



**Garden City High School**  
**Physical Education and Health Department**  
**Kansas and Garden City State Health Curriculum Standards**  
**9-11 Grade**

**Content Standard: Health Promotion and Disease Prevention**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to the ten content areas of health (the content areas are not listed in any particular order):

- (a) Nutrition \*
- (b) Prevention and control of disease \*
- (c) Injury prevention and safety \*
- (d) Personal health \*
- (e) Mental and emotional health \*
- (f) Substance use, misuse, abuse and addiction \*
- (g) Environmental health \*
- (h) Family life and sexuality \*
- (i) Consumer health
- (j) Community health

**Benchmark 1:** The student will analyze how behavior can impact health maintenance and disease prevention.

**9-12<sup>th</sup> Grade Indicators**

**Instructional Examples**

The student will -

The teacher will -

- (a) Explain the effects of the risk behaviors of adolescence which increase the risk of various diseases and life threatening situations (such as alcohol poisoning, dating violence, and sexual harassment) and assess students over content knowledge.

Advanced Indicator –

Demonstrate an in-depth, extensive knowledge of the consequences of the risk behaviors of adolescents.

Proficient Indicator –

Demonstrate a broad-based knowledge of the consequences of the risk behaviors of adolescents.

Partially Proficient Indicator –

Demonstrate limited knowledge of the consequences of the risk behaviors of adolescents.

*(The instructional examples provided are **only** examples of teaching strategies and are not intended to endorse any one specific idea or concept. These examples should not be used exclusively for instruction. There are a number of health lessons that may be used to meet this benchmark.)*

*Teacher Notes: \*The starred content listed under Standard 1, are the categories of risk behaviors for adolescents as identified by the Centers for Disease Control (CDC). The categories are: dietary behavior, tobacco use, alcohol and drug use, intentional and unintentional injuries, sexual behaviors that result in unwanted pregnancies and sexually transmitted infections (STIs) and physical activity.*

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## **Content Standard: Health Promotion and Disease Prevention**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) Personal health
- (b) Mental and emotional health

**Benchmark 2:** The student will describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.

### **9-12<sup>th</sup> Grade Indicators**

#### **Instructional Examples**

The student will –

Advanced Indicator –

Demonstrate an in-depth, extensive knowledge of the six dimensions of health (e.g., physical, mental, emotional, social, spiritual, and environmental) as they relate to one's personal health.

Kansas Model Curricular Standards for Health Education:

Proficient Indicator –

Demonstrate a broad-based knowledge of the six dimensions of health (e.g., physical, mental, emotional, social, spiritual, and environmental) as they relate to one's personal health.

Partially Proficient Indicator –

Demonstrate limited knowledge of the six dimensions of health (e.g., physical, mental, emotional, social, spiritual, and environmental) as they relate to one's personal health.

The teacher will –

- (a) Explain the six dimensions of health and have the students complete a pre-personal health and wellness inventory. At the end of the course students will complete a post-personal wellness inventory and assess results.

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### **Content Standard: Health Promotion and Disease Prevention**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) Nutrition
- (b) Prevention and control of disease
- (c) Injury prevention and safety
- (d) Substance use, misuse, abuse, and addiction
- (e) Family life and sexuality

**Benchmark 3:** The student will analyze how their family, peers, and community influence the health of individuals.

### **9-12<sup>th</sup> Grade Indicators**

#### **Instructional Examples**

The student will –

Advanced Indicator –

Demonstrate an in-depth, extensive knowledge of positive and negative influences of family and peers on unhealthy behaviors (e.g., alcoholism, anorexia, sexual activity, etc.).

Proficient Indicator –

Demonstrate a broad-based knowledge of positive and negative influences of family and peers on unhealthy behaviors (e.g., alcoholism, anorexia, sexual activity, etc.).

Kansas Model Curricular Standards for Health Education

Partially Proficient Indicator –

Demonstrate a limited knowledge of positive and negative influences of family and peers on unhealthy behaviors (e.g., alcoholism, anorexia, sexual activity, etc.).

The teacher will –

- (a) Have the student select two of the six CDC risk behaviors and present a project on the positive or negative influences of family or peers on personal health.
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## **Content Standard: Health Promotion and Disease Prevention**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) Prevention and control of disease
- (b) Substance use, misuse, abuse, and addiction
- (c) Family life and sexuality

**Benchmark 4:** The student will describe how to delay the onset of and reduce risk for potential health problems across their lifespan.

### **9-12<sup>th</sup> Grade Indicators**

#### **Instructional Examples**

The student will –

Advanced Indicator –

Demonstrate an in-depth, extensive knowledge of the importance and benefits of abstinent behavior and risk-reducing strategies in the areas of substance use and sexuality.

