grade Span Check for Teaching the Performance Indicators

Directions

Circle PreK (Pre-Kindergarten), K (Kindergarten), G1 (Grade 1), or G2 (Grade 2) in the space in front of the performance indicator if you have included this performance indicator in your planning.

The results indicate whether all the performance indicators are taught by the end of the grade span. If they are not, adjustments are needed, along with a remedial action plan.

Standard 1 Content		Standard 2 Analyzing Influences	
PreK, K, G1, G2	1.2.1 Identify that healthy behaviors affect personal health.	PreK, K, G1, G2	2.2.1 Identify how the family influences personal health practices and behaviors.
PreK, K, G1, G2	1.2.2 Recognize that there are multiple dimensions of health.	PreK, K, G1, G2	2.2.2 Identify what the school can do to support personal health practices and behaviors.
PreK, K, G1, G2	1.2.3 Describe ways to prevent communicable diseases.	PreK, K, G1, G2	2.2.3 Describe how the media can influence health behaviors.
PreK, K, G1, G2	1.2.4 List ways to prevent common childhood injuries.		
Reflection		Reflection	
Standard 3 Accessing Valid Information		Standard 4 Using Interpersonal Communication Skills	
PreK, K, G1, G2	3.2.1 Identify trusted adults and professionals who can help promote health.	PreK, K, G1, G2	4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
PreK, K, G1, G2	3.2.2 Identify ways to locate school and community health helpers.	PreK, K, G1, G2	4.2.2 Demonstrate listening skills to enhance health.
		PreK, K, G1, G2	4.2.3 Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.

(continues)

Reflection		PreK, K, G1, G2	4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.
Reflection		Reflection	
Standard 5 Decision Making		Standard 6 Goal Setting	
PreK, K, G1, G2	5.2.1 Identify situations when a health-related decision is needed.	PreK, K, G1, G2	6.2.1 Identify a short-term personal health goal and take action toward achieving the goal.
PreK, K, G1, G2	5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	PreK, K, G1, G2	6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.
Reflection		Reflection	
Standard 7 Practicing Healthy Behaviors		Standard 8 Advocacy	
PreK, K, G1, G2	7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.	PreK, K, G1, G2	8.2.1 Make requests to promote personal health.
PreK, K, G1, G2	7.2.2 Demonstrate behaviors that avoid or reduce health risks.	PreK, K, G1, G2	8.2.2 Encourage peers to make positive health choices.
Reflection		Reflection	

Table 1 PreK–Grade 2 Check for Teaching the Performance Indicators

Results

Action Plan

Grades 3–5: Grade Span Check for Teaching the Performance Indicators

Directions

Circle G3 (Grade 3), G4 (Grade 4), or G5 (Grade 5) in the space in front of the performance indicator if you have included this performance indicator in your planning.

The results indicate whether all the performance indicators are taught by the end of the grade span. If they are not, adjustments are needed, along with a remedial action plan.

Standard 1 Content		Standard 2 Analyzing Influences	
G3, G4, G5	1.5.1 Describe the relationship between healthy behaviors and personal health.	G3, G4, G5	2.5.1 Describe how the family influences personal health practices and behaviors.
G3, G4, G5	1.5.2 Identify examples of emotional, intellectual, physical, and social health.	G3, G4, G5	2.5.2 Identify the influence of culture on health practices and behaviors.
G3, G4, G5	1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.	G3, G4, G5	2.5.3 Identify how peers can influence healthy and unhealthy behaviors.
G3, G4, G5	1.5.4 Describe ways to prevent common childhood injuries and health problems.	G3, G4, G5	2.5.4 Describe how the school and community can support personal health practices and behaviors.
G3, G4, G5	1.5.5 Describe when it is important to seek health care.	G3, G4, G5	2.5.5 Explain how media influences thoughts, feelings, and health behaviors.
		G3, G4, G5	2.5.6 Describe ways that technology can influence personal health.
Reflection		Reflection	
Standard 3 Accessing Valid Information		Standard 4 Using Interpersonal Communication Skills	
G3, G4, G5	3.5.1 Identify characteristics of valid health information, products, and services.	G3, G4, G5	4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
G3, G4, G5	3.5.2 Locate resources from home, school, and community that provide valid health information.	G3, G4, G5	4.5.2 Demonstrate refusal skills that avoid or reduce health risks.
		G3, G4, G5	4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.
		G3, G4, G5	4.5.4 Demonstrate how to ask for assistance to enhance personal health.
Reflection		Reflection	
Standard 5 Decision Making		Standard 6 Goal Setting	
G3, G4, G5	5.2.1 Identify situations when a health-related decision is needed.	G3, G4, G5	6.5.1 Set a personal health goal and track progress toward its achievement.
G3, G4, G5	5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	G3, G4, G5	6.5.2 Identify resources to assist in achieving a personal health goal.
G3, G4, G5	5.5.3 List healthy options to health-related issues or problems.		
G3, G4, G5	5.5.4 Predict the potential outcomes of each option when making a health-related decision.		

