

Health

Learning Outcomes

Health Education, Physical Education, Family and Consumer Science

Guiding principle five of the *Massachusetts Comprehensive Health Curriculum Frameworks* outlines the components of school health education, which include classroom-based as well as support- and service-based components. The outcomes in this document represent the classroom-based areas of school health education, which occur in K-12 Health Education, K-12 Physical Education, and Grade 7/8 Family and Consumer Science. The sequence of skill development builds from year to year. Noted throughout the document are areas of integration to major subjects, i.e., English language arts, science, social studies, and mathematics.

**Health
Health Education Outcomes
Kindergarten**

Students will

Standard #

PHYSICAL HEALTH

**Growth and Development, Physical Fitness, Nutrition,
Reproduction/Sexuality**

- 1.1, 1.3 Recognize physical attributes that make people alike and different.
- 4.1 Understand proper name for the external body parts of males and females.
(Health and Science)

SOCIAL AND EMOTIONAL HEALTH

Mental Health, Family Life, Interpersonal Relationships

- 5.1, 5.2, 5.6 Identify and express feelings and apply strategies for coping with them.
(Health and Language Arts)
- 6.1 Recognize that families are alike and different in many ways.
- 6.3, 7.1 Identify resources in the school, community, and home.

SAFETY AND PREVENTION

**Disease, Safety/Injury, Tobacco, Alcohol,
Other Substances Use/Abuse, Violence Prevention**

- 8.1, 8.3 Recognize and practice skills to prevent and control the spread of disease
(hand washing, bathing).
- 9.1 Identify potentially harmful situations and ways to deal with them.
- 9.3 Use a decision-making process to assess risk and consider potential
consequences.
- 9.2, 9.5 Identify and practice communication skills to ensure personal safety.
- 9.7 Apply appropriate first aid for cuts and bruises, including observing
universal precautions.
- 9.3 Identify ways to assess risk and consider consequences.
- 9.4 Distinguish among safe, unsafe, and inappropriate touch.
- 11.1, 11.4 Recognize intentionally helpful and hurtful behaviors (overlap with
Social/Emotional health).

Health Education Outcomes
Kindergarten *(Continued)*

Students will

Standard #

PERSONAL AND COMMUNITY HEALTH
Consumer Health and Resource Management,
Ecological Health, Community and Public Health

14.1

Identify support systems that are relevant to their lives (family, friends, school, and community).

**Health
Health Education Outcomes
Grade 1**

Students will

Standard #

PHYSICAL HEALTH

Growth and Development, Physical Fitness, Nutrition, Reproduction/Sexuality

- 1.1, 1.3** Recognize physical attributes that make people alike and different. (Health and Science)
- 3.1** Develop an understanding of food intake and its effect on the body.
- 3.2** Identify a food pyramid and classify food into groups.

SOCIAL AND EMOTIONAL HEALTH

Mental Health, Family Life, Interpersonal Relationships

- 5.1, 5.2, 5.6** Use coping skills when interacting with others.
- 5.3** Begin to recognize character traits such as honesty, trustworthiness, self-discipline, etc., and describe their contribution to relationships.
- 6.1** Recognize that family structures differ in different cultures and that families grow and change. (Health and Social Studies)
- 9.3** Identify support systems within the family, school, and community.
- 7.1** Use communication skills to relate to adults and peers.
- 9.4** Use a decision-making process to assess risk and consider potential consequences.
- 9.5** Identify and practice communication skills to ensure personal safety.

SAFETY AND PREVENTION

Disease, Safety/Injury, Tobacco, Alcohol, Other Substances, Use/Abuse, Violence Prevention

- 8.1, 8.3** Recognize and practice skills to prevent and control the spread of disease (hand washing, bathing).
- 9.3** Use a decision-making process to assess risk and consider potential consequences.

Health Education Outcomes
Grade 1 (*Continued*)

Students will

Standard #

SAFETY AND PREVENTION (*Continued*)

- 9.4** Distinguish among safe, unsafe, and inappropriate touch.
- 9.5** Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety.
(overlap with Social and Emotional Health 7.1)
- 9.1, 9.2, 9.6** Identify potentially harmful situations and places to go when in need of support.
- 9.7** Begin to understand and apply first aid for cuts and bruises, including observing universal precautions.
- 10.1, 10.3** Recognize that substances are safe/unsafe and can change the way the body works and that medicine should only be taken from a trusted adult.
- 10.4** Identify those from whom they can seek help for safety and injury prevention. (overlaps with Social and Emotional Health)
- 9.5, 1.1** Recognize intentionally helpful and hurtful behaviors (family, friends, school, and community).
- 9.6** Begin to identify factors such as media that influence their behavior.