Proficient Indicator –

Demonstrate a broad-based knowledge of the importance and benefits of abstinent behavior and risk-reducing strategies in the areas of substance use and sexuality.

Partially Proficient Indicator –

Demonstrate limited knowledge of the importance and benefits of abstinent behavior and risk-reducing strategies in the areas of substance use and sexuality.

The teacher will –

- (a) Have the students list the health risks and consequences involved in substance use (e.g., alcohol, tobacco and illegal drugs) and risky sexual behaviors.
- (b) Have the students identify the benefits of abstinence in substance use and sexual behaviors.

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## **Content Standard: Health Promotion and Disease Prevention**

**Standard 1:** The student will comprehend concepts related to health promotion and disease prevention as related to:

- (a) Nutrition
- (b) Prevention and control of disease
- (c) Injury prevention and safety
- (d) Personal health
- (e) Mental and emotional health
- (f) Substance use, misuse, abuse, and addiction
- (g) Environmental health
- (h) Family life and sexuality

- (i) Consumer health
- (j) Community health

**Benchmark 5:** The student will analyze how public health policies and government regulations influence health promotion and disease prevention.

### **9-12<sup>th</sup> Grade Indicators**

#### **Instructional Examples**

The teacher will –

The student will –

Advanced Indicator –

Demonstrate an in-depth understanding of how government regulations influence health promotion and disease prevention.

Proficient Indicator –

(a) Have the students select a news article on how government regulations impact health promotion, or disease prevention, and present their findings and viewpoints to the class.

(b) Demonstrate a broad-based understanding of how government regulations influence health promotion and disease prevention.

Partially Proficient Indicator –

demonstrate a limited understanding of how government regulations influence health promotion and disease prevention.

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### **Content Standard: Access Health Information, Products, and Services**

**Standard 2:** The student will demonstrate the ability to access valid health information and health-promoting products and services.

**Benchmark 1:** The student will demonstrate the ability to evaluate health information, products, and services for validity, reliability, and effectiveness as they relate to personal selection.

### **9-12<sup>th</sup> Grade Indicators**

#### **Instructional Examples**

The student will –

Advanced Indicator –

Independently locate health products, services and information and accurately describe their validity, reliability, and effectiveness as they relate to personal choice.

Proficient Indicator –

With limited guidance, locate health products, services and information, and describe their validity, reliability, and effectiveness as they relate to personal choice.

Partially Proficient Indicator –

With limited ability, locate health products, services and information, and describe their validity, reliability, and effectiveness as they relate to personal choice.

The teacher will –

- (a) Assign an Internet activity that requires students to access a health product website (approved by the instructor) and evaluate the website.
- (b) Have students compare and contrast cost and accessibility of health services and products.

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## **Content Standard: Access Health Information, Products, and Services**

**Standard 2:** The student will demonstrate the ability to access valid health information and health-promoting products and services.

**Benchmark 2:** The student will analyze situations requiring professional health services.

### **9-12<sup>th</sup> Grade Indicators**

#### **Instructional Examples**

The student will –

Advanced Indicator –

Identify five situations requiring health services.

Proficient Indicator –

Identify four situations requiring health services.

Partially Proficient Indicator –

Identify two situations requiring health services.

The teacher will –

- (a) Present scenarios (disordered eating, threatened suicide, addiction, abuse, etc.) requiring students to discern the need for health services and appropriate community referral.
  - (b) Assign the class to research and compile a directory of school and community health services.
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## **Content Standard: Self-Management**

**Standard 3:** The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Benchmark 1:** The student will analyze the short-term and long-term consequences of safe, risky, and harmful behaviors and recognize their responsibility for self-management.

### **9-12<sup>th</sup> Grade Indicators**

#### **Instructional Examples**

The student will –

Advanced Indicator –

Demonstrate the ability to self-evaluate personal health and set five individual goals to practice health-enhancing behaviors and reduce health risks.

Proficient Indicator –

Demonstrate the ability to self-evaluate personal health and set three individual goals to practice health-enhancing behaviors and reduce health risks.

Partially Proficient Indicator –

Demonstrate the ability to self-evaluate personal health and set two individual goals to practice health-enhancing behaviors and reduce health risks.

The teacher will –

- (a) Assign a health risk appraisal assessment; have students identify their areas of risk, analyze short and long-term consequences of their risky behaviors, and complete a health behavior contract designed to address and improve these behaviors.

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## **Content Standard: Self-Management**

**Standard 3:** The student will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

**Benchmark 2:** The student will identify and practice strategies to manage stress.

### **9-12<sup>th</sup> Grade Indicators**

#### **Instructional Examples**

The student will –

Advanced Indicator –

Independently identify the signs of stress and practice a stress-reducing strategy that will work for them.

Proficient Indicator –

With limited assistance, identify the signs of stress and practice a stress-reducing strategy that will work for them.

