

# **Campbellsport School District**

## **Health Performance Standards and Benchmarks**

CSD Performance Standards for Health describe what Campbellsport School District students will know and be able to do within this subject area. Nine of the ten CSD performance standards are aligned to a corresponding content standard within the Wisconsin Model Academic Standards (WMAS) for Health. One performance standard goes beyond the state requirements.

Each grade level has a set of skill and information benchmarks based on these ten performance standards in Health. As students progress through the district's curriculum, their performance of skills and their demonstration of knowledge within the content area will become more complex and sophisticated.

**CSD Performance Standard 1— Knows the availability and effective use of health services, products, and information (WMAS Health-Strands Information/Services, Culture, Media, and Technology, & Advocacy)**

**CSD Performance Standard 2— Knows environmental and external factors that affect individual and community health (WMAS Health-Advocacy)**

**CSD Performance Standard 3— Understands the relationship of family health to individual health (WMAS Health-Communication)**

**CSD Performance Standard 4— Knows how to maintain mental and emotional health (WMAS Health-Health Promotion/Disease Prevention, Healthy Behaviors, Goal Setting/Decision Making, & Communication)**

**CSD Performance Standard 5— Knows essential concepts and practices concerning injury prevention and safety (WMAS Health- Goal Setting/Decision Making & Advocacy)**

**CSD Performance Standard 6— Understands essential concepts about nutrition and diet (WMAS Health- Healthy Behaviors)**

**CSD Performance Standard 7— Knows how to maintain and promote personal health (WMAS Health- Health Promotion/Disease Prevention, Healthy Behaviors, Goal Setting/Decision Making & Communication)**

**CSD Performance Standard 8— Knows essential concepts about the prevention and control of disease (WMAS Health-Health Promotion/Disease Prevention, Healthy Behaviors & Advocacy)**

**CSD Performance Standard 9— Understands aspects of substance use and abuse (WMAS Health-Healthy Behaviors)**

**CSD Performance Standard 10— Understands the fundamental concepts of growth and development**

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CSD Performance Standards (in bold) describe what students should know and be able to do within a subject area. Each CSD performance standard is aligned to a corresponding content standard within the Wisconsin Model Academic Standards (WMAS) for that subject area.

- Benchmarks (with ID label) describe knowledge and skills targeted for a specific grade level within that Performance standard.

### Kindergarten-Second Grade

**CSD Performance Standard 1— Knows the availability and effective use of health services, products, and information (WMAS Health-Strands Information/Services, Culture, Media, and Technology, & Advocacy)**

- HE.K2.1.1 Knows community health service providers and their roles (e.g., paramedics, dentists, nurses, physicians, sanitarians, dietitians)

**CSD Performance Standard 2— Knows environmental and external factors that affect individual and community health (WMAS Health-Advocacy)**

- HE.K2.2.1 Knows sources and causes of pollution (e.g., air, ground, noise, water, food) in the community

**CSD Performance Standard 3— Understands the relationship of family health to individual health (WMAS Health-Communication)**

- HE.K2.3.1 Knows the roles of parents and the extended family in supporting a strong family and promoting the health of children (e.g., the limits parents set for children, the values or religious beliefs taught, behaviors and values modeled)
- HE.K2.3.2 Knows effective strategies to cope with change that may occur in families (e.g., pregnancy, birth, marriage, divorce, relocation, unemployment)

**CSD Performance Standard 4— Knows how to maintain mental and emotional health (WMAS Health-Health Promotion/Disease Prevention, Healthy Behaviors, Goal Setting/Decision Making, & Communication)**

- HE.K2.4.1 Identifies and shares feelings in appropriate ways

**CSD Performance Standard 5— Knows essential concepts and practices concerning injury prevention and safety (WMAS Health- Goal Setting/Decision Making & Advocacy)**

- HE.K2.5.1 Knows rules for traffic and pedestrian safety (e.g., crossing the street safely, safety around vehicles)
- HE.K2.5.2 Knows safe behaviors in the classroom (e.g., walks indoors) and on the playground (e.g., participates safely in activities)
- HE.K2.5.3 Knows potentially dangerous substances and objects (e.g., medicine, poison, broken glass, matches)
- HE.K2.5.4 Knows safe behaviors around strangers (e.g., do not get in cars or take treats from strangers)

