

Chippewa Local Schools



HEALTH EXIT SKILLS
K – 12

INTRODUCTION

This document represents those skills which students must master by the end of each level of instruction. Content covered during any level of instruction may far exceed the content represented by the exit skills.

These skills are derived from one or more of the State Standards identified by the Ohio Department of Education. These include:

Fitness and Nutrition

Consumer and Community Health

Growth Development

Family and Social Interaction

Personal Health

Disease Prevention and Control

Life Skills and Healthy Living

Injury Prevention and Safety

Personal Responsibility and Decision Making

Alcohol, Tobacco, and Other Drugs.

HEALTH EXIT SKILLS KINDERGARTEN

- The student will define “stranger” and describe ways on how to be safe.
- The student will identify healthy snacks.
- The student will tell the benefits of exercise.
- The student will name the 5 senses and give examples of each.
- The student will demonstrate proper handwashing practices and explain that this is important to prevent the spread of germs.
- The student will define the word germ(s).

HEALTH EXIT SKILLS

GRADE 1

- The student will distinguish between nutritious and non-nutritious foods.
- The student will identify 2 ways to keep your heart healthy.
- The student will explain the negative effects of tobacco, alcohol, and drugs.
- The student will identify safety rules for the school.

HEALTH EXIT SKILLS

GRADE 2

- The student will use the food pyramid to plan healthy meals.
- The student will define and identify components of the food pyramid.
- The student will explain how good health habits help to prevent disease.
- The student will list reasons not to smoke.

HEALTH EXIT SKILLS

GRADE 3

- The student will read, interpret, and explain the information on food labels.
- The student will use the food pyramid to plan a healthy menu.
- The student will name parts and functions of the skeletal system.
- The student will identify common diseases and tell how to prevent them.
- The student will identify the parts of a tooth and describe the proper way to care for teeth and gums.

HEALTH EXIT SKILLS

GRADE 4

- The student will name the parts and functions of the digestive system.
- The student will describe the stages of the human life cycle.
- The student will list germs and the diseases they cause
- The student will list the types of media used to sell products/services and the message it sends to the consumer.

HEALTH EXIT SKILLS

GRADE 5

- The student will identify the parts of and explain the functions of the:
 - Digestive System
 - Circulatory System
 - Nervous System
 - Respiratory System
 - Skeletal System
 - Muscular System
 - Excretory System
- The student, given information about the human body systems, will explain ways to care for each.
- The student, given information about the human body systems, will identify the interdependence between each.

HEALTH EXIT SKILLS

GRADE 6

- The student will identify and explain positive and negative peer pressure.
- The student will develop a visual display of healthy conflict resolution strategies.
- The student will identify positive and negative stresses of everyday life and ways to deal with these in a reasonable manner.
- The student will list factors that contribute to positive and negative self-concept.
- Given a graphic organizer, the student will select a topic and complete the graphic organizer depicting the decision making process.
- The student will develop a poster depicting 3 to 4 strategies for saying “no” in a situation involving alcohol, tobacco, and other drugs.

HEALTH EXIT SKILLS

GRADE 7

- Fitness and Nutrition/ Consumer and Community Health
 - The student will compare and contrast a variety of physical training programs.
 - The student will design a personal fitness program.

- Growth Development/ Family and Social Interaction/ Personal Health
 - The student will identify causes of stress and develop constructive ways to reduce stress.
 - The student will identify proper communication skills and how effective they can be in resolving conflict.

- Life Skills and Healthy Living/ Injury Prevention and Safety/ Personal Responsibility and Decision Making
 - The student will describe what type of injury requires first aid and/or major medical care.
 - The student will identify the safety rules necessary for home, school and community.
 - The student will compare the safety procedures for weather emergencies.

- Alcohol, Tobacco and/or Other Drugs
 - The student will explain the difference between drug use, misuse and abuse.
 - The student will identify dangerous and illegal drugs and the necessary recovery programs associated with them.
 - The student will describe the effects of alcohol on the body and the necessary treatment for alcoholism.

HEALTH EXIT SKILLS

GRADE 8

- Fitness and Nutrition/ Consumer and Community Health
 - The student will identify the six categories of nutrients and how they relate to the food guide pyramid.
 - The student will develop a food plan that includes the proper amount of nutrients for their individual needs.
 - The student will describe and compare the symptoms and causes of eating disorders, to include describing the necessary treatments to deal with those disorders.

- Growth and Development/ Family and Social Interaction/ Personal Health
 - The student will demonstrate the ability to identify risk behaviors that can lead to teen death.
 - The student will identify and explain the physical, emotional and social changes that occur during adolescence.
 - The student will define and describe the human life cycle.
 - The student will identify and explain the types of loss, the stages of grief and the consequences of not dealing with loss.

- Disease Prevention and Control
 - The student will define and explain the difference between communicable and non-communicable disease.
 - The student will identify the major cardiovascular diseases and the acceptable treatments for each.
 - The student will explain the difference between the various forms of cancer and how each is treated.
 - The student will understand the causes of communicable diseases and how their spread may be prevented.

- Life Skills and Healthy Living/ Injury Prevention and Safety/ Personal Responsibility and Decision Making
 - The student will develop a directory of agencies that provide help for people suffering from physical, emotional and mental abuse.

- Alcohol, Tobacco and Other Drugs
 - The student will understand current drug policies and the law.
 - The student will describe the difference between positive and negative peer pressure.
 - The student will compare effective resistance skills and establish situations where they would be most effective.

