

REPUBLIC OF THE MARSHALL ISLANDS
PUBLIC SCHOOL SYSTEM
CONTENT STANDARDS AND PERFORMANCE INDICATORS

HEALTH

Grade 1



STANDARD 1 Personal Health and Fitness - Students will demonstrate behavior that contributes to the maintenance of a healthy lifestyle.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 1 students will be able to:</p> <p>1.1.1 Describe how health and fitness contribute to our heart, muscles, and bones (skeleton).</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Draw a picture of a body, tell where the heart is, about its shape, size, and what job it has in their bodies. • Add a muscle to the drawing and tell about its shape, where it is in the body and what job it does in the body. • Add a bone and tell where bones are found in the body. 	<p>Student Text Health and Fitness Grade 1 (Harcourt)</p>
<p>1.1.2 Identify and describe the benefits of exercise and physical activity to health.</p>	<ul style="list-style-type: none"> • Tell how exercise helps their body. (It helps their heart stay healthy; it makes our muscles and bones strong). • Give at least two examples of activities that can help their bodies stay healthy. (Swimming, running, playing and name other activities they like etc.). 	
<p>1.1.3 Practice healthy behaviors in the family, school and community.</p>	<ul style="list-style-type: none"> • Show, draw, or tell about things that they do to keep themselves healthy (clean rooms, brush teeth, wash faces and hand after working). • Keep a least of health behaviors they see at school (pick up trash and throw it in the waste basket, clean their desks,, wear clean uniforms etc.). 	

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STANDARD 1 Personal Health and Fitness - Students will demonstrate behavior that contributes to the maintenance of a healthy lifestyle.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 1 students will be able to:</p> <p>1.1.4 Participate in regular physical activities (teacher will make a wall chart for student to look at or learn in class.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Show activities that they do that will help their hearts, muscles and bones (skipping, hopping, running etc.) 	<p>Student Text Health and Fitness Grade 1 (Harcourt)</p>

STANDARD 2 Emotional and mental health - Students will have confidence in their ability to learn and will be able to assess.

<p>1.2.1 Identify emotions (happy, sad, angry, frustrated, confused, etc.) and things that cause those feelings.</p>	<ul style="list-style-type: none"> • Demonstrate different emotions (sad, happy, angry, love) by drawing faces, acting-out and making sounds. • Tell about something that make them happy (new books, new shoes, new friend etc.). • Draw pictures of sad and happy face ant tell why they have these feelings. 	<p>Student Text Health and Fitness Grade 1 (Harcourt)</p>
<p>1,2,2 Know who to talk to when worried angry, frightened or confused.</p>	<ul style="list-style-type: none"> • Tell who can help them when they are feeling sad, angry etc. (parents, teachers, or other relatives. 	
<p>1,2,3 Express their feelings by drawing, role-playing etc.</p>	<ul style="list-style-type: none"> • Use work that tell how they feel and role-play different feelings (I am happy, sad, etc.) 	

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STANDARD 2 Emotional and Mental Health - Student will have confidence in their ability to learn and will be able to assess.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 1 students will be able to: 1,2,4 Identify things they are good at, like to do, and want to learn.	Students will be achieving the outcome when they, for example: <ul style="list-style-type: none"> • Tell or show something that they can do well (skipping, sunning, swimming, etc.). 	Student Text Health and Fitness Grade 1 (Harcourt)
1.2.5 Describe or show what it means to be a good friend.	<ul style="list-style-type: none"> • Show or tell what good friends do for each other. • Tell a story about two of their friends (aloud, using drawings, role-playing etc.). 	
1,2,6 Show care and consideration for themselves, their own families and other people.	<ul style="list-style-type: none"> • Show how they respect and take care of themselves (clean nails, brushing/combing hair, keeping their room neat and clean. • Give at least two ideas about how to show caring for others in their class (teachers, classmates will listen to them, respect their feelings, cooperate with them smile to make them happy). 	

STANDARD 3 Substance use, abuse and prevention - Students will demonstrate ability to adopt behaviors that will reduce personal health risks

1.3.1 Identify common drugs and substances that cause harm when abused. (alcohol, tobacco, and other drugs.	<ul style="list-style-type: none"> • Name harmful substances that can make them sick (beer, glue, cigarettes, etc. 	Student Text Health and Fitness Grade 1 (Harcourt)
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STANDARD 3 Substance use, abuse and prevention - Students will demonstrate ability to adopt behaviors that will reduce personal health risks

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 1 students will be able to: 1,3,2 Compare behaviors with those that are risky and harmful (drinking from an unlabeled containers, avoiding smokey places etc.)</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Explain what happens to the teeth of someone who chews betel nut, dip, smokes cigarettes (stains teeth, smells bad, looks dirty, etc.) 	<p>Student Text Health and Fitness Grade 1 (Harcourt)</p>
<p>1.3.3 Know rules using medicine safely (take only if needed, be with an adult, never take anyone else's medicines, etc.)</p>	<ul style="list-style-type: none"> • Tell what medicines do and name one medicine they know (aspirin - stops pain and fever and makes them feel better). • Point to or draw a symbol that says danger (skull and cross-bones on dangerous medicine, on gasoline containers etc.). 	
<p>1.3.4 Identify safe, responsible adults who can help them and give advise about using medicines wisely and how to avoid substances that are harmful.</p>	<ul style="list-style-type: none"> • Name someone in their family that they can ask about using medicines safely (their parents, older sibling etc.) • Tell why they should not take any medicine without an adult with them 	
<p>1,3,5 Give reasons for not smoking or using dangerous substances.</p>	<ul style="list-style-type: none"> • Teel or show why they should not drink beer or other alcohol (it is not good for your body). 	

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STANDARD 4 Nutrition - Students will demonstrate knowledge of nutrition and the ability to make healthy food choices for themselves.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 1 students will be able to:</p> <p>1.4.1 Identify major food groups (body building, energy, and protective) and classify common foods into groups.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Name the three major food groups. • Give examples of food that are found in each group (fish, chicken, taro, breadfruit, bananas, limes and carrots). 	<p>Student Text Health and Fitness Grade 1 (Harcourt)</p>
<p>1.4.2 Identify local types of food that contributes to healthy eating.</p>	<ul style="list-style-type: none"> • Identify at least four local types of food found on their islands (banana, limes, taro, papaya, pumpkins, etc.) • Match the types of food that they know with the types in each group. • Draw a local food (size, shape and color and tell how it tastes. • Pick out a favorite local food and tell why it is healthy. 	
<p>1.4.3 Describe the importance of food choices for growth and health.</p>	<ul style="list-style-type: none"> • Define ‘health’ food and give two examples. • Define ‘unhealthy’ food and give two examples (food high in sugar, fat and salt content. • Tell why it is important to eat healthy food (to make them healthy etc.) 	
<p>1.4.4 Us their knowledge of the major food groups to select food for a healthy nutritious meal.</p>	<ul style="list-style-type: none"> • Create a poster that shows a healthy meal. • Explain why the meal they choose the food items they put on their posters. 	

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Grade 1



STANDARD 5 Safety and first aid - Students will recognize the potential for hazards and injuries in the environment and apply preventive and emergency measures.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 1 students will be able to:</p> <p>1.5.1 Show knowledge of safety rules in school, at home, and in the community.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Tell and show safety rules for walking on the road. • Give two example of safety rules at home (fire, water). 	<p>Student Text Health and Fitness Grade 1 (Harcourt)</p>
<p>1.5.2 Identify people and places where they can get help with safety and first aid if needed.</p>	<ul style="list-style-type: none"> • Name a place where people to get help with first aid. • Tell who in their classroom, at school or at home they can help them with first aid. 	
<p>1.5.3 Know proper first aid techniques for common injuries.</p>	<ul style="list-style-type: none"> • Notify the teacher, school nurse, or health aid when someone is hurt and needs help. • Explain why it is important to seek help when someone is injured. 	
<p>1.5.4 Identify hazards around them and describe ways to avoid or get rid of them.</p>	<ul style="list-style-type: none"> • Describe and draw pictures of hazard found at home. • Describe and draw pictures of hazards at school. • Identify persons who can help in getting rid of these hazards. 	
<p>1.5.5 Identify when to get help.</p>	<ul style="list-style-type: none"> • Tell or show ways to get in contact with a medical doctor, health assistant or adult to seek help when someone is sick. • Know that first graders should never administer first aid. 	