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- HE.K2.5.5 Knows the routines to follow in emergency situations (e.g., fire and earthquake drills, calling 911)
- HE.K2.5.6 Knows the safe and proper use of classroom materials
- HE.K2.5.7 Knows basic fire, traffic, water, and recreation safety practices
- HE.K2.5.8 Knows precautions that should be taken in special conditions (e.g., bad weather, Halloween, darkness, staying home alone, being approached by strangers, avoiding conflicts)
- HE.K2.5.9 Knows how to recognize emergencies and respond appropriately (e.g., uses a telephone appropriately to obtain help; identifies and obtains help from police officers, fire fighters, and medical personnel; treats simple injuries such as scratches, cuts, bruises, and first-degree burns)
- HE.K2.5.10 Knows ways to seek assistance if worried, abused, or threatened (e.g., physically, emotionally, sexually)

### **CSD Performance Standard 6— Understands essential concepts about nutrition and diet (WMAS Health- Healthy Behaviors)**

- HE.K2.6.1 Knows that some foods are more nutritious than others
- HE.K2.6.2 Classifies foods and food combinations according to the food groups

### **CSD Performance Standard 7— Knows how to maintain and promote personal health (WMAS Health- Health Promotion/Disease Prevention, Healthy Behaviors, Goal Setting/Decision Making & Communication)**

- HE.K2.7.1 Performs personal hygiene skills independently (e.g., uses toilet, brushes teeth, washes hands, blows nose)
- HE.K2.7.2 Dresses self appropriately (e.g., puts on coat and hat, laces shoes)
- HE.K2.7.3 Knows basic personal hygiene habits required to maintain health (e.g., caring for teeth, gums, eyes, ears, nose, skin, hair, nails)

### **CSD Performance Standard 8— Knows essential concepts about the prevention and control of disease (WMAS Health-Health Promotion/Disease Prevention, Healthy Behaviors & Advocacy)**

- HE.K2.8.1 Knows the signs and symptoms of common illnesses (e.g., fever, rashes, coughs, congestion, wheezing)

### **CSD Performance Standard 9— Understands aspects of substance use and abuse (WMAS Health-Healthy Behaviors)**

- HE.K2.9.1 Knows how to distinguish between helpful and harmful substances

### **CSD Performance Standard 10— Understands the fundamental concepts of growth and development**

- HE.K2.10.1 Knows the names and locations of some body parts (e.g., head, eyes, eyebrows, nose, mouth, hair, arms, hands, legs, feet)
- HE.K2.10.2 Understands individual differences (in terms of appearance, behavior)
- HE.K2.10.3 Knows the cycle of growth and development in humans from infancy to old age

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### Third-Fifth Grade

**CSD Performance Standard 1— Knows the availability and effective use of health services, products, and information (WMAS Health-Strands Information/Services, Culture, Media, and Technology, & Advocacy)**

- HE.3-5.1.1 Knows general characteristics of valid health information and health-promoting products and services (e.g., provided by qualified health-care workers; supported by research)
- HE.3-5.1.2 Knows various community agencies that provide health services to individuals and families (e.g., HMOs, public health clinics, mental health clinics, substance abuse treatment centers)
- HE.3-5.1.3 Knows a variety of consumer influences and how those influences affect decisions regarding health resources, products, and services (e.g., media, information from school and family, peer pressure)

**CSD Performance Standard 2— Knows environmental and external factors that affect individual and community health (WMAS Health-Advocacy)**

- HE.3-5.2.1 Knows how the physical environment can impact personal health (e.g., the effects of exposure to pollutants)
- HE.3-5.2.2 Knows how personal health can be influenced by society (e.g., culture) and science (e.g., technology)

**CSD Performance Standard 3— Understands the relationship of family health to individual health (WMAS Health-Communication)**

- HE.3-5.3.1 Knows how the family influences personal health (e.g., physical, psychological, social)
- HE.3-5.3.2 Knows characteristics needed to be a responsible friend and family member (e.g., participating in family activities, assuming more responsibility for household tasks)
- HE.3-5.3.3 Knows how health-related problems impact the whole family

**CSD Performance Standard 4— Knows how to maintain mental and emotional health (WMAS Health-Health Promotion/Disease Prevention, Healthy Behaviors, Goal Setting/Decision Making, & Communication)**