PERSONAL AND COMMUNITY HEALTH
**Consumer Health and Resource Management,
Ecological Health, Community and Public Health**

- 14.1** Identify support systems that are relevant to their lives: family, friends, school, and community.
(overlaps with Social and Emotional Health)

**Health
Health Education Outcomes
Grade 2**

Students will

Standard #

PHYSICAL HEALTH

Growth and Development, Physical Fitness, Nutrition, Reproduction/Sexuality

- 1.1, 1.2** Develop an awareness of the functions of the heart, blood vessels, lungs, kidneys, brain, liver, stomach, and intestine.
- 1.5** Recognize that living things come from fertilized eggs and that this is the beginning of the life cycle.
- 3.3** Make food decisions based on satiety cues and identify how to make healthy decisions based upon these cues.

SOCIAL AND EMOTIONAL HEALTH

Mental Health, Family Life, Interpersonal Relationships

- 5.1** Identify the various feelings that most people experience, and describe the physical and emotional reactions of the body to these feelings.
- 5.3** Recognize and use appropriate means of expressing both positive and negative feelings.
- 5.3** Distinguish character traits such as honesty, trustworthiness, self-discipline, etc., and describe their contribution to relationships.
- 5.5, 5.6, 11.3** Identify decision-making and coping skills for personal use when interacting with others.
- 5.3** Develop communication skills including listening to others and expressing themselves clearly.
- 5.4** Understand the concept of friendship and identify those qualities that strengthen or weaken a friendship.
- 6.1** Describe different types of families, addressing membership and social influences, and the functions of family members.

Health Education Outcomes Grade 2 (Continued)

Students will

Standard #

SAFETY AND PREVENTION

Disease, Safety/Injury, Tobacco, Alcohol, Other Substances, Use/Abuse, Violence Prevention

- 8.1** Describe how the body fights germs and disease naturally and with medicines and immunization.
- 8.3** Apply skills to prevent and control the spread of disease, including those that help promote cleanliness.
- 9.1** List rules for safety and explain why the rules are important at school and home.
- 9.2, 10.4** Name persons and community helpers whom they can contact to help with health, safety, and injury prevention.
- 9.3** Use a decision-making process to assess risk and consider potential consequences.
- 9.7** Apply appropriate first aid for cuts and bruises, including observing universal precautions.
- 9.6, 9.7** Develop an awareness of universal precautions for all first aid involving any blood and other body fluids.
- 10.3** Describe how tobacco and alcohol affect the normal functioning of the body and behavior.
- 1.1** Begin to identify skills that promote teamwork.
(overlaps with Social and Emotional Health)

PERSONAL AND COMMUNITY HEALTH

Consumer Health and Resource Management, Ecological Health, Community and Public Health

- 14.1** Understand the contribution of school and community persons to school safety and health (nurse, fire department).
(overlaps with Social and Emotional Health)

**Health
Health Education Outcomes
Grade 3**

Students will

Standard #

PHYSICAL HEALTH

Growth and Development, Physical Fitness, Nutrition, Reproduction/Sexuality

- 1.5 Identify and recognize milestones of growth and development of both genders, which occur at various times and rates for each individual.
- 3.1 Recognize that the amount of food needed changes as the body grows.

SOCIAL AND EMOTIONAL HEALTH

Mental Health, Family Life, Interpersonal Relationships

- 5.1, 5.5, 5.6 Use decision-making and coping skills when developing relationships with others.
- 5.3 Recognize and understand character traits such as honesty, trustworthiness, self-discipline, etc., and use them to contribute to relationships.
- 6.1 Describe different types of families, addressing membership and social influences. (Health and Social Studies)
- 7.2 Recognize and practice verbal and nonverbal communication skills to develop positive relationships.
- 7.5 Recognize stereotypes of males and females in the United States.

SAFETY AND PREVENTION

Disease, Safety/Injury, Tobacco, Alcohol, Other Substances, Use/Abuse, Violence Prevention

- 8.1 Define and begin to understand the AIDS virus.
- 9.2 Identify potentially harmful situations and whom to go to when in need of support in these situations.
- 9.3 Use a decision-making process to assess risk and consider potential consequences. (overlaps with Standard 5.5)

**Health Education Outcomes
Grade 3 (Continued)**

5/02

Students will

Standard #

SAFETY AND PREVENTION (Continued)

- 9.4, 9.5** Identify and practice communication skills to ensure personal safety. (Recognize the difference between nurturing and confusing or exploitive touch.)
- 9.7** Apply appropriate first aid for cuts and bruises, including observing universal precautions.
- 9.6, 9.7** Review and discuss universal precautions (blood-to-blood exchange and ways they can avoid this exchange).
- 10.1, 10.2, 10.3** Identify healthy and unhealthy habits and substances (alcohol, tobacco, and drugs) and articulate reasons and ways to diminish or rid themselves of these unhealthy habits.
- 11.1** Describe ways in which their behavior can be intentionally helpful and hurtful to one another. (overlaps with Social and Emotional Health 5.3)
- 11.2** Begin to identify factors such as media that influence their behavior.
- 11.4** Identify school resources to keep school safe and free from violence.