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STANDARD 5 Safety and first aid - Students will recognize the potential for hazards and injuries in the environment and apply preventive and emergency measures.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 1 students will be able to: 1.5.5 (continued)	Students will be achieving the outcome when they, for example: <ul style="list-style-type: none"> • Draw a picture of people on their islands that they can get help from when someone is sick or in great danger. • Draw a map of their island and locate where the dispensary is, where they can get help when someone is ill. 	Student Text Health and Fitness Grade 1 (Harcourt)

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STANDARD 6 Prevention and control of diseases - Students will make effective decisions about behavior to eliminate diseases and disorder.

1.6.1 Identify common childhood diseases and describe what causes them.	<ul style="list-style-type: none"> • Name at least three common childhood diseases. • Describe the causes of the diseases. • Discuss ways to get rid of childhood disease. 	Student Text Health and Fitness Grade 1 (Harcourt)
1.6.2 Explain how they can prevent disease or increase the chance of getting sick.	<ul style="list-style-type: none"> • Discuss what they can do to prevent diseases. • Identify what causes them to get sick (drinking unsafe water, not washing hands, etc.). 	
1.6.3 Demonstrate responsibility for personal cleanliness and basic disease prevention.	<ul style="list-style-type: none"> • Tell why it is important to be responsible for their health. • Describe how personal cleanliness helps prevent disease. 	

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Grade 2



STANDARD 1 Personal Health and Fitness - Students will demonstrate behavior that contributes to the maintenance of a healthy lifestyle.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 2 students will be able to:</p> <p>2.1.1 Describe how health and fitness contribute to their heart, muscles, and bones.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Draw, color, and label pictures of a heart muscle, and a bone and explain about how they work. • Draw pictures that show the difference between healthy and unhealthy hearts and tell what can be done to keep them healthy(exercising, eating healthy food etc.). 	<p>Chart of a healthy heart and an unhealthy heart.</p> <p>Students pictures</p> <p>Student Text Health and Fitness Grade 2 (Harcourt)</p>
<p>2.1.2 Identify and describe benefits of exercise and physical activity to health.</p>	<ul style="list-style-type: none"> • Show they show how the heart works when we are not moving and when we are exercising (demonstrate checking pulse, role play the heart at work and at rest. • Make-up a game or song that teacher benefits of exercise and physical activity. 	
<p>2.1.3 Practice healthy behavior in the family, school and in the community.</p>	<ul style="list-style-type: none"> • Make a chart of healthy activities. • Demonstrate and describe at least three healthy behaviors they do at home and community (cleaning the yard, throwing trash away, help with house chores. 	

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STANDARD 2 Emotional and mental health - Students will have confidence in their ability to learn and will be able to assess.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 2 students will be able to:</p> <p>2.2.1 Identify different emotions such being happy, sad, angry, frustrated etc.) and discuss what causes these feelings.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Tell when and why a person is sad, happy, angry, frustrated etc (i.e. when their needs are not met, when moving to a new place, when someone show them respect, or they show care etc.). • Discuss how people solve their feelings of anger, sadness, frustration etc. • Identify things that cause these feelings (i.e. illness, missing homework etc.) 	<p>Student Text Health and Fitness Grade 2 (Harcourt)</p>
<p>2.2.2 Know who to contact when worried angry, frightened or confused.</p>	<ul style="list-style-type: none"> • Draw a picture of the important people who can be helpful in the time of feeling angry, frightened or confused (teacher, family member, friend, etc.). 	
<p>2.2.3 Describe or show what it means to be a good friend.</p>	<ul style="list-style-type: none"> • Draw a picture of a good friend. • Write a story about two girls who are friends. • Tell what happen if two people are not friends. 	
<p>2.2.4 Show care and consideration for themselves, their families and others.</p>	<ul style="list-style-type: none"> • Show how they respects and take care of themselves. • Give at least two ideas on how to care and show respect to their classmates and others. 	

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STANDARD 3 Substance use, abuse and prevention - Students will demonstrate ability to adopt behaviors that will reduce personal health risks

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 2 students will be able to:</p> <p>2.3.1 Identify common drugs and substances that cause harm when abused.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Discuss what they know about substances that are harmful (alcohol, drugs, tobacco make them sick). 	<p>Student Text Health and Fitness Grade 2 (Harcourt)</p>
<p>2.3.2 Compare safe behaviors and risky or harmful behaviors.</p>	<ul style="list-style-type: none"> • Name at least two bad things that cigarettes cause (lung disease, burn things, heart disease, etc. • Draw a picture about one of the bad things that cigarettes cause (something burning, second-hand smoke dangers, etc. • Tell how to avoid the dangers of cigarettes (do not smoke and associate with people who do.) 	
<p>2.3.3 Know the rule for using medicine.</p>	<ul style="list-style-type: none"> • Know the rule for taking medicine (never take medicine with out the supervision of an adult). • Tell why it is important not to take anyone's medicine (it is very dangerous). 	
<p>2.3.4 Identify safe, responsible adults who can help and give advice on using medicines wisely.</p>	<ul style="list-style-type: none"> • Tell what can happen if they do not know about the harmfulness substances. 	
<p>2.3.5 Give reason for not smoking, drinking or using dangerous substances.</p>	<ul style="list-style-type: none"> • Create a poster, an oral presentation, a song or a list to illustrate why dangerous substance are bad. 	

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STANDARD 4 Nutrition - Students will demonstrate knowledge of nutrition and the ability to make healthy food choices for themselves.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 2 students will be able to:</p> <p>2.4.1 Identify major food groups and classify common foods into groups.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Sort pictures or drawing of different foods into the three food groups and tell why they belong in that group. • Give example of canned or packaged food that fit into the three food groups. 	<p>Many pictures of food for sorting into food groups.</p> <p>Student Text Health and Fitness Grade 2 (Harcourt)</p>
<p>2.4.2 Identify kinds of local food that contribute to healthy eating.</p>	<ul style="list-style-type: none"> • Identify at least two types of local food that belong in each food group. • Tell how local food contributes to healthy eating. • Describe at least three differences between local and imported foods. 	
<p>2.4.3 Describe the importance of food choices for growth and health.</p>	<ul style="list-style-type: none"> • Describe what body building, energy, and protective foods do for their bodies and why they need them. • Give two reason why it is important to know the group of the food your eat. 	
<p>2.4.4 Use knowledge of the major food groups to select food for a healthy and nutritional meal.</p>	<ul style="list-style-type: none"> • Give reason why food affect their health. • Choose health food when given choices. • List, name, draw or pick out five kinds of food that they consider healthy and tell which food group they are in. 	

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STANDARD 5 Safety and first aid - Students will recognize the potential for hazards and injuries in the environment and apply preventive and emergency measures.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 2 students will be able to:</p> <p>2.5.1 Show knowledge of safety rules in school, home and community.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Describe safety rules at school and at home (bike rules, road crossing, boating swimming etc.). • Compare rules at school and at home. • Share their ideas with the teacher to generate classroom rules for safety and to prevent injury. 	<p>Student Text Health and Fitness Grade 2 (Harcourt)</p>
<p>2.5.2 Identify people and places where they can get help with safety and first aid if needed.</p>	<ul style="list-style-type: none"> • Identify someone at school who can help with safety and first aid. • Show where they can get help in the school. 	
<p>2.5.3 Know proper first aid techniques for common injuries.</p>	<ul style="list-style-type: none"> • Notify the teacher, school nurse, or health aid when someone is hurt and needs help. • Explain why it is important to seek help when someone is injured. 	
<p>2.5.4 Identify safety hazards around them and ways to avoid or get rid of the hazards.</p>	<ul style="list-style-type: none"> • Identify at least three hazards found at school • Classify hazard into categories (reuse, recycle etc. • Describe how they may be avoided or discarded. 	
<p>2.5.5 Identify when to get help.</p>	<ul style="list-style-type: none"> • Identify symptoms which tell if someone needs help (bleeding, cannot talk, severe pain, unconscious. • Recognize that an knowledgeable adult should always be sought to help (Second graders should not administer first aid.) 	

