

M.S.A.D. #52 - Health Education Curriculum
 Grades K-2
 Influences on Health

D. Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.

Maine State Learning Results	District Objective Grade K	District Objective Grade 1	District Objective Grade 2
<p>D1. <u>Influences on Health Practices/Behaviors</u> - Students identify influences on personal health practices and behaviors.</p> <p>a. Identify family influences on personal health practices and behaviors.</p> <p>b. Identify what the school can do to support personal health practices and behaviors.</p> <p>c. Describe how the media can influence health behaviors.</p>	<p>D1. Explain what/who influences the health-related choices we make (personal health - classroom teacher)</p> <p>D1b. Describe how the school influences a student's health (community health - classroom teacher and guidance)</p>	<p>D1. Explain influences on personal health (personal health - classroom teacher)</p> <p>D1c. Describe how media can influence health behaviors (consumer health - classroom teacher and computer technician)</p> <p>D1c. Identify what the school can do to support personal health and behaviors (environmental health - classroom teacher)</p> <p>D1c. Identify how the family influences personal health practices and behaviors (family life education - classroom teacher)</p>	<p>D1. Explain influences on their personal health (personal health - classroom teacher)</p> <p>D1c. Describe how media can influence health behaviors (consumer health - classroom teacher and computer technician)</p> <p>D1c. Identify what the school can do to support personal health and behaviors (environmental health - classroom teacher)</p> <p>D1c. Identify how the family influences personal health practices and behaviors (family life education - classroom teacher)</p>

M.S.A.D. #52 - Health Education Curriculum
 Grades 3-5
 Influences on Health

D. Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.

Maine State Learning Results	District Objective Grade 3	District Objective Grade 4	District Objective Grade 5
<p>D1. <u>Influences on Health Practices/Behaviors</u> - Students describe a variety of factors that influence personal health behaviors.</p> <p>a. Describe how family, school, and community influence and support personal health practices and behaviors.</p> <p>b. Describe how peers and culture can influence health practices and behaviors.</p> <p>c. Explain how media influences thoughts, feelings, and health behaviors.</p>	<p>D1b. Explain how peer pressure influences one's health choices (substance use and abuse prevention, guidance and classroom teacher)</p>	<p>D1. Describe various factors that influence a person's decision to buy or use food or other health products (consumer health - classroom teacher)</p>	<p>D1a. Explain how family influences your personal well-being regarding the use of drugs (substance use and abuse prevention, guidance and classroom teacher)</p> <p>D1c. Explain how media influences a person's choice to use substances (substance use and abuse prevention, guidance and classroom teacher)</p>

M.S.A.D. #52 - Health Education Curriculum
 Grades 6-8
 Influences on Health

D. Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.

Maine State Learning Results	District Objective Grade 6	District Objective Grade 7	District Objective Grade 8

<p>D1. <u>Influences on Health Practices/Behaviors</u> - Students explain and analyze influences on adolescent health behaviors.</p> <p>a. Explain how family, school, and community influence the health behaviors of adolescents.</p> <p>b. Describe how peers influence healthy and unhealthy behaviors.</p> <p>c. Analyze how messages from the media influence health behaviors.</p> <p>d. Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>e. Explain how culture and personal values and beliefs influence individual health behaviors.</p>	<p>D1c. Analyze how messages from the media about drug use influence one's level of wellness (substance use and abuse prevention, guidance and classroom teacher)</p> <p>D1d. Examine the differences between kids' and adults' perceptions of drug use (substance use and abuse prevention, guidance and classroom teacher)</p>	<p>D1a. Identify external influences on personal wellness.</p> <p>D1b. Compare and contrast positive and negative peer pressure.</p> <p>D1c. Explain how ads on TV and in magazines influence the self-concept of teenagers.</p> <p>D1e. Describe how health care behaviors and decisions are influenced by culture.</p>	<p>D1c. Explain how ads on TV and in magazines portray drug use and abuse.</p> <p>D1d. Analyze current statistics on drug use by teenagers relates to the perceptions that drug use is common among teenagers.</p>
--	--	--	--

M.S.A.D. #52 - Health Education Curriculum
9-12
Influences on Health

D. Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.

Maine State Learning Results	District Objective Grade 9	District Objective Grade 10	District Objective Grades 11 and 12
------------------------------	-------------------------------	--------------------------------	--