Partially Proficient Indicator –

With limited ability, identify the signs of stress and practice a stress-reducing strategy that will work for them.

The teacher will –

- (a) Have the students complete a stress inventory and identify their personal stressors.
- (b) Lead the students through breathing, muscle relaxation, and imagery stress management techniques. Students will then write a reflective paper on the techniques and identify which they prefer and why.

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### **Content Standard: Influence of Culture, Media, and Technology**

**Standard 4:** The student will analyze the influence of culture, media, technology, and other factors on health.

**Benchmark 1:** The student will evaluate the influences of media and technology on health.

#### **9-12<sup>th</sup> Grade Indicators**

##### **Instructional Examples**

The student will –

Advanced Indicator –

Independently evaluate the effects of media and technology on alcohol and tobacco use and dietary and sexual behaviors.

Proficient Indicator –

With limited assistance, evaluate the effects of media and technology on alcohol and tobacco use and dietary and sexual behaviors.

Partially Proficient Indicator –

With limited ability, evaluate the effects of media and technology on alcohol and tobacco use and dietary and sexual behaviors.

The teacher will –

- (a) assign each student to select an advertisement, movie or song about a health related behavior and analyze the positive and/or negative messages.
- (b) instruct the students to identify and present the ways technology (e.g., cars, pedometers, computers, treadmills, etc) positively and negatively affect physical activity.
- (c) assign students to interview their parents on how technology impacted physical activity when they were in school, and compare and contrast technology then and now.



## **Content Standard: Influence of Culture, Media, and Technology**

**Standard 4:** The student will analyze the influence of culture, media, technology, and other factors on health.

**Benchmark 2:** The student will analyze how cultural diversity enriches and challenges health behavior.

### **9-12<sup>th</sup> Grade Indicators**

#### **Instructional Examples**

The student will –

Advanced Indicator –

Independently evaluate the effects of diverse cultures on health behaviors.

The teacher will –

- (a) Provide an overview of the American and other pyramid eating plans from around the world; students will then complete an assignment comparing and contrasting the various pyramids.

Proficient Indicator –

With some assistance, evaluate the effects of diverse cultures on health behaviors.

Partially Proficient Indicator –

With limited effectiveness, evaluate the effects of diverse cultures on health behaviors.

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## **Content Standard: Interpersonal Communication**

**Standard 5:** The student will demonstrate the ability to use interpersonal communication skills to enhance health.

**Benchmark 1:** The student will demonstrate skills for communicating effectively with family, peers, and others.

### **9-12<sup>th</sup> Grade Indicators**

#### **Instructional Examples**

The student –

Advanced Indicator –

Demonstrate effective communication and empathy skills with family, peers, and dating relationships.

Proficient Indicator –

Demonstrate somewhat effective communication and empathy skills with family, peers, and dating relationships.

The teacher will –

- (a) Review “I” messages and assign the students to use the techniques to address a conflict in their personal lives; students will turn in a reflective paper on the experience.
- (b) Assign an effective communication activity and have the students role-play active listening skills.

Partially Proficient Indicator –

With assistance, demonstrate limited communication and empathy skills with family, peers, and dating relationships.

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## **Content Standard: Interpersonal Communication**

**Standard 5:** The student will demonstrate the ability to use interpersonal communication skills to enhance health.

**Benchmark 2:** The student will demonstrate refusal, negotiation, collaboration, mediation, and conflict resolution skills to avoid potentially harmful situations.

### **9-12<sup>th</sup> Grade Indicators**

#### **Instructional Examples**

The teacher will –

The student will –

- (a) teach the six-steps of peer mediation.

Advanced Indicator –

- (1) Agree to mediate, demonstrate the ability to effectively use health-enhancing and interpersonal communication skills as established in the benchmark.
- (2) Gather points of view
- (3) Focus on interests
- (4) Create win-win points
- (5) Evaluate options
- (6) Create an agreement

Proficient Indicator –

- (a) Demonstrate the ability to use health-enhancing communication skills as established in the benchmark.
- (b) Have students demonstrate application of the knowledge through role-playing.

Partially Proficient Indicator –

Demonstrate limited ability to use health-enhancing interpersonal communication skills as established in the benchmark.

## **Content Standard: Goal-Setting and Decision-Making Skills**

**Standard 6:** The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

**Benchmark 1:** The student will demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.

### **9-12<sup>th</sup> Grade Indicators**

#### **Instructional Examples**

The teacher will –

The student will –

- (a) Review various decision-making models. Students will create a scenario using one of the six CDC youth risk behaviors in which they utilize a decision-making model.

Advanced Indicator –

Demonstrate complex decision-making skills.

Proficient Indicator –

Demonstrate effective decision-making skills.

