

M.S.A.D. #52 - Health Education Curriculum
Grades K-2
Decision-Making and Goal-Setting Skills

F. Students demonstrate the ability to make decisions and set goals to enhance health.

Maine State Learning Results	District Objective Grade K	District Objective Grade 1	District Objective Grade 2
<p>F1. <u>Decision-Making</u> - Students identify situations where a health-related decision is needed.</p> <p>a. Differentiate between situations when health-related decisions can appropriately be made by the individual and when assistance is needed.</p>	<p>F1. Discuss health related choices/decisions people make (personal health - classroom teacher)</p>	<p>F1a. Classify health related choices as decisions one can make alone or are necessary to make with others (personal health - classroom teacher)</p>	<p>F1a. Compare and contrast decisions that can be made alone versus when assistance is needed (personal health - classroom teacher)</p>

M.S.A.D. #52 - Health Education Curriculum
Grades 3-5
Decision-Making and Goal-Setting Skills

F. Students demonstrate the ability to make decisions and set goals to enhance health.

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

<p>F1. <u>Decision-Making</u> - Students apply decision-making steps to enhance health.</p> <p>a. Identify health-related situations that might require a thoughtful decision.</p> <p>b. List healthy options to health-related issues or problems and predict the potential outcomes of each option when making a health-related decision.</p> <p>c. Choose a healthy option when making a decision.</p> <p>d. Describe the outcome of a health-related decision.</p>	<p>F1a. Compare and contrast health related situations when a person can make quick decisions versus a thoughtful decision (personal health - classroom teacher)</p> <p>F1b. Identify healthy choices to various situations (personal health - classroom teacher)</p> <p>F1b. Predict what might happen to each of the possible choices in various situations (personal health - classroom teacher)</p>	<p>F1b. List healthy options to various situations (personal health - classroom teacher)</p> <p>F1c. Choose the healthiest option in various health-related situations (personal health - classroom teacher)</p> <p>F1d. Evaluate a health related decision (personal health - classroom teacher)</p>	<p>F1. Apply decision-making steps to enhance nutritional health (nutritional health - classroom teacher)</p>
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M.S.A.D. #52 - Health Education Curriculum
 Grades 6-8
 Decision-Making and Goal-Setting Skills

F. Students demonstrate the ability to make decisions and set goals to enhance health.

Maine State Learning Results	District Objective Grade 6	District Objective Grade 7	District Objective Grade 8
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<p>F1. <u>Decision-Making</u> - Students apply decision-making skills to enhance health.</p> <p>a. Determine when health-related situations require the application of a thoughtful decision-making process.</p> <p>b. Determine when individual or collaborative decision-making is appropriate.</p> <p>c. Distinguish between healthy and unhealthy alternatives to health-related issues or problems and predict the potential short-term impact of alternative decisions for themselves and others.</p> <p>d. Choose healthy alternatives over unhealthy alternatives when making a decision.</p> <p>e. Analyze the outcomes of a health-related decision.</p>	<p>F1. Apply decision-making skills to enhance their health (classroom teacher)</p>	<p>F1d. Identify important information on a food label to improve choices in nutrition.</p> <p>F1e. Discuss the consequences to you and others of participating in risky behaviors.</p> <p>F1c. Analyze the high cost of drug use and abuse on individual health the health of society.</p>	<p>F1a. Discusss the advantages of choosing abstinence for physical, mental/emotional ,and social health.</p> <p>F1b. Describe the steps of the decision-making process.</p> <p>F1e. Explain how being a teen parent has consequences for the teen, their family, and the infant.</p>
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M.S.A.D. #52 - Health Education Curriculum