PERSONAL AND COMMUNITY HEALTH
**Consumer Health and Resource Management,
Ecological Health, Community and Public Health**

- 14.1** Identify resources in and out of school that contribute to health and success in school. (overlaps with Social and Emotional Health 5.3)
- CPS** Define and begin to understand the AIDS virus.

Health

5/02

Health Education Outcomes Grade 4

Students will

Standard #

PHYSICAL HEALTH

Growth and Development, Physical Fitness, Nutrition, Reproduction/Sexuality

- 1.5** Identify and recognize milestones of growth and development which occur at various times and rates for both genders.
- 3.7** Describe how availability, preference, and media influence food choices.
- 4.1, 4.2** Describe changes in both genders that occur in puberty.

SOCIAL AND EMOTIONAL HEALTH

Mental Health, Family Life, Interpersonal Relationships

- 5.1, 5.6** Use a decision-making process in acknowledging and resolving personal relationship issues.
- 5.3** Understand character traits such as honesty, trustworthiness, self-discipline, etc., and model their contribution to relationships.
- 6.1** Describe different types of families, addressing membership and social influences, and the functions of family members.
- 7.1, 7.2, 7.3** Understand and use appropriate communication skills.
- 7.4** Identify the components of stereotypical behavior.

SAFETY AND PREVENTION

Disease, Safety/Injury, Tobacco, Alcohol, Other Substances, Use/Abuse, Violence Prevention

- 8.3, 9.6, 9.7** Understand current concepts of health and disease in relation to lifelong growth and development.

Health Education Outcomes Grade 4 (Continued)

Students will

Standard #

SAFETY AND PREVENTION (Continued)

- 9.2** Name persons and community helpers whom they can call to help with health, safety, and injury prevention. (overlaps with Social and Emotional Health 7.1)
- 9.4, 9.5** Use examples of assertive behavior and refusal skills and actions intended for personal safety (nurturing and confusing touch).
- 10.1, 10.4** Use knowledge and appropriate decision-making regarding tobacco, alcohol, and other drugs and their impact on the body. (overlaps with Standard 5.1)
- 11.1, 11.4** Acquire and use knowledge regarding factors that contribute to and detract from one's personal rights and those of others, while identifying helping resources at school, home, and in the community.
- 11.2** Identify media influences on their behavior

PERSONAL AND COMMUNITY HEALTH
Consumer Health and Resource Management,
Ecological Health, Community and Public Health

- 12.3** Identify advertising techniques.
- 13.1** Describe types of natural resources and their connection to health.

**Health
Health Education Outcomes
Grade 5**

Students will

Standard #

PHYSICAL HEALTH

**Growth and Development, Physical Fitness, Nutrition,
Reproduction/Sexuality**

- 1.1, 4.1** Recognize that the human body is made up of interdependent systems and that the reproductive system is essential to human life.
- 1.5** List the stages of fetal development from conception to birth.
- 1.10, 3.4, 4.4** Recognize that nutrition, sleep, exercise, body weight, and genetics affect the human body and influence health.
- 4.2** Describe changes in both genders that occur in puberty, and use appropriate terminology to describe the external and internal body parts of the reproductive system.

SOCIAL AND EMOTIONAL HEALTH

Mental Health, Family Life, Interpersonal Relationships

- 5.1, 5.2, 5.3** Acquire and use knowledge regarding the management of emotions, personality, character development, and social awareness.
- 5.4** Use a decision-making process in acknowledging and resolving personal relationship issues.
- 5.7** Construct understanding of how physical, emotional, and social components affect the health of the human body.
- 5.10** Acquire knowledge and skills to maintain physical and mental health for their family and themselves.
- 7.4,** Identify the components of stereotypes.

**Health Education Outcomes
Grade 5 (Continued)**

Students will

Standard #

SAFETY AND PREVENTION

**Disease, Safety/Injury, Tobacco, Alcohol,
Other Substances, Use/Abuse, Violence Prevention**

- 8.3, 9.6, 9.7** Understand current concepts of health and disease in relation to lifelong growth and development.
- 10.1, 10.3** Develop understanding that drinking alcohol, smoking (passive smoke), and taking certain drugs can be addictive and harmful to their health.
- 9.5, 11.1** Recognize the nature of violence and identify alternatives to violent behavior.
- 11.2, 12.3** Acquire and use knowledge about media influence on their daily lives.

PERSONAL AND COMMUNITY HEALTH

**Community Health and Resource Management,
Ecological Health, Community and Public Health**

- 13.1** Recognize the interdependence between the environment and physical health and impact of the environment upon the human body.