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Grade 2

STANDARD 6 Prevention and control of diseases - Students will make effective decisions about behavior to eliminate diseases and disorder.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 2 students will be able to:</p> <p>2.6.1 Identify common childhood diseases and describe what cause them.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Know three symptoms of the flu (fever, cold, body ache) • Describe how they can spread disease (coughing sneezing, blowing their noses on the ground, not washing hands etc. • Discuss why it is important to tell someone when they are feeling ill (need medical attention, need rest, etc.). 	<p>Student Text Health and Fitness Grade 2 (Harcourt)</p>
<p>2.6.2 Explain how things we do can help prevent diseases or increase the chance of getting sick.</p>	<ul style="list-style-type: none"> • Discuss activities that help make them stay well (getting enough sleep, eating healthy food etc.) • Identify activities that they do that can increase the chance of getting sick (not keeping the school, their homes and community clean). 	
<p>2.6.3 Demonstrate responsibility for personal cleanliness and basic prevention.</p>	<ul style="list-style-type: none"> • List three things that can help them stay clean and healthy (washing hands, brushing teeth, good personal hygiene. • List three things that they can do to prevent disease (boil drinking water, keep pig and chicken pens clean, always wash after working. 	

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Grade 3



STANDARD 1 Personal Health and Fitness - Students will demonstrate behavior that contributes to the maintenance of a healthy lifestyle.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 3 students will be able to:</p> <p>3.1.1 Describe how health and fitness contribute to our heart muscles and bones.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Describe how hearts help their bodies (pumps and pushes blood through their bodies). • Describe how muscles help their bodies (helps hold them up and helps them move,) • Describe how bones help their bodies (helps to hold up their bodies and gives the body shape; protects parts inside their bodies). 	<p>Student Text Health and Fitness Grade 3 (Harcourt)</p>
<p>3.1.2 Identify and describe benefits of exercise and physical activity to health.</p>	<ul style="list-style-type: none"> • Give examples of how exercise helps the heart, muscles and bones. • Explain why it is important not to over exercise. 	
<p>3.1.3 Practice healthy behaviors in the school, family and community.</p>	<ul style="list-style-type: none"> • Give at least three example of healthy activities they see at home and in the community (collecting and throwing away trash, drinking clean water, participating in sports etc.) • Make a list, log or set of drawing of healthy activities taking place in the community. • Identify community activities that contribute most to health and fitness. 	
<p>3.1.4 Take part in regular physical activities. (running, walking etc.)</p>	<ul style="list-style-type: none"> • Keep a record of physical activities they do and how much time they spend doing them. 	

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STANDARD 2 Emotional and mental health - Students will have confidence in their ability to learn, will be able to assess their own strengths and needs and will behave in ways that promote positive relationships.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 3 students will be able to:</p> <p>3.2.1 Identify good and bad emotions.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Discuss ways they can make themselves feel good and get rid of bad feelings. • Tell how exercise can help them feel good and to get rid of sad feelings. • Identify people they can easily talk to for advice. 	<p>Student Text Health and Fitness Grade 3 (Harcourt)</p>
<p>3.2.2 Identify things that they are good at, like to do, and want to learn.</p>	<ul style="list-style-type: none"> • Draw and discuss things that they can do well. • Identify things that they like to do and tell a story about it. • Tell how important it is to include everyone in a game. 	
<p>3.2.3 Describe or show what it means to be a good friend..</p>	<ul style="list-style-type: none"> • Tell how showing respect can be part of making friends. 	
<p>3.2.4 Show care and consideration for themselves, their families and community.</p>	<ul style="list-style-type: none"> • Tell how care for one another in a family is important. • Show how love can be a special feeling of care for someone. 	

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STANDARD 3 Substance use, abuse and prevention - Students will demonstrate ability to adopt behaviors that will reduce personal health risks.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 3 students will be able to: 3.3.1 Identify common drugs and substances that cause harm.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Name things that can make them sick if they drink, smoke, chew or sniff the. • Describe what happens when people use these substances. • Make a poster, show pictures, tell a story or role-play to illustrate what happens when using these substances and why they should not be used and are dangerous. 	<p>Student Text Health and Fitness Grade 3 (Harcourt)</p> <p>Pictures of people practicing safe behaviors and people abusing substances.</p>
<p>3.3.2 Compare safe and unsafe behaviors.</p>	<ul style="list-style-type: none"> • List at least three unsafe behaviors that involve substance use and abuse. • Help other compare safe and unsafe behaviors. 	
<p>3.3.3 Give reason for not smoking, drinking or using dangerous substances.</p>	<ul style="list-style-type: none"> • Give at least three reason related to health for not smoking by making a poster, list, song, etc.). 	
<p>3.3.4 Identify responsible adults who can help give advice about using medicine wisely and avoiding substances that are harmful.</p>	<ul style="list-style-type: none"> • Name someone in the community that they can talk to about using medicines wisely (parents, doctor, etc.) • Recognize that no medication should be taken without the presence of a responsible adult. 	

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Grade 3

STANDARD 4 Nutrition - Students will demonstrate knowledge of nutrition and the ability to make health food choices.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 3 students will be able to:</p> <p>3.4.1 Identify major food groups and classify food into groups.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Recognize differences between the three food groups and how they affect their bodies. • Sort local food and imported food into the three food groups. 	<p>Many pictures of real items of foods that are grown locally and food that is imported.</p>
<p>3.4.2 Identify local food that contributes to healthy eating.</p>	<ul style="list-style-type: none"> • Make a long list of local food and place them in the proper food group. • Learn the basic nutrients of local food in each group. 	<p>Student Text Health and Fitness Grade 3 (Harcourt)</p>
<p>3.4.3 Describe the importance of food choice for growth and health.</p>	<ul style="list-style-type: none"> • Discuss how food is used by the body. • Explain why it is important to choose food from each of the food groups. • Show awareness of the nutrients in food are related to how they work in the body. 	
<p>3.4.4 Use knowledge of major food groups to select food for a healthy and nutritional meal.</p>	<ul style="list-style-type: none"> • Show what each food in each group does for the body (draw a picture of a person running and label the energy food at work). • Make a menu for their family of food that they like, is healthy and that each food group is represented. 	

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HEALTH

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STANDARD 5 Safety and first aid - Students will recognize the potential for hazards and injuries in the environment and apply preventive and emergency measures.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 3 students will be able to:</p> <p>3.5.1 Show knowledge of safety rule on the school campus, at home and in the community.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Identify safe behaviors in a variety of situations. • Choose a situation that could be hazardous and make a poster to give safety rules for that situation. 	<p>Student Text Health and Fitness Grade 3 (Harcourt)</p>
<p>3.5.2 Identify people and place where your can get help with safety and first aid.</p>	<ul style="list-style-type: none"> • Identify people in the community who can give help with safety and first aid. • Identify places they can get help with safety and first aid (hospital, police, clinics, dispensaries etc.). 	
<p>3.5.3 Know first aid techniques for common injuries.</p>	<ul style="list-style-type: none"> • Discuss local first aid for burns, wimple wounds and bites. • Recognize signs and symptoms of an infected wound in order to get help and the right treatment. 	
<p>3.5.4 Identify hazards and ways to avoid or remove them.</p>	<ul style="list-style-type: none"> • Locate and list all the hazard they can find in the community. • Make a poster with labels about ways to avoid or remove hazards from the environment. 	
<p>3.5.5 Identify when to get help.</p>	<ul style="list-style-type: none"> • Know to always get help when someone needs first aid attentions. • Know that third graders should not administer first aid in any situation. 	

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HEALTH

Grade 3



STANDARD 6 Prevention and control of diseases - Students will make effective decisions about behavior to eliminate diseases and disorder.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 3 students will be able to:</p> <p>3.6.1 Identify common childhood diseases and describe what causes them.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Describe what germs are and how they are spread (germs are caused by unclean environments, through illness etc.) • Describe the purpose of getting immunizations (to help their bodies fight off germs and protect them from getting diseases such as measles, mumps etc.). 	<p>Student Text Health and Fitness Grade 3 (Harcourt)</p>
<p>3.6.2 Explain how things they do can help prevent diseases or increase the chance of getting sick.</p>	<ul style="list-style-type: none"> • Identify activities that can help prevent disease or the chance of getting sick. • Identify activities that can increase the chance of getting sick (drinking dirty water, dirty restrooms, unclean environment, trash, etc.) 	
<p>3.6.3 Demonstrate responsibility for personal cleanliness and basic disease prevention.</p>	<ul style="list-style-type: none"> • List three things that can help them stay clean and healthy (brush their teeth, take a bath with soap, clean nails, etc.) • List three things that they can do to prevent disease from spreading (put up sign against littering, drink boiled water, etc.) 	

