

## ISB Standards for Health and Wellbeing

<b>Standard 1</b>	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
<b>Standard 2</b>	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
<b>Standard 3</b>	Students will demonstrate the ability to access valid information, products, and services to enhance health.
<b>Standard 4</b>	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
<b>Standard 5</b>	Students will demonstrate the ability to use decision-making skills to enhance health.
<b>Standard 6</b>	Students will demonstrate the ability to use goal-setting skills to enhance health.
<b>Standard 7</b>	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
<b>Standard 8</b>	Students will demonstrate the ability to advocate for personal, family, and community health.

*Based on the Centers for Disease Control and Prevention (CDC) National Health Education Standards (NHES),(2015) and ISB Academic Standards in Health document (2013).*

# Health and Wellbeing Benchmarks

## Scope and Sequence

### Strand 1 - Being Healthy, safe and active

PreK-K	Grade 1-2	Grade 3-4	Grade 5-6	Grade 7-8	Grade 9-10
<p>Identify personal strengths</p> <p><i>Standard: 1</i></p>	<p>Describe their own strengths and achievements and those of others, and identify how these contribute to personal identities</p> <p><i>Standard: 1</i></p>	<p>Examine how success, challenge and failure strengthen personal identities</p> <p><i>Standards: 1, 6</i></p>	<p>Explore personal and cultural identities and how they change and adapt to different contexts and situations</p> <p><i>Standards: 2, 8</i></p>	<p>Investigate the impact of transition and change on identities</p> <p><i>Standards: 2</i></p>	<p>Evaluate factors that shape identities and analyse how individuals impact the identities of others</p> <p><i>Standards: 2, 4, 7</i></p>
<p>Identify a short-term personal health goal</p> <p><i>Standards: 6, 7</i></p>	<p>Identify a short-term personal health goal and take action toward achieving the goal</p> <p><i>Standards: 6, 7</i></p>	<p>Identify a short-term personal health goal and apply the strategies and skills needed to attain the goal</p> <p><i>Standards: 6, 7</i></p>	<p>Assess personal health practices and develop a goal to adopt and maintain</p> <p><i>Standards: 6, 7</i></p>	<p>Assess personal health practices and develop a goal to adopt, maintain, and improve a personal health practice</p> <p><i>Standards: 6, 7</i></p>	<p>Assess personal health practices and develop a plan to attain a personal health goal that addresses strengths, needs, and risks</p> <p><i>Standards: 6, 7</i></p>
<p>Name parts of the body and describe how their body is growing and changing</p> <p><i>Standards: 1, 4</i></p>	<p>Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these</p> <p><i>Standards: 1, 2, 4</i></p>	<p>Explore strategies to manage physical, social and emotional change</p> <p><i>Standards: 1, 2, 4</i></p>	<p>Investigate resources and strategies to manage changes and transitions associated with puberty</p> <p><i>Standards: 1, 2, 3</i></p>	<p>Evaluate strategies to manage personal, physical and social changes that occur as they grow older</p> <p><i>Standards: 4, 5, 7</i></p>	<p>Examine the impact of changes and transitions on relationships</p> <p><i>Standards: 4, 2</i></p>
<p>Identify people and demonstrate protective behaviours that help keep themselves safe and healthy</p> <p><i>Standards: 4, 7</i></p>	<p>Practise strategies they can use when they need help with a task, problem or situation</p> <p><i>Standards: 4, 5, 7</i></p>	<p>Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe</p> <p><i>Standards: 4, 5, 7</i></p>	<p>Investigate community resources and strategies to seek help about health, safety and wellbeing</p> <p><i>Standards: 4, 3, 2, 1</i></p>	<p>Practise and apply strategies to seek help for themselves or others</p> <p><i>Standards: 4, 3</i></p>	<p>Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk</p> <p><i>Standards: 4, 5, 3</i></p>