- HE.3-5.4.1 Knows the relationships between physical health and mental health
- HE.3-5.4.2 Knows common sources of stress for children and ways to manage stress

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- HE.3-5.4.3 Knows how mood changes and strong feelings affect thoughts and behavior, and how they can be managed successfully
- HE.3-5.4.4 Knows behaviors that communicate care, consideration, and respect of self and others (including those with disabilities or handicapping conditions)
- HE.3-5.4.5 Understands how one responds to the behavior of others and how one's behavior may evoke responses in others
- HE.3-5.4.6 Knows strategies for resisting negative peer pressure
- HE.3-5.4.7 Knows how attentive listening skills can be used to build and maintain healthy relationships

### **CSD Performance Standard 5— Knows essential concepts and practices concerning injury prevention and safety (WMAS Health- Goal Setting/Decision Making & Advocacy)**

- HE.3-5.5.1 Knows safety rules and practices to be used in home, school, and community settings (e.g., using a seat belt or helmet, protecting ears from exposure to excessive noise, wearing appropriate clothing and protective equipment for sports, using sunscreen or a hat in bright sunlight)
- HE.3-5.5.2 Knows methods used to recognize and avoid threatening situations (e.g., not leaning into a car when giving directions to a stranger) and ways to get assistance
- HE.3-5.5.3 Knows basic first aid procedures appropriate to common emergencies in home, school, and community (e.g., proper responses to breathing and choking problems, bleeding, shock, poisonings, minor burns; universal precautions to be taken when dealing with other people's blood)
- HE.3-5.5.4 Knows the difference between positive and negative behaviors used in conflict situations
- HE.3-5.5.5 Knows some non-violent strategies to resolve conflicts

### **CSD Performance Standard 6— Understands essential concepts about nutrition and diet (WMAS Health- Healthy Behaviors)**

- HE.3-5.6.1 Knows the nutritional value of different foods
- HE.3-5.6.2 Knows healthy eating practices (e.g., eating a nutritious breakfast, eating a variety of foods, eating nutritious meals and snacks at regular intervals to satisfy individual energy and growth needs)
- HE.3-5.6.3 Knows factors that influence food choices (e.g., activity level, peers, culture, religion, advertising, time, age, health, money/economics, convenience, environment, status, personal experience)
- HE.3-5.6.4 Knows how food-preparation methods and food-handling practices affect the safety and nutrient quality of foods

### **CSD Performance Standard 7— Knows how to maintain and promote personal health (WMAS Health- Health Promotion/Disease Prevention, Healthy Behaviors, Goal Setting/Decision Making & Communication)**

- HE.3-5.7.1 Understands the influence of rest, food choices, exercise, sleep, and recreation on a person's well-being
- HE.3-5.7.2 Knows common health problems that should be detected and treated early

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- HE.3-5.7.3 Knows behaviors that are safe, risky, or harmful to self and others
- HE.3-5.7.4 Sets a personal health goal and makes progress toward its achievement
- HE.3-5.7.5 Knows that making health-related decisions and setting health goals sometimes requires asking for assistance
- HE.3-5.7.6 Knows the basic structure and functions of the human body systems (e.g., how they are interrelated; how they function to fight disease)

### **CSD Performance Standard 8— Knows essential concepts about the prevention and control of disease (WMAS Health-Health Promotion/Disease Prevention, Healthy Behaviors & Advocacy)**

- HE.3-5.8.1 Knows ways in which a person can prevent or reduce the risk of disease and disability (e.g., practicing good personal hygiene, making healthy food choices, acknowledging the importance of immunizations, cooperating in regular health screenings)
- HE.3-5.8.2 Knows the benefits of early detection and treatment of disease

### **CSD Performance Standard 9— Understands aspects of substance use and abuse (WMAS Health-Healthy Behaviors)**

- HE.3-5.9.1 Differentiates between the use and misuse of prescription and nonprescription drugs
- HE.3-5.9.2 Knows influences that promote alcohol, tobacco, and other drug use (e.g., peer pressure, peer and adult modeling, advertising, overall availability, cost)
- HE.3-5.9.3 Recognizes high-risk substance abuse situations that pose an immediate threat to oneself or one's friends or family (e.g., drunk and drugged driving, violent arguments) as well as how and where to obtain help
- HE.3-5.9.4 Knows ways to recognize, avoid, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs (e.g., refusal skills, self-control)