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HEALTH

Grade 4



STANDARD 1 Personal Health and Fitness - Students will demonstrate behavior that contributes to the maintenance of a healthy lifestyle.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 4 students will be able to:</p> <p>4.1.1 Describe how health and fitness contribute to their circulatory, respiratory, and excretory systems.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Describe how important it is to play sports and exercise. • Describe how heart, lungs, and kidneys function in our body (posters, that illustrate the benefits of fitness of these systems). 	<p>Student Text Health and Fitness Grade 4 (Harcourt)</p>
<p>4.1.2 Identify personal health needs and responsible health behaviors.</p>	<ul style="list-style-type: none"> • Describe how their personal health needs and behavior will keep them healthy (exercise more, eat less processed food etc.) • Describe, dramatize or create visuals that identify how out own behavior affects health positively and negatively. • Identify physical activities that you participate in regularly (at school, home, and in the community). 	
<p>4.1.3 Participate in regular physical activity (action games, sports, etc.</p>	<ul style="list-style-type: none"> • Describe how they can be responsible for their own behaviors (keep a log or chart of time spent exercising. • Identify evidence of their regular physical activity. 	
<p>4.1.4 Develop a personal health plan that includes they will do to keep fit.</p>	<ul style="list-style-type: none"> • Describe how using their physical activities plan includes their goal for physical fitness. • Identify three physical activities that they will do regularly to work towards their goal. 	

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Grade 4



STANDARD 2 Emotional and mental health - Students will have confidence in their ability to learn, will be able to assess their own strengths and needs, and will behave in ways that promote positive physical relationships with others.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 4 students will be able to:</p> <p>4.2.1 Describe how emotions affect the body and your health.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Describe ways in which their emotions are changing (i.e. feelings inside, grief, shyness, anger, etc.) • Describe or demonstrate the emotions other people have. 	<p>Student Text Health and Fitness Grade 4 (Harcourt)</p>
<p>4.2.2 Demonstrate ways to say not when others are pressuring them to smoke, drink, or take part in a sexual activity.</p>	<ul style="list-style-type: none"> • Describe how important it is to learn resistance skills (i.e. look at a person and say no.) • Describe how important it is role-play situations that are harmful and unsafe. 	
<p>4.2.3 Demonstrate healthy ways to express feelings.</p>	<ul style="list-style-type: none"> • Identify through role-playing, or list ways to care about anger and strong feelings without hurting themselves. 	
<p>4.2.4 Demonstrate behaviors that show that people can work together.</p>	<ul style="list-style-type: none"> • Describe ways people, especially family and friends, can work together (i.e. listen carefully, encouragement etc.) • Describe ways they can become a good character (trustworthiness, responsibility, respect, fairness, caring citizenship, etc.) 	

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STANDARD 3 Substance use, abuse and prevention - Students will demonstrate ability to adopt behaviors that will reduce personal health risks.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 4 students will be able to:</p> <p>4.3.1 Identify common drugs and substances that are harmful *(alcohol, tobacco, marijuana, gasoline, etc.).</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Identify at least four harmful substances that are commonly abused on the islands. • Describe the harmful substances in cigarette and other tobacco products. • Define the work ‘addiction’ and how it affect the human body. 	<p>Student Text Health and Fitness Grade 4 (Harcourt)</p>
<p>4.3.2 Explain the positive effects of medicine (traditional and prescription.</p>	<ul style="list-style-type: none"> • Describe and demonstrate ways to follow directions for the correct use of medicine. 	
<p>4.3.3 Know the physical and mental effects and legal consequences of drug and substance abuse.</p>	<ul style="list-style-type: none"> • Describe ways the body can be affected by drugs • Select a drug to study and report on how abusing the drug affects the mind and behavior of those who abuse it. 	
<p>4.3.4 Describe how peer support/ pressure can be a positive negative force for making decisions about drug use/abuse.</p>	<ul style="list-style-type: none"> • Describe characteristics of good friendship. • Describe how friends or peers can lead them into good or bad behavior. 	
<p>4.3.5 Identify peers who will help and support their choice not to use drugs or other harmful substances.</p>	<ul style="list-style-type: none"> • Identify someone who is a good friend and tell how that friend helps them avoid trouble. 	

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STANDARD 4 Nutrition - Students will demonstrate knowledge of nutrition and the ability to make healthy food choices for themselves.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 4 students will be able to:</p> <p>4.4.1 Describe how food choices can affect the body and its development.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Describe things that affect their body shape and sizes (heredity and exercise). • Explain how healthy eating contributes to a healthy body. • List at least two examples of food choices that can harm out bodies (i.e. sweets have a lot of sugar, eating a lot of fried food means we intake a lot of fats, etc.) 	<p>Student Text Health and Fitness Grade 4 (Harcourt)</p>
<p>4.4.2 Explain how nutrients function in the body.</p>	<ul style="list-style-type: none"> • Describe the disadvantages of imported food. • Define the word nutrients and identify the nutrients in each food group. • Identify food they eat according to the three food groups (body building, energy and protective.). 	
<p>4.4.3 Compare nutritional value of local and imported food.</p>	<ul style="list-style-type: none"> • Demonstrate how to read food labels. • Identify the nutrients in a least two local foods and two imported foods. • Make a chart or drawing with nutrients labeled and make a presentation. 	

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Grade 4



STANDARD 4 Nutrition - Students will demonstrate knowledge of nutrition and the ability to make healthy food choices for themselves.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 4 students will be able to:</p> <p>4.4.4 Apply knowledge of food groups and good nutrition to plan healthy meals for themselves and families.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Keep a log of all the food they eat everyday including water. • Describe what they know about healthy foods to decide if they are eating healthy or not. • Set a goal to eat mostly healthy food, to eat less sweet foods and eat more food that contains fiber, and drink safe water. 	<p>Student Text Health and Fitness Grade 4 (Harcourt)</p>
<p>4.4.5 Gather and share information about nutrition issues (over use of food that contains sugar and salt etc.</p>	<ul style="list-style-type: none"> • Identify a nutrition issue found the islands (i.e. Does local food have more sugar or less than imported food. • Describe issues of sugar and fat. (i.e. How can people know about high sugar or fat content of some food.. • Identify sources of information to answer questions about nutritional values. • Present in a media campaign (posters, pamphlets, etc.) information that will let people know what is in the food they eat. 	

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STANDARD 5 Safety and first aid - Students will recognize the potential for hazard and injuries in the environment and apply preventive emergency measures.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 4 students will be able to:</p> <p>4.5.1 Identify some of the safety procedures for recreation and other activities at school, home, on field trips, etc.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Identify at least four safety rules for activities at home (stay away from fire, keep sharp items away from small children, etc.) • List and describe at least four safety rules for activities done at school. • Identify at least four examples of safety procedure for field trips. 	<p>Student Text Health and Fitness Grade 4 (Harcourt)</p>
<p>4.5.2 Describe situations where professional health services are required.</p>	<ul style="list-style-type: none"> • Describe how a person gets medical treatment when they get sick. • Identify at least three illnesses that require treatment from a doctor. • Identify injuries that require treatment from a health aide, nurse or doctor. • Explain why it is important to get help from a doctor or other health worker when someone is ill or injured. • Identify two simple injuries that can be helped by basic first aid techniques (scratches, dirt in eyes etc.) 	

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STANDARD 5 Safety and first aid - Students will recognize the potential for hazard and injuries in the environment and apply preventive emergency measures.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 4 students will be able to:</p> <p>4.5.3 Demonstrate proper first aid techniques.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Demonstrate how to give first aid to someone with a small cut (wash out the area with clean water, apply pressure until the bleeding stops, if it does not stop, get help. • Describe how to use coconut on sunburn (how to pick the coconut, what part to use, how to apply, etc.) 	<p>Student Text Health and Fitness Grade 4 (Harcourt)</p>
<p>4.5.4 Teach younger children proper safety techniques.</p>	<ul style="list-style-type: none"> • Explain what might happen if they don't follow proper safety rules. • Demonstrate proper safety techniques (make sure to look both ways before crossing the road, walk around broken glass, etc.). 	
<p>4.5.5 Describe situations where basic first skills are not enough and help is needed.</p>	<ul style="list-style-type: none"> • Identify at least four example of problems that require help from adults. • Describe how to get help in case of an emergency. 	