<p>D1. Students analyze and evaluate influences on health and health behaviors.</p> <p>a. Analyze how family, school, and community influence the health behaviors of individuals.</p> <p>b. Analyze how peers influence healthy and unhealthy behaviors.</p> <p>c. Evaluate the effect of the media on personal and family health.</p> <p>d. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p>e. Analyze how culture and personal values and beliefs influence individual health behaviors.</p> <p>f. Investigate how public health policies and government regulations can influence health promotion and disease prevention.</p>	<p>D1a. Analyze how family, school and community influences wellness including:</p> <ul style="list-style-type: none"> ● sexual health ● drug use ● self-esteem <p>D1b. Explain how peers influence wellness including:</p> <ul style="list-style-type: none"> ● sexual health ● drug use ● self-esteem <p>D1c. Examine how the media influences wellness.</p> <p>D1e. Explain how culture influences wellness.</p> <p>D1e. Explain how self-esteem impacts health behaviors.</p> <p>D1e. Examine personal values when making related decisions.</p>	<p>D1a. Explain, in detail, how one's family, school/work, and community can influence their level of wellness.</p> <p>D1b. Explain, in detail, how friends and other peers influence one's behaviors and, therefore, level of wellness.</p> <p>D1c. Explain, in detail, how the media influences one's level of wellness.</p> <p>D1d. Explain, in detail, how one's perception of societal norms influences their behavior and, therefore, their level of wellness.</p> <p>D1e. Explain, in detail, how one's culture and values influences their level of wellness.</p> <p>D1f. Explain, in detail, how the government and laws/rules influence a person's level of wellness.</p>	<p>NA</p>
---	--	---	-----------

Health Information, Products and Services

D. Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Maine State Learning Results	District Objective Grade K	District Objective Grade 1	District Objective Grade 2
D2. <u>Influences on Health Practices/Behaviors</u> - No Performance Indicator			

M.S.A.D. #52 - Health Education Curriculum
Grades 3-5
Health Information, Products and Services

D. Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Maine State Learning Results	District Objective Grade 3	District Objective Grade 4	District Objective Grade 5
D2. <u>Influences on Health Practices/Behaviors</u> - Students describe ways technology can influence personal health.		D2. Describe how technology influences a person's health (consumer health - classroom teacher and technology teacher)	

M.S.A.D. #52 - Health Education Curriculum
Grades 6-8
Health Information, Products and Services

D. Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Maine State Learning Results	District Objective Grade 6	District Objective Grade 7	District Objective Grade 8
D2. <u>Influences on Health Practices/Behaviors</u> - Students analyze the influence of technology, including medical technology, on personal and family health.			D2. Research how technology has improved the diagnosis and treatment of diseases like diabetes and cardiovascular disease.

M.S.A.D. #52 - Health Education Curriculum
 Grades 9-12
 Health Information, Products and Services

D. Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Maine State Learning Results	District Objective Grade 9	District Objective Grade 10	District Objective Grades 11 and 12
D2. <u>Influences on Health Practices/Behaviors</u> - Students evaluate the impact of technology, including medical technology, on personal, family, and community health.		D2. Explain, in detail, how technology influences one's level of wellness.	NA

M.S.A.D. #52 - Health Education Curriculum
 Grades K-2
 Health Information, Products and Services

D. Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Maine State Learning Results	District Objective Grade K	District Objective Grade 1	District Objective Grade 2
D3. <u>Compound Effect of Risk Behavior</u> - No Performance Indicator			

M.S.A.D. #52 - Health Education Curriculum
Grades 3-5
Health Information, Products and Services

D. Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Maine State Learning Results	District Objective Grade 3	District Objective Grade 4	District Objective Grade 5
D3. <u>Compound Effect of Risk Behavior</u> - No Performance Indicator			

M.S.A.D. #52 - Health Education Curriculum
Grades 6-8
Health Information, Products and Services

D. Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Maine State Learning Results	District Objective Grade 6	District Objective Grade 7	District Objective Grade 8

<p>D3. <u>Compound Effect of Risk Behavior</u> - Students describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>a. Describe how gateway drugs can lead to the use of other drugs.</p> <p>b. Describe the influence of alcohol and other drug use on judgment and self-control.</p>		<p>D3b. Describe how inhalants can alter behavior.</p> <p>D3b. Discuss how the misuse of medications and drugs can cause the user to engage in risky behavior.</p>	<p>D3a. Define gateway drug.</p> <p>D3a. Identify common gateway drugs.</p> <p>D3a. Discuss how the use of gateway drugs can lead to the use of other drugs.</p> <p>D3b .Discuss how being under the influence of drugs can lead to unsafe and irresponsible choices.</p>
--	--	--	---

M.S.A.D. #52 - Health Education Curriculum
 Grades 9-12
 Health Information, Products and Services

D. Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Maine State Learning Results	District Objective Grade 9	District Objective Grade 10	District Objective Grades 11 and 12
<p>D3. <u>Compound Effect of Risk Behavior</u> - Students analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p> <p>a. Analyze the influence of alcohol use on individual and</p>	<p>D3a. Identify short-term effects of alcohol use on wellness.</p> <p>D3a. Identify long-term effects of alcohol use on wellness.</p> <p>D3b. Identify short-term effects of drug families on wellness.</p>	<p>D3a/b. Explain, in detail, how one's choice to use drugs increases their risk of other health issues.</p>	<p>NA</p>

group behavior.

b. Analyze the influence of drug use on individual and group behavior.

D3b. Identify long-term effects of drug families on wellness.