### **CSD Performance Standard 10— Understands the fundamental concepts of growth and development**

- HE.3-5.10.1 Knows the changes that occur during puberty (e.g., physical changes such as sexual maturation, changes in voice, acne; emotional and social changes such as a growing sensitivity to peer influence, family tensions, mood swings; cognitive and intellectual development)
- HE.3-5.10.2 Knows that the rate of change during puberty varies with each individual and that people vary widely in size, height, shape, and rate of maturation

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### Sixth-Eighth Grade

**CSD Performance Standard 1— Knows the availability and effective use of health services, products, and information (WMAS Health-Strands Information/Services, Culture, Media, and Technology, & Advocacy)**

- HE.6-8.1.1 Knows how to locate and use community health resources, products, and services that provide valid health information
- HE.6-8.1.2 Knows community health consumer organizations and the advocacy services they provide (e.g., American Heart Association, American Lung Association, Diabetes Association)
- HE.6-8.1.3 Knows situations that require professional health services (e.g., management of health conditions such as asthma, diabetes)

**CSD Performance Standard 2— Knows environmental and external factors that affect individual and community health (WMAS Health-Advocacy)**

- HE.6-8.2.1 Knows cultural beliefs, socioeconomic considerations, and other environmental factors within a community that influence the health of its members (e.g., relationship of values, socioeconomic status, and cultural experiences to the selection of health-care services)
- HE.6-8.2.2 Understands how various messages from the media, peers, and other sources impact health practices (e.g., health fads, advertising, misconceptions about treatment and prevention options)
- HE.6-8.2.3 Understands how peer relationships affect health (e.g., name-calling, prejudice, exclusiveness, discrimination, risk-taking behaviors)

**CSD Performance Standard 3— Understands the relationship of family health to individual health (WMAS Health-Communication)**

- HE.6-8.3.1 Knows strategies that improve or maintain family health (e.g., how one's personal behavior can affect the behavior and feelings of other family members)
- HE.6-8.3.2 Understands the development of adolescent independence
- HE.6-8.3.3 Knows how communication techniques can improve family life (e.g., talking openly and honestly with parents when problems arise)

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### **CSD Performance Standard 4— Knows how to maintain mental and emotional health (WMAS Health-Health Promotion/Disease Prevention, Healthy Behaviors, Goal Setting/Decision Making, & Communication)**

- HE.6-8.4.1 Knows strategies to manage stress and feelings caused by disappointment, separation, or loss (e.g., talking over problems with others, understanding that feelings of isolation and depression will pass, examining the situation leading to the feelings)
- HE.6-8.4.2 Knows characteristics and conditions associated with positive self-esteem
- HE.6-8.4.3 Knows appropriate ways to build and maintain positive relationships with peers, parents, and other adults (e.g., interpersonal communication)
- HE.6-8.4.4 Understands the difference between safe and risky or harmful behaviors in relationships
- HE.6-8.4.5 Knows techniques for seeking help and support through appropriate resources

### **CSD Performance Standard 5— Knows essential concepts and practices concerning injury prevention and safety (WMAS Health- Goal Setting/Decision Making & Advocacy)**

- HE.6-8.5.1 Knows injury prevention strategies for family health (e.g., having a personal and family emergency plan, including maintaining supplies in readiness for emergencies; identifying and removing safety hazards in the home)
- HE.6-8.5.2 Knows strategies for managing a range of situations involving injury (e.g., first aid procedures, abdominal thrust maneuver, cardiopulmonary resuscitation)
- HE.6-8.5.3 Knows potential signs of self- and other-directed violence
- HE.6-8.5.4 Knows the various possible causes of conflict among youth in schools and communities, and strategies to manage conflict
- HE.6-8.5.5 Knows how refusal and negotiation skills can be used to enhance health

### **CSD Performance Standard 6— Understands essential concepts about nutrition and diet (WMAS Health- Healthy Behaviors)**

- HE.6-8.6.1 Understands how eating properly can help to reduce health risks (in terms of anemia, dental health, osteoporosis, heart disease, cancer, malnutrition)
- HE.6-8.6.2 Knows appropriate methods to maintain, lose, or gain weight according to individual needs and scientific research
- HE.6-8.6.3 Knows eating disorders that affect health adversely (e.g., anorexia, overeating, bulimia)
- HE.6-8.6.4 Knows the principles of food safety involved with food storage and preparation (e.g., proper refrigeration, hand washing, proper cooking and storage temperatures)