	Recognise situations and opportunities to promote health, safety and wellbeing  <i>Standards: 1, 7</i>	Identify and practise strategies to promote health, safety and wellbeing  <i>Standards: 6, 1, 4, 5, 7</i>	Plan and practise strategies to promote health, safety and wellbeing  <i>Standards: 6, 1, 4, 5, 7</i>	Investigate and select strategies to promote health, safety and wellbeing  <i>Standards: 6, 4, 5, 7</i>	Propose, practise and evaluate responses in situations where external influences may impact on their ability to make healthy and safe choices  <i>Standards: 6, 2, 4, 5</i>
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## Strand 2 - Communicating and interacting for health and wellbeing

PreK-K	Grade 1-2	Grade 3-4	Grade 5-6	Grade 7-8	Grade 9-10
Practise personal and social skills to interact with and include others  <i>Standards: 4</i>	Describe ways to include others to make them feel that they belong  <i>Standards: 4, 2</i>	Describe how respect, empathy and valuing difference can positively influence relationships  <i>Standards: 4, 2, 8</i>	Practise skills to establish and manage relationships  <i>Standards: 4, 8</i>	Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing  <i>Standards: 4, 8</i>	Investigate how empathy and ethical decision making contribute to respectful relationships  <i>Standards: 4, 5, 8</i>
Identify and describe emotional responses people may experience in different situations  <i>Standards: 4, 5</i>	Identify and practise emotional responses that account for own and others' feelings  <i>Standards: 4, 5</i>	Investigate how emotional responses vary in depth and strength  <i>Standards: 4, 5</i>	Examine the influence of emotional responses on behaviour and relationships  <i>Standards: 4, 5</i>	Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity  <i>Standards: 4, 5</i>	Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses  <i>Standards: 4, 5</i>
	Examine health messages and how they relate to health decisions and behaviours  <i>Standards: 3, 2</i>	Discuss and interpret health information and messages in the media and on the Internet  <i>Standards: 3, 2</i>	Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours  <i>Standards: 2, 3, 5</i>	Develop skills to evaluate health information and express health concerns  <i>Standards: 3, 2</i>	Evaluate and apply health information from a range of sources to health decisions and situations  <i>Standards: 3, 5, 7</i>

### Strand 3 - Contributing to healthy and active communities

PreK-K	Grade 1-2	Grade 3-4	Grade 5-6	Grade 7-8	Grade 9-10
<p>Identify actions that promote health, safety and wellbeing</p> <p><i>Standards: 7, 5, 6</i></p>	<p>Explore actions that help make the classroom a healthy, safe and active place</p> <p><i>Standards: 7, 8, 5</i></p>	<p>Describe strategies to make the classroom and playground healthy, safe and active spaces</p> <p><i>Standards: 7, 8, 5</i></p>	<p>Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities</p> <p><i>Standards: 8, 2, 3, 4, 5</i></p>	<p>Plan and use health practices, behaviours and resources to enhance the health, safety and wellbeing of their communities</p> <p><i>Standards: 8, 3, 4, 5</i></p>	<p>Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities</p> <p><i>Standards: 8, 3, 4, 5</i></p>
<p>Participate in play that promotes engagement with outdoor settings and the natural environment</p> <p><i>Standards: 7, 4</i></p>	<p>Identify and explore natural and built environments in the local community where physical activity can take place</p> <p><i>Standards: 7, 1</i></p>	<p>Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing</p> <p><i>Standards: 7, 8</i></p>	<p>Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment</p> <p><i>Standards: 7, 8</i></p>	<p>Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities</p> <p><i>Standards: 7, 8</i></p>	<p>Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments</p> <p><i>Standards: 7, 8</i></p>
	<p>Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected</p> <p><i>Standards: 2, 4, 8</i></p>	<p>Research own heritage and cultural identities, and explore strategies to respect and value diversity</p> <p><i>Standards: 2, 4, 8</i></p>	<p>Investigate and reflect on how valuing diversity positively influences the wellbeing of the community</p> <p><i>Standards: 2, 4, 8</i></p>	<p>Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity</p> <p><i>Standards: 2, 4, 8</i></p>	<p>Critique behaviours and contextual factors that influence the health and wellbeing of their communities</p> <p><i>Standards: 2, 4, 8</i></p>

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