Grades 9-12

Decision-Making and Goal-Setting Skills

F. Students demonstrate the ability to make decisions and set goals to enhance health.

Maine State Learning Results	District Objective Grade 9	District Objective Grade 10	District Objective Grades 11 and 12
<p>F1. <u>Decision-Making</u> - Students apply a decision-making process to enhance health.</p> <p>a. Compare the value of thoughtful decision-making to quick decision-making in a health-related situation.</p> <p>b. Justify when individual or collaborative decision-making is appropriate.</p> <p>c. Generate alternative approaches to situations involving health-related decisions and predict the potential short-term and long-term impact for themselves and others for each alternative.</p> <p>d. Defend the healthy choice when making a decision.</p> <p>e. Evaluate the effectiveness of a health-related decision.</p>	<p>F1c. Formulate options to consider in a health related decision.</p> <p>F1c. Summarize the pros and cons of each option in a health related decision.</p> <p>F1e. Evaluate health related decisions.</p>	<p>F1a. Compare and contrast thoughtful decision-making to quick decision-making.</p> <p>F1a. Explain the importance of making decisions before the situation arises.</p> <p>F1b. In given situations, choose whether a decision should be made alone or with another person.</p> <p>F1c. List possible options to given situations.</p> <p>F1c. Predict the pros and cons of each possible option in given situations.</p> <p>F1d. Defend the healthiest option in a given situation and explain why it is the best.</p> <p>F1e. Evaluate the effectiveness of healthy decisions.</p>	<p>NA</p>

Grades K-2
Decision-Making and Goal-Setting Skills

F. Students demonstrate the ability to make decisions and set goals to enhance health.

Maine State Learning Results	District Objective Grade K	District Objective Grade 1	District Objective Grade 2
F2. <u>Goal-Setting</u> - Students identify a short-term personal health goal and take action toward achieving the goal.		F2. Set a personal health goal (personal health - physical educator)	F2. Set a personal health goal (personal health - physical educator)

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Maine State Learning Results	District Objective Grade 3	District Objective Grade 4	District Objective Grade 5
F2. <u>Goal-Setting</u> - Students utilize goal-setting skills to implement a short-term personal health goal. a. Set a short-term personal health goal. b. Identify resources to assist in achieving the health goal.			F2a. Develop a personal nutrition plan (nutritional health - classroom teacher and physical educator) F2b. Identify resources that can help with personal nutrition plans (nutritional health - classroom teacher and physical educator) F2c. Track progress toward their

<p>c. Track progress toward achieving the goal.</p>			<p>nutrition goal (nutritional health - classroom teacher)</p> <p>F2a. Develop personal fitness goals (personal health - physical educator)</p> <p>F2b. Identify resources for their personal fitness goals (personal health - physical educator)</p> <p>F2c. Track progress toward their personal fitness goal (personal health - physical educator)</p>
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Maine State Learning Results	District Objective Grade 6	District Objective Grade 7	District Objective Grade 8
<p>F2. <u>Goal-Setting</u> - Students develop and apply strategies to attain a short-term personal health goal.</p> <p>a. Assess personal health practices.</p> <p>b. Develop a short-term goal to adopt, maintain, or improve a</p>	<p>F2a. Assess their personal health practices (classroom teacher)</p> <p>F2b. Create a short-term goal to maintain or improve their personal health (classroom teacher)</p> <p>F2c. Monitor progress toward their personal health goal</p>		<p>F2a. Assess current level of wellness in social, mental/emotional, and physical health.</p> <p>F2b. Develop a short-term goal to improve current level of wellness.</p> <p>F2c. Develop an action plan and strategy to meet short-term goal.</p>

<p>personal health practice.</p> <p>c. Develop and apply strategies and monitor progress toward a personal health goal.</p> <p>d. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities</p>	<p>(classroom teacher)</p>		<p>F2d. Discuss how achieving a short-term wellness goal can improve wellness now and in the future.</p>
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<p>F2. <u>Goal-Setting</u> - Students develop and analyze a plan to attain personal health goal.</p> <p>a. Assess personal health practices and overall health status.</p> <p>b. Develop a plan to attain a short-term personal health goal that addresses strengths, needs, and risks.</p>	<p>F2a. Assess health status</p> <ul style="list-style-type: none"> ● current level of wellness ● stress level ● self-concept <p>F2a. Assess nutritional choices</p> <p>F2b. Develop an action plan to achieve a short-term nutrition goal.</p>	<p>F2a. Identify personal risks of developing common diseases.</p> <p>F2a. Evaluate personal level of wellness.</p> <p>F2b. Develop a short-term goal to reduce personal risk of a disease.</p>	<p>NA</p>

c. Implement strategies and analyze progress in achieving a personal health goal.

F2c. Implement an action plan to achieve a short-term nutrition goal.