### **CSD Performance Standard 7— Knows how to maintain and promote personal health (WMAS Health- Health Promotion/Disease Prevention, Healthy Behaviors, Goal Setting/Decision Making & Communication)**

- HE.6-8.7.1 Knows personal health strengths and risks (e.g., results of a personal health assessment)



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- HE.6-8.7.2 Knows how positive health practices and appropriate health care can help to reduce health risks (e.g., good personal hygiene, health screenings, self-examinations)
- HE.6-8.7.3 Knows strategies and skills that are used to attain personal health goals (e.g., maintaining an exercise program, making healthy food choices)
- HE.6-8.7.4 Understands how changing information, abilities, priorities, and responsibilities influence personal health goal
- HE.6-8.7.5 Knows how health is influenced by the interaction of body systems

### **CSD Performance Standard 8— Knows essential concepts about the prevention and control of disease (WMAS Health-Health Promotion/Disease Prevention, Healthy Behaviors & Advocacy)**

- HE.6-8.8.1 Understands how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems
- HE.6-8.8.2 Knows communicable, chronic, and degenerative disease processes and the differences between them
- HE.6-8.8.3 Understands personal rights and responsibilities involved in the treatment of disease (e.g., proper use of medication; the influence of family and culture on the treatment of disease)

### **CSD Performance Standard 9— Understands aspects of substance use and abuse (WMAS Health-Healthy Behaviors)**

- HE.6-8.9.1 Knows conditions that may put people at higher risk for substance abuse problems (e.g., genetic inheritability, substance abuse in family, low frustration tolerance)
- HE.6-8.9.2 Knows factors involved in the development of a drug dependency and the early, observable signs and symptoms (e.g., tolerance level, drug-seeking behavior, loss of control, denial)
- HE.6-8.9.3 Knows the short- and long-term consequences of the use of alcohol, tobacco, and other drugs (e.g., physical consequences such as shortness of breath, cirrhosis, lung cancer, emphysema; psychological consequences such as low self-esteem, paranoia, depression, apathy; social consequences such as crime, domestic violence, loss of friends)
- HE.6-8.9.4 Knows public policy approaches to substance abuse control and prevention (e.g., pricing and taxation, warning labels, regulation of advertising, restriction of alcohol consumption at sporting events)
- HE.6-8.9.5 Knows community resources that are available to assist people with alcohol, tobacco, and other drug problems

### **CSD Performance Standard 10— Understands the fundamental concepts of growth and development**

- HE.6-8.10.1 Understands how the human body changes as people age (e.g., muscles and joints become less flexible, bones and muscles lose mass, energy levels diminish, senses become less acute)
- HE.6-8.10.2 Knows the similarities and differences between male and female sexuality
- HE.6-8.10.3 Understands the processes of conception, prenatal development, and birth

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- HE.6-8.10.4 Knows strategies for coping with concerns and stress related to the changes that occur during adolescence

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### Ninth Grade

**CSD Performance Standard 1— Knows the availability and effective use of health services, products, and information (WMAS Health-Strands Information/Services, Culture, Media, and Technology, & Advocacy)**

- HE.9.1.1 Knows how to determine whether various resources from home, school, and the community present valid health information, products, and services
- HE.9.1.2 Knows situations that require professional health services in the areas of prevention, treatment, and rehabilitation (e.g., persistent depression, prenatal and perinatal care, treatment or management of disease, alcohol- or drug-related problems, neglect and child abuse)

**CSD Performance Standard 2— Knows environmental and external factors that affect individual and community health (WMAS Health-Advocacy)**

- HE.9.2.1 Knows how the health of individuals can be influenced by the community (e.g., information offered through community organizations; volunteer work at hospitals, food banks, child care centers)
- HE.9.2.2 Understands how the prevention and control of health problems are influenced by research and medical advances
- HE.9.2.3 Understands how cultural diversity enriches and challenges health behaviors (e.g., various food sources of nutrients available in different cultural and ethnic cuisines, influence of cultural factors on the treatment of diseases)

**CSD Performance Standard 3— Understands the relationship of family health to individual health (WMAS Health-Communication)**