(continues)

G3, G4, G5	5.5.5 Choose a healthy option when making a decision.		
G3, G4, G5	5.5.6 Describe the outcomes of a health-related decision.		
Reflection		Reflection	
Standard 7 Practicing Healthy Behaviors		Standard 8 Advocacy	
G3, G4, G5	7.5.1 Identify responsible personal health behaviors.	G3, G4, G5	8.5.1 Express opinions and give accurate information about health issues.
G3, G4, G5	7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	G3, G4, G5	8.5.2 Encourage others to make positive health choices.
G3, G4, G5	7.5.3 Demonstrate a variety of behaviors that avoid or reduce health risks.		
Reflection		Reflection	

Table 2 Grades 3–5: Grade Span Check for Teaching the Performance Indicators

Results

Action Plan

Grades 6–8: Grade Span Check for Teaching the Performance Indicators

Directions

Circle G6 (Grade 6), G7 (Grade 7), or G8 (Grade 8) in the space in front of the performance indicator if you have included this performance indicator in your planning.

The results indicate whether all the performance indicators are taught by the end of the grade span. If they are not, adjustments are needed, along with a remedial action plan.

Standard 1 Content		Standard 2 Analyzing Influences	
G6, G7, G8	1.8.1 Analyze the relationship between healthy behaviors and personal health.	G6, G7, G8	2.8.1 Examine how the family influences the health of adolescents.
G6, G7, G8	1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	G6, G7, G8	2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
G6, G7, G8	1.8.3 Analyze how the environment affects personal health.	G6, G7, G8	2.8.3 Describe how peers influence healthy and unhealthy behaviors.

(continues)

G6, G7, G8	1.8.4 Describe how family history can affect personal health.	G6, G7, G8	2.8.4 Analyze how the school and community can affect personal health practices and behaviors.
G6, G7, G8	1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.	G6, G7, G8	2.8.5 Analyze how messages from media influence health behaviors.
G6, G7, G8	1.8.6 Explain how appropriate health care can promote personal health.	G6, G7, G8	2.8.6 Analyze the influence of technology on personal and family health.
G6, G7, G8	1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.	G6, G7, G8	2.8.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
G6, G7, G8	1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.	G6, G7, G8	2.8.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
G6, G7, G8	1.8.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.	G6, G7, G8	2.8.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
		G6, G7, G8	2.8.10 Explain how school and public health policies can influence health promotion and disease prevention.
Reflection		Reflection	
Standard 3 Accessing Valid Information		Standard 4 Using Interpersonal Communication Skills	
G6, G7, G8	3.8.1 Analyze the validity of health information, products, and services.	G6, G7, G8	4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
G6, G7, G8	3.8.2 Access valid health information from home, school, and community.	G6, G7, G8	4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
G6, G7, G8	3.8.3 Determine the accessibility of products that enhance health.	G6, G7, G8	4.8.3 Demonstrate effective conflict management or resolution strategies.
G6, G7, G8	3.8.4 Describe situations that may require professional health services.	G6, G7, G8	4.8.4 Demonstrate how to ask for assistance to enhance the health of self and others.
G6, G7, G8	3.8.5 Locate valid and reliable health products and services.		
Reflection		Reflection	
Standard 5 Decision Making		Standard 6 Goal Setting	
G6, G7, G8	5.8.1 Identify circumstances that can help or hinder healthy decision making.	G6, G7, G8	6.8.1 Assess personal health practices.
G6, G7, G8	5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.	G6, G7, G8	6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.

(continues)

G6, G7, G8	5.8.3 Distinguish when individual or collaborative decision making is appropriate.	G6, G7, G8	6.8.3 Apply strategies and skills needed to attain a personal health goal.
G6, G7, G8	5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	G6, G7, G8	6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
G6, G7, G8	5.8.5 Predict the potential short-term impact of each alternative on self and others.		
G6, G7, G8	5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.		
G6, G7, G8	5.8.7 Analyze the outcomes of a health-related decision.		
Reflection		Reflection	
Standard 7 Practicing Healthy Behaviors		Standard 8 Advocacy	
G6, G7, G8	7.8.1 Explain the importance of assuming responsibility for personal health behaviors.	G6, G7, G8	8.8.1 State a health-enhancing position on a topic and support it with accurate information.
G6, G7, G8	7.8.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	G6, G7, G8	8.8.2 Demonstrate how to influence and support others to make positive health choices.
G6, G7, G8	7.8.3 Demonstrate behaviors that avoid or reduce health risks to self and others.	G6, G7, G8	8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
		G6, G7, G8	8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.
Reflection		Reflection	

Table 3 Grades 6–8: Grade Span Check for Teaching the Performance Indicators

Results

Action Plan

Grades 9–12: Grade Span Check for Teaching the Performance Indicators

Directions

Circle G9 (Grade 9), G10 (Grade 10), G11 (Grade 11), or G12 (Grade 12) in the space in front of the performance indicator if you have included this performance indicator in your planning.