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Grade 4



STANDARD 6 Prevention and control of diseases - Students will make effective decisions about behavior and habits to prevent and treat diseases.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 4 students will be able to:</p> <p>4.6.1 Identify and describe characteristics of common diseases.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Describe the characteristics of diabetes, gout, and malaria. • Identify the number of people in their classroom who have someone in their family with diabetes, gout, or malaria. 	<p>Student Text Health and Fitness Grade 1 (Harcourt)</p>
<p>4.6.2 Describe behaviors that put people at risk for common diseases.</p>	<ul style="list-style-type: none"> • Identify ways that people can educate themselves for preventing common diseases. • Describe how people get common diseases (poor eating habits, dirty water, limited exercise, family history, overweight.) • Demonstrate a situation where they can learn about disease prevention. 	
<p>4.6.3 Identify and describe the uses of medicinal plants to treat diseases and disorders.</p>	<ul style="list-style-type: none"> • Identify local plants that are used to treat diabetes and gout or other common diseases. • Identify people in their family who have the knowledge and skills and right to use local medicinal plants. • Investigate the science behind plants that are used for common diseases and disorders. • Describe ways that local medicinal plants can be used. 	

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STANDARD 6 Prevention and control of diseases - Students will make effective decisions about behavior and habits to prevent and treat diseases.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 4 students will be able to:</p> <p>4.6.4 Demonstrate ways to prevent and control diseases.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Describe how exercise and drinking ‘nin’ juice contribute to good health. • Demonstrate at least two other ways that people can prevent or control common diseases. 	<p>Student Text Health and Fitness Grade 4 (Harcourt)</p>
<p>4.6.5 Identify their roles and the roles of parents, friends, nurses, doctors and health aids in disease prevention and protection.</p>	<ul style="list-style-type: none"> • Discuss what can be done to prevent diseases from spreading. • Describe how parents or guardians can help keep common diseases from spreading out of control. 	

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HEALTH

Grade 5



STANDARD 1 Personal Health and Fitness - Students will demonstrate behavior that contributes to the maintenance of a healthy lifestyle.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 5 students will be able to:</p> <p>5.1.1 Describe how health and fitness contribute to the circulatory, respiratory and excretory systems.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Demonstrate how the circulatory system moves blood through the body. • Describe how the circulatory system helps them to keep healthy. 	<p>Student Text Health and Fitness Grade 5 (Harcourt)</p>
<p>5.1.2 Identify personal health needs and responsible health behaviors.</p>	<ul style="list-style-type: none"> • Explain why getting enough sleep is important to ones health. • Describe how eating food high in sugar, salt and fat affects the body’s health. • Identify a behavior that they want to change in order to stay healthy. 	
<p>5.1.3 Participate in regular physical activity.</p>	<ul style="list-style-type: none"> • Keep a log of physical activity and evaluate progress monthly. • Identify physical activities into ‘light’, ‘moderate’ and ‘high’ • Present a report that gives evidence of participations in regular physical activity. 	
<p>5.1.4 Develop a personal health plan that includes activities to be done to keep fit and healthy.</p>	<ul style="list-style-type: none"> • Describe how to make a personal health plan using records of physical activities and other behaviors. • Describe three physical activities to be done to reach their physical activity goals. 	

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Grade 5



STANDARD 1 Personal Health and Fitness - Students will demonstrate behavior that contributes to the maintenance of a healthy lifestyle.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 5 students will be able to:</p> <p>5.1.5 Keep a record of physical activities and evaluate progress toward health and fitness goals.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Log/chart recommendations for the amount of physical activity needed to keep someone fit and healthy. • Evaluate their own personal fitness and set a long term fitness goal. • Describe how to keep a log that shows activities done, time spent each week, and notes about how they are feeling, changes in appetite, muscles, etc.). • Describe how to make a summary chart of physical activity each month. • Explain how to review progress towards goal at least four times during the year and adjust activities and behaviors to reach the goal. 	<p>Student Text Health and Fitness Grade 5 (Harcourt)</p>

STANDARD 2 Emotional and mental health - Students will have confidence in their ability to learn, will be able to assess their own strengths and needs, and will behave in ways that promote positive physical relationships.

<p>5.2.1 Describe how emotions affect the body and your health.</p>	<ul style="list-style-type: none"> • Identify at least five emotions and give examples of things that cause one. • Describe ways to deal with strong emotions. • Describe ways they can cope with their own emotions. 	<p>Student Text Health and Fitness Grade 5 (Harcourt)</p>
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STANDARD 2 Emotional and mental health - Students will have confidence in their ability to learn, will be able to assess their own strengths and needs, and will behave in ways that promote positive physical relationships

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 5 students will be able to:</p> <p>5.2.2 Demonstrate ways to say no when others are pressuring them to smoke, drink, or take part in sexual activities.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Describe how to resist pressures to do something they do not want to do. • Describe effective ways to communicate their refusal to smoke, drink or take part in sexual activity. • Describe and demonstrate ways, activities or situations. 	<p>Student Text Health and Fitness Grade 5 (Harcourt)</p>
<p>5.2.3 Demonstrate healthy ways to express feelings (talking with a responsible adult etc.)</p>	<ul style="list-style-type: none"> • Demonstrate how to manage strong feelings in a healthy way. • Describe at least three ways to communicate feelings . 	

STANDARD 3 Substance use, abuse and preventions - Students will demonstrate ability to adopt behaviors that will reduce personal health risks.

<p>5.3.1 Identify common drugs and substances that harmful.</p>	<ul style="list-style-type: none"> • Describe the harmful substances in cigarettes and other tobacco products (nicotine, tar, carbon monoxide etc.) • Describe the effects of these substances (alcohol and cigarettes) on the body (lung cancer, heart disease, etc.) 	<p>Student Text Health and Fitness Grade 5 (Harcourt)</p>
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STANDARD 3 Substance use, abuse and preventions - Students will demonstrate ability to adopt behaviors that will reduce personal health risks.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 5 students will be able to:</p> <p>5.3.2 Explain the positive effects of appropriate use of medicine.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Describe the effect of that medicines can have on the body if not used properly (over-dose, resistance, nausea, vomiting). 	<p>Student Text Health and Fitness Grade 5 (Harcourt)</p>
<p>5.3.3 Predict the physical and mental effects and legal consequences of abusing drugs and other harmful substances.</p>	<ul style="list-style-type: none"> • Identify one mental and one physical consequence of abusing drugs (dependency, time in jail, addition, paranoia). • Describe ‘drug free’ and identify four reasons to be dug free (obey the laws, follow parents and family guidelines, self control, get good grades.) 	
<p>5.3.4 Describe how peer support can be a positive force and peer pressure can be a negative force in reference to drugs and other harmful substances.</p>	<ul style="list-style-type: none"> • Identify some factors that can influence attitudes towards alcohol and other drugs (media, friends, family school, etc. • Describe how peer support can be a positive influence in making decisions not to use drugs and addicting substances. 	
<p>5.3.5 Identify peers who will help and support their choices not to use drugs and other harmful substances.</p>	<ul style="list-style-type: none"> • Identify good activities that can be done with peers. • Describe positive things to look for when choosing friend and peer partners. 	
<p>5.3.6 Identify and practice skills to resist peer pressure to use harmful substances.</p>	<ul style="list-style-type: none"> • Demonstrate resistance techniques and assertive skills to deal with peer pressure (say “NO” without guilt. 	

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STANDARD 4 Nutrition - Students will demonstrate knowledge of nutrition and the ability to make healthy food choices for themselves.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 5 students will be able to:	Students will be achieving the outcome when they, for example:	Student Text Health and Fitness Grade 5 (Harcourt)
5.4.1 Describe how food choices affect the body and its development.	<ul style="list-style-type: none"> • Explain how changes in their bodies affect eating habits. • Explain, draw or chart what will happen to the body if the food taken in is not balanced. 	
5.4.2 Explain the functions of nutrients in the body.	<ul style="list-style-type: none"> • Identify nutrients found in local and imported foods such as vitamins, water, minerals, potassium, etc. 	
5.4.3 Compare the nutritional value of local and imported food.	<ul style="list-style-type: none"> • Identify food labels and compare the nutritional status of various food. 	
5.4.4 Apply knowledge of food groups and good nutrition to plan healthy meals.	<ul style="list-style-type: none"> • Describe what is known about nutritious food to plan healthy meals that include food from each of the three food groups. • Show how to make healthy food choices for meals and make from a variety of choices for meals and snacks from a variety of choices and explain why they are healthy. 	
5.4.5 Gather and share information about nutrition issues.	<ul style="list-style-type: none"> • Information about the use of salt. • Demonstrate how to read food labels. • Explain the effects of too much salt or sugar (diabetes, heart attack, stroke, etc. • Explain why it is important to eat colorful fruit and vegetables. 	