HEALTH EXIT SKILLS

HIGH SCHOOL

All students are encouraged to develop their own ideas for one's health, presently and in the future. Students are encouraged to absorb, analyze, and apply these exit skills. Students will understand today's health by use of different materials, medias, technology and other methods of learning.

- Making Healthful Choices
 - The student will be able to:
 - Define total health
 - Describe the importance of health education and relate wellness to total health
 - Explain how behaviors and the choices and decisions people make affect their health
 - Explain how risk factors can be offset by healthful behaviors
 - Describe how abstinence from sexual activity before marriage and how avoiding use of tobacco, alcohol, and other drugs can contribute to good health
 - Access reliable sources of health information
 - Explain why it is important to practice sound decision-making.

- Mental and Emotional Health – Managing Stress – Teen Suicide
 - The student will be able to:
 - Explain how good mental health means more than not being mentally ill
 - Recognize that all humans have basic needs
 - Describe how emotions influence overall health
 - Identify stressors in daily life
 - Excessive stress to types of diseases
 - Identify common stress induced illness
 - Describe the signs of stress
 - Identify two basic ways to deal with stress
 - Discuss ways to cope with a major loss
 - Identify suicide risk factors
 - Describes signs of suicidal behavior
 - Discuss ways to help prevent suicide.

- Nutrition
 - The student will be able to:
 - Describe factors that influence ones food choices
 - Explain how time and money influence food choices
 - Define carbohydrates, proteins, and fats and describe their roles maintaining good health
 - Define cholesterol and explain its relationship to overall health

- Discuss vitamins, minerals, and water, and to describe their roles in maintaining good health
 - Name the six nutrient groups
 - Name the five food groups and recommend servings for each
 - Define nutritional vocabulary
 - Explain enriched/fortified foods
 - Name reasons why additives are used in foods.

- Non Infectious Diseases/CVD and Cancer
 - The student will be able to:
 - Identify the risk factors of cardiovascular disease
 - Describe diseases of the heart
 - Explain the means of treating cardiovascular diseases
 - Describe hypertension and identify factors of it
 - Perform basic CPR for extra credit
 - Understand your blood pressure reading and how to treat hypertension
 - Explain how cancer develops
 - Identify known carcinogens
 - Describe the types of cancer
 - Discuss the basic approaches to treating cancer.

- Tobacco
 - The student will be able to:
 - State reasons why some teens smoke
 - Explain how tobacco use is directly linked to respiratory and circulatory diseases, as well as other health-related problems (cancer, lung disease)
 - Describe the health hazards of second hand smoke
 - Discuss challenges of “quitting smoking”
 - Understand tobacco addiction
 - Recognize elements/chemicals in tobacco and the harm they represent.

- Health Exiting Skills- Alcohol
 - The student will be able to:
 - List reasons why young people drink alcohol
 - Describe some factors that affect teen alcohol use
 - Explain the effects of alcohol on the body
 - Demonstrate/understand D.W.I. and the consequences, legally
 - Identify problems of pregnant women who drink alcohol
 - Describe the three stages of alcoholism
 - Discuss the costs of alcohol use to the family and society.

- Illegal Drugs
 - The student will be able to:
 - Identify the reason why people use drugs
 - Describe the drugs of substance abuse

- Discuss the costs of drug use, and costs to the family of the user
 - Identify/differentiate the classifications of drugs (stimulants, depressants, narcotics, and hallucinogens)
 - Describe the drugs of anabolic steroids
 - Explain in detail the effects and changes of marijuana and hashish on the body
 - Define the consequences of inhalants to the body
 - Compare/contrast look-alike drugs and designer drugs
 - Describe what is involved in making a commitment to being drug-free.

- Resolving Conflicts and Preventing Violence
 - The student will be able to:
 - Define conflict
 - Describe/discuss methods to recognize conflicts and its source
 - Explain the process of conflict resolution and how to prevent conflict
 - Describe the basic steps that occur during the mediation process
 - Identify specific types of violence
 - Discuss why the increase in violence among teens
 - Describe types of abuse
 - Explain how to avoid abuse.

- Teen Pregnancy/Sexuality
 - The student will be able to:
 - Identify reasons why teens begin to participate in pre-marital sex
 - Discuss statistics on teen pregnancy in the United States
 - Define terminology of intercourse, male/female reproductive systems
 - Identify healthy relationships; appropriate dating behaviors
 - Explain abstinence and responsibility
 - Define conception
 - Define rape and date rape.

- Sexually Transmitted Diseases
 - The student will be able to:
 - Define sexually transmitted diseases (term)
 - Identify reasons why teens as a group are at particularly high risk for STD infection
 - Describe how contracting an STD can change/alter one's life
 - Discuss how abstinence is the 100% effective way to avoid an STD
 - Identify the symptoms and treatments of some common STDs
 - Discuss the importance of seeking medical treatment and attention for any sign of an STD and notify past sexual partner.

- HIV/AIDS
 - The student will be able to:
 - List body fluids through which HIV is known to be transmitted
 - Name behaviors known to transmit HIV (high risk)

- Identify myths regarding HIV transmission
- Describe the tests that detect the presence of HIV antibodies
- Explain the factors that determine a diagnosis of AIDS
- Identify the ways to protect against HIV transmission
- Discuss the three types of intercourse through which the HIV virus can be transmitted.