The results indicate whether all the performance indicators are taught by the end of the grade span. If they are not, adjustments are needed, along with a remedial action plan.

Standard 1 Content		Standard 2 Analyzing Influences	
G9, G10, G11, G12	1.12.1 Predict how healthy behaviors can affect health status.	G9, G10, G11, G12	2.12.1 Analyze how the family influences the health of individuals.
G9, G10, G11, G12	1.12.2 Describe the interrelationships of emotional, intellectual, physical, and social health.	G9, G10, G11, G12	2.12.2 Analyze how the culture supports and challenges health beliefs, practices, and behaviors.
G9, G10, G11, G12	1.12.3 Analyze how environment and personal health are interrelated.	G9, G10, G11, G12	2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
G9, G10, G11, G12	1.12.4 Analyze how genetics and family history can affect personal health.	G9, G10, G11, G12	2.12.4 Evaluate how the school and community can affect personal health practice and behaviors.
G9, G10, G11, G12	1.12.5 Propose ways to reduce or prevent injuries and health problems.	G9, G10, G11, G12	2.12.5 Evaluate the effect of media on personal and family health.
G9, G10, G11, G12	1.12.6 Analyze the relationship between access to health care and health status.	G9, G10, G11, G12	2.12.6 Evaluate the impact of technology on personal, family, and community health.
G9, G10, G11, G12	1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	G9, G10, G11, G12	2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
G9, G10, G11, G12	1.12.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.	G9, G10, G11, G12	2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
G9, G10, G11, G12	1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.	G9, G10, G11, G12	2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
		G9, G10, G11, G12	2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.
Reflection		Reflection	
Standard 3 Accessing Valid Information		Standard 4 Using Interpersonal Communication Skills	
G9, G10, G11, G12	3.12.1 Evaluate the validity of health information, products, and services.	G9, G10, G11, G12	4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
G9, G10, G11, G12	3.12.2 Use resources from home, school, and community that provide valid health information.	G9, G10, G11, G12	4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
G9, G10, G11, G12	3.12.3 Determine the accessibility of products and services that enhance health.	G9, G10, G11, G12	4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
G9, G10, G11, G12	3.12.4 Determine when professional health services may be required.	G9, G10, G11, G12	4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
G9, G10, G11, G12	3.12.5 Access valid and reliable health products and services.		
Reflection		Reflection	

(continues)

Standard 5 Decision Making		Standard 6 Goal Setting	
G9, G10, G11, G12	5.12.1 Examine barriers that can hinder healthy decision making.	G9, G10, G11, G12	6.12.1 Assess personal health practices and overall health status.
G9, G10, G11, G12	5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.	G9, G10, G11, G12	6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
G9, G10, G11, G12	5.12.3 Justify when individual or collaborative decision making is appropriate.	G9, G10, G11, G12	6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
G9, G10, G11, G12	5.12.4 Generate alternatives to health-related issues or problems.	G9, G10, G11, G12	6.12.4 Formulate an effective long-term personal health plan.
G9, G10, G11, G12	5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.		
G9, G10, G11, G12	5.12.6 Defend the healthy choice when making decisions.		
G9, G10, G11, G12	5.12.7 Evaluate the effectiveness of health-related decisions.		
Reflection		Reflection	
Standard 7 Practicing Healthy Behaviors		Standard 8 Advocacy	
G9, G10, G11, G12	7.12.1 Analyze the role of individual responsibility in enhancing health.	G6, G7, G8	8.12.1 Use accurate peer and societal norms to formulate a health-enhancing message.
G9, G10, G11, G12	7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.	G6, G7, G8	8.12.2 Demonstrate how to influence and support others to make positive health choices.
G9, G10, G11, G12	7.12.3 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.	G6, G7, G8	8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.
		G6, G7, G8	8.12.4 Adapt health messages and communication techniques to a specific target audience.
Reflection		Reflection	

Table 4 Grades 9–12: Grade Span Check for Teaching All the Performance Indicators

Results

Action Plan