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STANDARD 5 Safety and first aid - Students will recognize the potential for hazard and injuries in the environment and apply preventive emergency measures.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 5 students will be able to:</p> <p>5.5.1 Identify safety procedures at home, in the school, on field trips, etc.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Explain how important it is to become familiar with safety procedures • Describe three safety procedures and how they help others. • Demonstrate how to make sure that dangerous things are not left where they can cause harm (i.e. do not leave knives, sails or sharp tools when children can reach them). 	<p>Student Text Health and Fitness Grade 5 (Harcourt)</p>
<p>5.5.2 Describe situations where professional health service are required.</p>	<ul style="list-style-type: none"> • Describe what happens if a doctor is not seen when needed. • Describe a situation where medical attention is required (i.e. a person falls down do not move the person, cover that person if he is in shock. 	
<p>5.5.3 Demonstrate proper first aid techniques.</p>	<ul style="list-style-type: none"> • Demonstrate how to clean dirt out of eyes. • Demonstrate another first aid technique such as a minor cut that does not stop bleeding (cleans with soap and press on the cut etc.) 	
<p>5.5.4 Demonstrate proper safety technique for small children.</p>	<ul style="list-style-type: none"> • Explain simple safety rules to small children such as forma line when getting on the bus, do not push, sit quietly, etc. 	

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STANDARD 5 Safety and first aid - Students will recognize the potential for hazard and injuries in the environment and apply preventive emergency measures.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 5 students will be able to: 5.5.4 (continued)	Students will be achieving the outcome when they, for example: <ul style="list-style-type: none"> • Explain to small children why it is important to know proper safety techniques such as to prevent injuries. • Demonstrate how to look for danger when crossing the road, waiting for the school bus or a taxi. 	Student Text Health and Fitness Grade 5 (Harcourt)
5.5.5 Describe situations where basic first aid skills are not enough and help is needed.	<ul style="list-style-type: none"> • Identify a situation where basic fist aid skill can be used. • Identify a situation where you must get help and should not move a person who is hurt. 	

STANDARD 6 Prevention and control of diseases - Students will make effective decisions about behavior and habits to prevent and treat diseases.

5.6.1 Identify and describe characteristics of common diseases (diabetes, gout, hypertension).	<ul style="list-style-type: none"> • Identify at least four common diseases in the RMI. • Describe why it is important to be familiar with common diseases. 	Student Text Health and Fitness Grade 5 (Harcourt)
5.6.2 Describe behaviors that put people at risk for common diseases.	<ul style="list-style-type: none"> • Explain what to be ‘at risk’ means (i.e. smoking, drinking alcohol, eating junk food, sexually active. • Describe behaviors that can lead someone to be at risk for diabetes and gout. 	

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STANDARD 6 Prevention and control of diseases - Students will make effective decisions about behavior and habits to prevent and treat diseases.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 5 students will be able to: 6.5.2 (continued)</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Describe behavior that put people at risk for high blood pressure, 	<p>Student Text Health and Fitness Grade 5 (Harcourt)</p>
<p>6.5.3 Identify and describe the uses of medicinal plants to treat diseases and disorders.</p>	<ul style="list-style-type: none"> • Identify people who can help them learn more about using medicinal plants. • Explain why they must who respect in order to be given information about how to use medicinal plants. 	
<p>6.5.4 Demonstrate ways to prevents and control diseases.</p>	<ul style="list-style-type: none"> • Describe ho exercise contributes to prevention of disease. • Define the word contagious and give example of two contagious diseases. • Explain what it means to ‘isolate’ people with contagious diseases. 	
<p>6.5.5 Identify their role and the roles of parents, friends, nurses, doctors and health aid in diseases prevention and protection.</p>	<ul style="list-style-type: none"> • Describe things that doctors, nurses and health aids can do to help prevent and protect people in the community from serious disease. • Identify things that families can do to help prevent and protect against diseases. 	

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Grade 6



STANDARD 1 Personal Health and Fitness - Students will demonstrate behavior that contributes to the maintenance of a healthy lifestyle.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 6 students will be able to:</p> <p>6.1.1 Describe how health and fitness contribute to the heart, other muscles and bones.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Discuss in small groups how physical activity and other healthy behaviors contribute to body systems. (circulatory, respiratory etc.). 	<p>Student Text Health and Fitness Grade 6 (Harcourt)</p>
<p>6.1.2 Identify personal health needs and responsible health behaviors.</p>	<ul style="list-style-type: none"> • Describe personal health behaviors that will keep them healthy such as exercise, less processed food, enough sleep, etc. • Identify personal health needs based on diseases in their family (know and understand the causes of diabetes, gout, high blood pressure etc.). • Describe how health behaviors such as enough sleep, exercise, obesity, low self-esteem effect health. 	
<p>6.1.3 Participate in regular physical activity.</p>	<ul style="list-style-type: none"> • Participate in physical activities (action games, individual sports, jogging, walking, swimming, dancing, etc.). • Log or chart the amount of time spent on each physical activities they have chosen to participate. • Explain how regular physical activity has had a positive effect on their health using their log, chart, or graphs to summarize these activities. 	

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Grade 6



STANDARD 1 Personal Health and Fitness - Students will demonstrate behavior that contributes to the maintenance of a healthy lifestyle.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 6 students will be able to</p> <p>6.1.4 Develop a personal health plan that includes the activities they will do to keep fit and healthy.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Set a goals for their personal health and fitness activities.. • Explain which muscles are used when each activity is performed and the benefits to health. • Set a target amount of time per week for physical activities. 	<p>Student Text Health and Fitness Grade 6 (Harcourt)</p>
<p>6.1.5 Evaluate progress on health and fitness goals.</p>	<ul style="list-style-type: none"> • Compare activity records with recommendations for daily amount of physical activity needed to stay fit for a student in sixth grade. • Describe changes in appetite, endurance feelings, and strength in their monthly records. • Review progress toward goal at least four times during the year and adjust activities and behaviors to each goal. • Present a summary progress report. 	

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STANDARD 2 Emotional and mental health - Students will have confidence in their ability to learn, will be able to assess their own strengths and needs, and will behave in ways that promote positive physical relationships with others.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 6 students will be able to:</p> <p>6.2.1 Describe how emotions affect the body and health.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Describe different emotions and their possible causes. • Explain how emotions affect the daily functions of the body. • Describe how emotions affect personal health. 	<p>Student Text Health and Fitness Grade 6 (Harcourt)</p>
<p>6.2.2 Demonstrate ways to say not when other people are pressuring them to smoke, drink, or take part in sexual activity.</p>	<ul style="list-style-type: none"> • Recognize activities that can get them into trouble. • Explain what to do if these situations occur. • Describe effective ways to turn a bad idea down without hurting other people. • Demonstrate ways to say “no” to others. 	
<p>6.2.3 Demonstrate health ways to express feelings.</p>	<ul style="list-style-type: none"> • Identify different ways to express feelings in a positive way. • Explain the importance of sharing and expressing feelings. • Discuss the effect of not sharing feelings. • Explain how expressing feelings can affect daily life. 	
<p>6.2.4 Describe how behaviors and decisions of others affect them and feelings about themselves.</p>	<ul style="list-style-type: none"> • Describe how feeling affect decision made. • Identify feelings about decision other people make. • Explain how these decision affect the feelings or others. 	