Partially Proficient Indicator –

Demonstrate limited decision-making skills.

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## **Content Standard: Goal-Setting and Decision-Making**

**Standard 6:** The student will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

**Benchmark 2:** The student will demonstrate the ability to create short-term and long-term health goals and the ability to predict the immediate and long-term impact of these goals on the individual, family, and community.

### **9-12<sup>th</sup> Grade Indicators**

#### **Instructional Examples**

The teacher will –

The student will –

- (a) Teach short- and long-term goal writing. Students will develop short- and long-term personal health goals for two of the six CDC youth risk behaviors.

Advanced Indicator –

Independently provide evidence of effective goal setting.

Proficient Indicator –

With limited assistance, demonstrate effective goal setting.

Partially Proficient Indicator –

Demonstrate a limited understanding of goal setting.

### **Content Standard: Advocating For Health**

**Standard 7:** The student will demonstrate the ability to advocate for personal, family, and community health.

**Benchmark 1:** The student will evaluate and express the effectiveness of communicating accurate health information and ideas.

### **9-12<sup>th</sup> Grade Indicators**

#### **Instructional Examples**

The teacher will –

The student will –

- (a) Have the students create and present a public service announcement (e.g., video, audio, or print) that promotes a health issue or concern.

Advanced Indicator –

Independently devise and implement a strategic plan that promotes a health issue or concern.

Proficient Indicator –

Implement and promote a health issue or concern that promotes a health issue or concern.

Partially Proficient Indicator –

Under much direction, promote a health issue or concern.

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### **Content Standard: Advocating For Health By the end of Grade 12**

**Standard 7:** The student will demonstrate the ability to advocate for personal, family, and community health.

**Benchmark 2:** The student will demonstrate ability to work cooperatively when advocating for health.

## **9-12<sup>th</sup> Grade Indicators**

### **Instructional Examples**

The teacher will –

The student will –

- (a) Teach different communication methods of health advocacy.

Advanced Indicator –

- (a) Within a group, devise and implement a strategic plan to influence and support a personal, family, or community health issue or concern.
- (b) Assign the class to plan and implement a health awareness week for their school and/or community.

Proficient Indicator –

Within a group and with assistance, implement a strategic plan to influence and support a personal, family, or community health issue or concern.

Partially Proficient Indicator –

Under much direction, work cooperatively within their group to help enhance personal, family, or community health.

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**APPENDIX A**

**Sample Opt-In Letter**

**PARENT/GUARDIAN CONSENT FORM**

**HUMAN SEXUALITY EDUCATION**

Course: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

School: \_\_\_\_\_ Phone: \_\_\_\_\_

Dear Parent/Guardian:

As part of your child's education, he/she is enrolled in a course that includes information on puberty and human sexuality. If you would like to review the curriculum and talk with the teacher before signing this form, call or email the teacher immediately to set up a conference time. (Teacher's email / school phone).

NOTE: Opt-in letters work differently than opt-out letters you may have worked with before, in this or other school districts. The school must have a signed form from every student's parent/guardian indicating that the student has permission to participate in the human sexuality curriculum. Failure of a parent/guardian to return a signed form means the student will attend study hall and will not attend class sessions which are identified as addressing puberty and human sexuality.

If your preference is for your child to "opt-in" the puberty and human sexuality education, please indicate so by providing your child's name, placing a check in the space provided, and signing and dating this form. By so doing, you are giving permission for your child to receive information on puberty and human sexuality.

Student's Name: \_\_\_\_\_

\_\_\_\_\_ I GRANT permission for my child to participate in the puberty and human sexuality education.

**Parent/Guardian Signature:** \_\_\_\_\_

**Date** \_\_\_\_\_

**Please Sign and Return this form to the school on or before (date set by school).**

**Sample Opt-Out Letter**  
**PARENT/GUARDIAN CONSENT FORM**  
**HUMAN SEXUALITY EDUCATION**

Course: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

School: \_\_\_\_\_ Phone: \_\_\_\_\_

Dear Parent/Guardian:

As part of your child's education, he/she is enrolled in a course that includes information on puberty and human sexuality. If you would like to review the curriculum and talk with the teacher before signing this form, call or email the teacher immediately to set up a conference time. (Teacher's email / school phone). If your preference is for your child to "opt-out" of the puberty and human sexuality education, please indicate so by providing your child's name, placing a check in the space provided, and signing and dating this form. By so doing, your child will attend study hall and will not attend class sessions which are identified as addressing puberty and human sexuality.

Student's Name: \_\_\_\_\_

\_\_\_\_\_ I DO NOT grant permission for my child to participate in the puberty and human sexuality education.

**Parent/Guardian Signature:** \_\_\_\_\_

**Date** \_\_\_\_\_

**Please sign and return this form to the school on or before (date set by school).**