

M.S.A.D. #52 - Health Education Curriculum
Grades K-2
Communication and Advocacy Skills

E. 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
<p>E1. <u>Interpersonal Communication Skills</u> - Students demonstrate healthy ways to communicate.</p> <p>a. Demonstrate healthy ways to express needs, wants, and feelings.</p> <p>b. Distinguish between verbal and nonverbal communication.</p> <p>c. Make requests to promote personal health.</p> <p>d. Demonstrate listening skills to enhance health.</p> <p>e. Demonstrate ways to respond to an unwanted, threatening, or dangerous situation including telling a trusted adult if threatened or harmed.</p>	<p>E1a. Demonstrate healthy ways to express needs, wants, and feelings (family life - guidance)</p> <p>E1e. Demonstrate ways to respond to unwanted, threatening, or dangerous situations (safety and accident prevention - guidance and classroom teacher)</p>	<p>E1b. Distinguish between verbal and nonverbal communication (family life education - guidance and classroom teacher)</p> <p>E1d. Demonstrate listening skills to enhance health (safety and accident prevention - guidance and classroom teacher)</p> <p>E1e. Demonstrate ways to respond to unwanted, threatening, or dangerous situations (safety and accident prevention - guidance and classroom teacher)</p> <p>F1a. Demonstrate refusal skills for various situations (safety and accident prevention - guidance)</p>	<p>E1b. Distinguish between verbal and nonverbal communication (family life education - guidance and classroom teacher)</p> <p>E1d. Demonstrate listening skills to enhance health (safety and accident prevention - guidance and classroom teacher)</p> <p>E1e. Demonstrate ways to respond to unwanted, threatening, or dangerous situations (guidance and classroom teacher)</p> <p>F1a. Demonstrate refusal skills for various situations (safety and accident prevention - guidance)</p>

M.S.A.D. #52 - Health Education Curriculum
Grades 3-5
Communication and Advocacy Skills

E. 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
<p>E1. <u>Interpersonal Communication Skills</u> - Students demonstrate verbal and nonverbal interpersonal communication skills to enhance health.</p> <p>a. Demonstrate appropriate listening skills to enhance health.</p> <p>b. Demonstrate effective verbal and nonverbal communication skills including assertiveness skills to enhance health.</p> <p>c. Demonstrate how to ask for assistance to enhance personal health.</p> <p>d. Demonstrate refusal skills to avoid or reduce health risks.</p> <p>e. Demonstrate non-violent</p>	<p>E1. Examine verbal and nonverbal communication skills (personal health - guidance)</p> <p>E1. Demonstrate non-violent ways to deal with conflict (personal health - guidance)</p> <p>E1c. Demonstrate how to ask for help to promote personal health (personal health - guidance)</p>	<p>E1c. Demonstrate how to ask for assistance with abuse (family life education - guidance and classroom teacher)</p>	<p>E1d. Demonstrate refusal skills (substance use and abuse prevention, guidance and classroom teacher)</p> <p>E1e. Demonstrate healthy ways to resolve conflict (family life education - guidance and classroom teacher)</p>

strategies to manage or resolve conflict.			
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M.S.A.D. #52 - Health Education Curriculum
 Grades 6-8
 Communication and Advocacy Skills

E. 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>E1. <u>Interpersonal Communication Skills</u> - Students apply effective verbal and nonverbal interpersonal communication skills to enhance health.</p> <p>a. Demonstrate communication skills to build and maintain healthy relationships.</p> <p>b. Demonstrate effective communication skills including assistance to enhance the health of self and others.</p> <p>c. Demonstrate refusal and</p>		<p>E1a. Describe assertive, passive and aggressive communication and when each style should be used.</p> <p>E1b. Demonstrate an effective way to refuse drug.</p>	<p>E1c. Discuss the role of peer mediators and negotiation in resolving conflict.</p> <p>E1d. Demonstrate the appropriate conflict resolution strategy to be used when faced with various types of conflicts.</p>

negotiation skills to avoid or reduce health risks.			
d. Demonstrate effective conflict management or conflict resolution strategies.			

M.S.A.D. #52 - Health Education Curriculum
 Grades 9-12
 Communication and Advocacy Skills

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Maine State Learning Results	District Objective Grade 9	District Objective Grade 10	District Objective Grades 11 and 12
<p>E1. <u>Interpersonal Communication Skills</u> - Students utilize effective skills for communicating effectively with family, peers, and others to enhance health.</p> <p>a. Demonstrate effective communication skills including asking for and offering assistance to enhance the health of self and others.</p> <p>b. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p>	<p>E1a. Distinguish communication styles as passive, aggressive or assertive.</p> <p>E1b. Demonstrate refusal skills.</p> <p>E1c. Demonstrate “I statements”.</p>	<p>E1a. Demonstrate effective communication skills with health professionals.</p> <p>E1a. Demonstrate ways to help another person in need.</p> <p>E1b. Demonstrate refusal skills.</p>	NA

c. Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.			
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 Grades K-2
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Maine State Learning Results	District Objective Grade K	District Objective Grade 1	District Objective Grade 2
E2. <u>Advocacy Skills</u> - Students encourage peers to make positive health choices.	E2. Encourage peers to make healthy food choices (nutrition - classroom teacher)		

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 Grades 3-5
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Maine State Learning Results	District Objective Grade 3	District Objective Grade 4	District Objective Grade 5

<p>E2. <u>Advocacy Skills</u> - Students encourage others to make positive health choices.</p> <p>a. Express opinions about health issues.</p> <p>b. Give accurate information about health issues.</p>			<p>E2. Encourage others to practice healthy food choices (nutritional health - classroom teacher)</p>
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M.S.A.D. #52 - Health Education Curriculum
 Grades 6-8
 Communication and Advocacy Skills

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Maine State Learning Results	District Objective Grade 6	District Objective Grade 7	District Objective Grade 8
<p>E2. <u>Advocacy Skills</u> - Students describe ways to influence and support others in making positive health choices.</p> <p>a. Develop a health-enhancing position on a topic and support it with information.</p> <p>b. Develop health-enhancing messages using communication techniques that target a specific audience.</p> <p>c. Demonstrate an ability to work cooperatively as an</p>			<p>E2a,b,c. Develop a presentation on a healthy habit to share with your peers.</p>

advocate for healthy individuals, families, and schools.			
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M.S.A.D. #52 - Health Education Curriculum
 Grades 9-12
 Communication and Advocacy Skills

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Maine State Learning Results	District Objective Grade 9	District Objective Grade 10	District Objective Grades 11 and 12
<p>E2. <u>Advocacy Skills</u> - Students demonstrate ways to influence and support others in making positive health choices.</p> <p>a. Utilize accurate peer and societal norms to formulate a health-enhancing message.</p> <p>b. Adapt health messages and communication techniques for different audiences.</p> <p>c. Demonstrate an ability to work cooperatively as an advocate for improving personal, family, and community health.</p>	<p>E2a. Create a health message for peers.</p> <p>E2b. Prepare a health message for two specific audiences regarding the same content.</p>	<p>E2a. Determine peer and societal norms associated with health topics.</p> <p>E2a. Create a positive health message.</p> <p>E2b. Create an appropriate health message for a chosen audience.</p> <p>E2c. Work in groups to promote healthy behaviors to various audiences.</p>	NA

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