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STANDARD 2 Emotional and mental health - Students will have confidence in their ability to learn, will be able to assess their own strengths and needs, and will behave in ways that promote positive physical relationships with others.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 6 students will be able to:</p> <p>6.2.5 Use what is known about strengths and needs to set personal and learning goals.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Identify steps in reaching personal and learning goals. • Discuss the implementation of their plans (Is it working? Etc.). • Identify new personal strengths that have developed during the year and use them to achieve goals 	<p>Student Text Health and Fitness Grade 6 (Harcourt)</p>
<p>6.2.6 Demonstrate behaviors that helps people work together.</p>	<ul style="list-style-type: none"> • Demonstrate positive behavior in dealing with emotions and relationships with others. • Demonstrate ability to help others work together for common goals. 	

STANDARD 3 Substance use, abuse and preventions - Students will demonstrate ability to adopt behaviors that will reduce personal health risks.

<p>6.3.1 Identify common drugs and substances that cause harm.</p>	<ul style="list-style-type: none"> • Describe how the use of unsafe substances cause harm to the body and mind. • Describe the effects of using marijuana, ice, heroin and cocaine on the body. • Explain the difference between using medicines and abusing illegal substances. • Create a poster on the effects of drugs and other harmful substances. 	<p>Student Text Health and Fitness Grade 6 (Harcourt)</p>
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STANDARD 3 Substance use, abuse and preventions - Students will demonstrate ability to adopt behaviors that will reduce personal health risks.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 6 students will be able to:</p> <p>6.3.2 Explain the positive effects of appropriate use of medicine (traditional as a well as prescription)</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Describe the effects medicines can have on the body if not used properly. • Identify names and types of medicines and classify them according to their use. • Describe their similarities and differences. • Describe what effects each medicine has on the body and its functions. 	<p>Student Text Health and Fitness Grade 6 (Harcourt)</p>
<p>6.3.3 Predict the physical and mental effects and legal consequences of abusing drugs and other harmful substances.</p>	<ul style="list-style-type: none"> • Describe some of the consequences of abusing drugs and other harmful substances (addiction, overdoses, violence, put in jail, etc.). • Predict what will happen physically and mentally to someone who abuses drugs regularly. 	
<p>6.3.4 Describe how peer support can be a positive force and peer pressure can be a negative force for making decisions about drugs and substances that cause changes in behavior.</p>	<ul style="list-style-type: none"> • Identify activities to do other than using drugs and harmful substances. • Recognize decision made by other people can lead to negative behavior. • Explain how peer support can help people make positive decisions. • Identify some examples of how peer pressure can lead to negative decisions. 	

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Grade 6

STANDARD 3 Substance use, abuse and preventions - Students will demonstrate ability to adopt behaviors that will reduce personal health risks.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
By the end of Grade 6 students will be able to: 6.3.5 Identify peers who will help and support the choice not to use dugs and other harmful substances.	Students will be achieving the outcome when they, for example: <ul style="list-style-type: none"> • Explain the importance of choosing the right peers. • Explain how peers can help to support each other's choice not to use drugs. 	Student Text Health and Fitness Grade 6 (Harcourt)
6.3.6 Identify and practice the skill to resist peer pressure to use drugs and other harmful substances.	<ul style="list-style-type: none"> • Demonstrate string, but positive refusal skills to resist peer pressure. • Describe decision-making skills to make healthy choices about alcohol. 	

STANDARD 4 Nutrition - Students will demonstrate knowledge of nutrition and the ability to make healthy food choices for themselves.

6.4.1 Describe how food choices can affect the body and its development.	<ul style="list-style-type: none"> • Describe some of the things that influence personal food choices. • Describe how healthy food choices can affect feelings as well as the body • Demonstrate ways that will help younger students understand why healthy eating is important to their development. 	Student Text Health and Fitness Grade 6 (Harcourt)
6.4.2 Explain the functions of nutrients in the body.	<ul style="list-style-type: none"> • Explain how nutrients contribute to the health of the body. 	

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STANDARD 4 Nutrition - Students will demonstrate knowledge of nutrition and the ability to make healthy food choices for themselves.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 6 students will be able to:</p> <p>6.4.3 Compare the nutritional value of local and imported food.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Use information on food labels and charts to compare the nutritional value of local and imported food. • Compare the ingredients of two local meals to identify which has the greatest nutritional value. • Evaluate two imported meals to identify which has the greatest nutritional value and explain choices. 	<p>Student Text Health and Fitness Grade 6 (Harcourt)</p>
<p>6.4.4 Apply knowledge of food groups and good nutrition to plan healthy meals.</p>	<ul style="list-style-type: none"> • Analyze personal eating habits. • Assess personal nutrition needs based on understanding of the body needs for water, nutrients and level of activity. 	
<p>6.4.5 Gather and share information about nutrition issues.</p>	<ul style="list-style-type: none"> • Identify nutrition issues in the RMI and other Pacific Islands. • Identify an issue and gather information from at least two sources, identify how of Pacific islands are dealing with the issue, and share a report. • Discuss ways in which nutrition can be improved in the report. 	

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Grade 6



STANDARD 5 Safety and first aid - Students will recognize the potential for hazard and injuries in the environment and apply preventive emergency measures.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 6 students will be able to:</p> <p>6.5.1 Describe ways people apply safety procedures when working in the community.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Describe ways people can apply safety procedure when working. • Identify an adult to talk to learn about safety procedures in the workplace and report at least three procedures learned. • Demonstrate safety procedures when involved in physical activities. 	<p>Student Text Health and Fitness Grade 6 (Harcourt)</p>
<p>6.5.2 Describe situation where professional health service are required.</p>	<ul style="list-style-type: none"> • Describe at least five situation where professional medical help is required. • Explain what would happen to people who are ill and do not have medical help. • Create a poster or wall chart listing first aid steps. 	
<p>6.5.3 Apply knowledge and first aid skills.</p>	<ul style="list-style-type: none"> • Explain first aid procedures. • Describe using a step by step chart the proper steps for administering first aid. 	
<p>6.5.4 Identify situations where help from a health professional is needed.</p>	<ul style="list-style-type: none"> • Identify situations where help is needed (bad burns, bleeding heavily, card accidents, unconscious in the water, etc.) • Identify health professional to contact when there is a serious accident and pertinent information. 	

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HEALTH

Grade 6



STANDARD 6 Prevention and control of diseases - Students will make effective decisions about behavior and habits to prevent and treat diseases.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 6 students will be able to:</p> <p>6.6.1 Identify and describe characteristics of common diseases in the RMI and the other Micronesian islands.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Identify at least four common diseases in the RMI and Micronesia. • Describe STI and the signs someone has the disease. 	<p>Student Text Health and Fitness Grade 1 (Harcourt)</p>
<p>6.1.2 Describe behaviors that put people at risk of common diseases.</p>	<ul style="list-style-type: none"> • Identify behaviors that put people at risk for HIV/AIDS. (alcohol and drug abuse, more than one partner, not using proactive measures. • Describe behavior that puts people at risk for diabetes, gout, and high blood pressure. • Identify behaviors that people can control from factors that they cannot change (family medical heritage, etc.). • Describe what can be done about the behavior of people who are at risk for a particular disease. 	
<p>6.1.3 Identify and describe the uses of medicinal plants to treat diseases and disorders.</p>	<ul style="list-style-type: none"> • Identify and describe at least five local plants and other substances that are used to treat common diseases. • Demonstrate how to use each medicinal plant properly and respectfully. • Explain how to preserve knowledge of medicinal plants. 	