- HE.9.3.1 Understands methods to facilitate the transition from the role of a child to the role of an independent adult in the family
- HE.9.3.2 Knows the effects of teenage pregnancy on teenagers, their children, their parents, and society
- HE.9.3.3 Understands the responsibilities inherent in dating relationships, marriage, and parenthood

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### **CSD Performance Standard 4— Knows how to maintain mental and emotional health (WMAS Health-Health Promotion/Disease Prevention, Healthy Behaviors, Goal Setting/Decision Making, & Communication)**

- HE.9.4.1 Knows skills used to communicate effectively with family, friends, and others, and the effects of open and honest communication
- HE.9.4.2 Knows strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress
- HE.9.4.3 Understands the role of denial as a negative influence on mental and emotional health, and ways to overcome denial and seek assistance when needed

### **CSD Performance Standard 5— Knows essential concepts and practices concerning injury prevention and safety (WMAS Health- Goal Setting/Decision Making & Advocacy)**

- HE.9.5.1 Knows injury prevention strategies for community health (e.g., neighborhood safety, traffic safety, safe driving)
- HE.9.5.2 Knows possible causes of conflicts in schools, families, and communities, and strategies to prevent conflict in these situations
- HE.9.5.3 Knows strategies for solving interpersonal conflicts without harming self or others
- HE.9.5.4 Knows how refusal, negotiation, and collaboration skills can be used to avoid potentially harmful situations

### **CSD Performance Standard 6— Understands essential concepts about nutrition and diet (WMAS Health- Healthy Behaviors)**

- HE.9.6.1 Understands how nutrient and energy needs vary in relation to gender, activity level, and stage of life cycle
- HE.9.6.2 Understands the reliability and validity of various sources of food and nutrition information (e.g., dietary supplements, diet aids, fad diets, food labels)
- HE.9.6.3 Understands the role of food additives and their relationship to health

### **CSD Performance Standard 7— Knows how to maintain and promote personal health (WMAS Health- Health Promotion/Disease Prevention, Healthy Behaviors, Goal Setting/Decision Making & Communication)**

- HE.9.7.1 Knows how personal behaviors relate to health and well-being and how these behaviors can be modified if necessary to promote achievement of health goals throughout life (e.g., following a personal nutrition plan to reduce the risk of disease, periodically self-assessing physical fitness)
- HE.9.7.2 Understands the short- and long-term consequences of safe, risky, and harmful behaviors
- HE.9.7.3 Understands how personal health needs change during the life cycle
- HE.9.7.4 Understands the impact of personal health behaviors on the functioning of body systems

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### **CSD Performance Standard 8— Knows essential concepts about the prevention and control of disease (WMAS Health-Health Promotion/Disease Prevention, Healthy Behaviors & Advocacy)**

- HE.9.8.1 Understands how the immune system functions to prevent or combat disease
- HE.9.8.2 Understands the importance of regular examinations (including self-examination of the breasts or testicles) in detecting and treating diseases early
- HE.9.8.3 Understands the importance of prenatal and perinatal care to both the mother and the child
- HE.9.8.4 Understands the social, economic, and political effects of disease on individuals, families, and communities

### **CSD Performance Standard 9— Understands aspects of substance use and abuse (WMAS Health-Healthy Behaviors)**

- HE.9.9.1 Knows the short- and long-term effects associated with the use of alcohol, tobacco, and other drugs on reproduction, pregnancy, and the health of children
- HE.9.9.2 Knows how the abuse of alcohol, tobacco, and other drugs often plays a role in dangerous behavior and can have adverse consequences on the community (e.g., house fires, motor vehicle crashes, domestic violence, date rape, transmission of diseases through needle sharing or sexual activity)
- HE.9.9.3 Understands that alcohol, tobacco, and other drug dependencies are treatable diseases/conditions

### **CSD Performance Standard 10— Understands the fundamental concepts of growth and development**

- HE.9.10.1 Understands a variety of physical, mental, emotional, and social changes that occur throughout life, and how these changes differ among individuals (e.g., young adulthood, pregnancy, middle age, old age)
- HE.9.10.2 Understands how physical, mental, social, and cultural factors influence attitudes and behaviors regarding sexuality
- HE.9.10.3 Knows sound health practices in the prenatal period that are important to the health of the fetus and young child (e.g., diet, refraining from cigarette smoking or use of alcohol or other drugs)