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HEALTH

Grade 6



STANDARD 6 Prevention and control of diseases - Students will make effective decisions about behavior and habits to prevent and treat diseases.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 6 students will be able to:</p> <p>6.6.4 Demonstrate ways to prevent and control disease</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Describe ways to prevent HIV/AIDS. • Explain what happens to people who stopped exercising or doing types of preventive measures. • Identify at least three ways to prevent and control diseases. 	<p>Student Text Health and Fitness Grade 6 (Harcourt)</p>
<p>6.6.5 Identify roles of the community at large in disease prevention and protections.</p>	<ul style="list-style-type: none"> • Explain the roles parents, friends, nurses, health aides, etc., play in improving the wellness and health of all communities. • Describe what schooling and other experience are needed in the medical roles of the doctor, a nurse, a health aide and a midwife 	

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HEALTH

Grades 7 and 8



STANDARD 1 Personal Health and Fitness - Students will demonstrate behavior that contributes to the maintenance of a healthy lifestyle.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 8 students will be able to:</p> <p>7/8.1.1 Describe how physical health fitness contributes to the brain, the immune, the nervous and the reproductive systems.</p>	<p>Students will be achieving the outcome when they, for example</p> <ul style="list-style-type: none"> • Describe the meaning of physically fit.:\ • Describe the immune system and its function in the body. • Describe how physical activities affect the heart, lungs and blood vessels. • Describe how physical activities affect the brain and how it controls and send message to different parts of the body. 	<p>Student Text Health and Fitness Grade 7 (Harcourt)</p> <p>Student Text Health and Fitness Grade 8 (Harcourt)</p>
<p>7/8.1.2 Participate in regular physical activity to maintain and improve health.</p>	<ul style="list-style-type: none"> • Describe the relationship between physical activity and stress management. • Describe how physical activity improves the nervous and reproductive systems. 	
<p>7/8.1.3 Generate a personal health plan to include goals for health and fitness, and a record of physical activity.</p>	<ul style="list-style-type: none"> • Describe how play can be a part in improving ones health status. • General a plan which is realistic and will either maintain health status or improve it. 	
<p>7/8/1.4 Evaluate personal health and fitness.</p>	<ul style="list-style-type: none"> • Describe how to evaluate regular activities to improve physical activities to keep on track. • Demonstrate how to evaluate strategies for maintaining health and fitness. 	

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HEALTH

Grades 7 and 8



STANDARD 2 Emotional and mental health - Students will have confidence in their ability to learn, will be able to assess their own strengths and needs, and will behave in ways that promote positive physical relationships with others.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 8 students will be able to: 7/8.2.1 Identify symptoms of stress and mental illness.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Define and describe depression and identify situations that cause depressions. • List symptoms of stress (drying, avoiding people, shouting, withdrawing etc.). • List 3 symptoms of depressions. • Name changes in behavior that can signal mental or emotional trouble. 	<p>Student Text Health and Fitness Grade 7 (Harcourt)</p> <p>Student Text Health and Fitness Grade 8 (Harcourt)</p>
<p>7/8.2.2 Analyze how mental health related decisions are influenced by individual, family, and community values.</p>	<ul style="list-style-type: none"> • Describe some ways to say mentally healthy such as express feeling, share thoughts, good self-esteem, etc. • Describe the family role in making decisions to stay mentally healthy. • Describe community values that maintain mental health (church activities, community service, support for the handicapped, etc.). 	
<p>7/8.2.3 Recognize that the brain is connected to emotions and that what is felt affects how one learns.</p>	<ul style="list-style-type: none"> • Identify some bad feeling that affect learning (loneliness, guilt, anger, homesickness). • Identify reactions that show how the brain is connected to emotions (sad - crying, etc.) • Identify ways that show improvement in studying (mastering more skills feeling confident, etc.). 	

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HEALTH



Grades 7 and 8

STANDARD 2 Emotional and mental health - Students will have confidence in their ability to learn, will be able to assess their own strengths and needs, and will behave in ways that promote positive physical relationships with others.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 7 students will be able to:</p> <p>7/8.2.4 Recognize that as one learns the natural connection in the brain get stronger and that people can continue to learn throughout their lives.</p> <p>7/8.2.5 Recognize when emotions are affecting behavior and use strategies to help resolve these emotions.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Explain how the neurons in the brain react when new information is received by the senses. • Describe what it means when we say that people can continue learning throughout their lives. • Identify some emotions/feeling that affect our behavior (loneliness, happiness, birth of a child, death in the family etc.) • Describe how to help themselves and others to deal with emotions and feeling that bother them. 	<p>Student Text Health and Fitness Grade 7 (Harcourt)</p> <p>Student Text Health and Fitness Grade 8 (Harcourt)</p>
<p>7/8.2.6 Demonstrate strategies to manage stress that come from such things as moving away from home, family conflict, suicide of some close, trouble with friend.</p>	<ul style="list-style-type: none"> • Describe feeling when they are stressed by changes in their lives. • Discuss with family members things that they dislike and analyze things that cause conflict with in the family. 	
<p>7/8.2.7 Expand strengths and work on needs.</p>	<ul style="list-style-type: none"> • Describe academic strengths and how to improve more. • Identify some social strengths • Identify physical strengths and activities they participate in regularly. • Identify at least two personal needs for improvement. 	

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Grades 7 and 8

STANDARD 2 Emotional and mental health - Students will have confidence in their ability to learn, will be able to assess their own strengths and needs, and will behave in ways that promote positive physical relationships with others.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 8 students will be able to: 7/8.2.8 Plan and carry out strategies to achieve personal and learning goals.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Identify a personal plan to say emotionally and mentally healthy. • List and select strategies to use to achieve emotional and mental health goals. 	<p>Student Text Health and Fitness Grade 7 (Harcourt)</p> <p>Student Text Health and Fitness Grade 8 (Harcourt)</p>

STANDARD 3 Substance use, abuse and prevention - Students will demonstrate ability to adopt behaviors that will reduce personal health risks.

7/8.3.1 Describe the legal and other penalties for purchase, possession and use of illegal drugs and other substances.	<ul style="list-style-type: none"> • Demonstrate positive results of being drug free. • Identify negative consequences of possession and use of illegal drugs. • Identify symptoms of abusing substances. 	<p>Student Text Health and Fitness Grade 7 (Harcourt)</p> <p>Student Text Health and Fitness Grade 8 (Harcourt)</p>
7/8.3.2 Identify symptoms of substance abuse.	<ul style="list-style-type: none"> • Identify at least three factors that affect an individual's reaction to substances. 	
7/8.3.3 Identify sources of help for substance abuse problems.	<ul style="list-style-type: none"> • Analyze various communication methods to accurately express health information to address services available. • Describe situation requiring professional health services. • Describe how appropriate health care can prevent premature death and disability. 	

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Grades 7 and 8



STANDARD 3 Substance use, abuse and preventions - Students will demonstrate ability to adopt behaviors that will reduce personal health risks.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 8 students will be able to: 7/8.3.4 Demonstrate refusal skills to deal with pressure to use/abuse drugs and other substances.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Demonstrate the importance of assuming responsibility for personal health behavior. • Demonstrate refusal skills to enhance health. 	<p>Student Text Health and Fitness Grade 7 (Harcourt)</p> <p>Student Text Health and Fitness Grade 8 (Harcourt)</p>
<p>7/8.3.5 Advocate safety and healthy use of medicines and avoidance of drugs and substance abuse.</p>	<ul style="list-style-type: none"> • School peer group presentations to parents, students and to the community. • Organize drug free school campaigns by distributing school supplies with drug free messages. • Design an informative brochure about community resources for drug abuse. • Perform a shot skit on drug prevention. 	

STANDARD 4 Nutrition - Students will demonstrate knowledge of nutrition and the ability to make healthy food choices for themselves.

<p>7/8.4.1 Analyze the effects of specific types of food on growth and development.</p>	<ul style="list-style-type: none"> • Describe the advantages of choosing healthy food. • Describe the disadvantages of eating unhealthy food and how it affects growth and development. 	<p>Student Text Health and Fitness Grade 7 (Harcourt)</p>
<p>7/8.4.2 Investigate the nutritional value of meals served in a variety of groups.</p>	<ul style="list-style-type: none"> • Compare the nutritional value of meals served in different restaurants, community events, and at home and identify the healthiest meals and why. 	<p>Student Text Health and Fitness Grade 8 (Harcourt)</p>

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Grades 7 and 8



STANDARD 4 Nutrition - Students will demonstrate knowledge of nutrition and the ability to make healthy food choices for themselves.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 8 students will be able to: 7/8/4/2 (continued)</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> Describe the disadvantages of eating unhealthy food and how it affects our growth and development. 	<p>Student Text Health and Fitness Grade 7 (Harcourt)</p> <p>Student Text Health and Fitness Grade 8 (Harcourt)</p>
<p>7/8.4.3 Use knowledge of nutrition to identify food that should be added, limited or removed from those meals to make them nutritious.</p>	<ul style="list-style-type: none"> Name some of the food that should not be included in a nutritious meal and explain why. 	
<p>7/8.4.4 Keep and interpret a food log, evaluate choices and decide on changes that are needed to keep healthy.</p>	<ul style="list-style-type: none"> Use a food log to keep a record of food eaten, checking daily to see if the food eaten is healthy or not. Evaluate themselves to see if they are on the right track and not healthy behaviors. 	
<p>7/8.4.5 Discuss the importance of making healthy food choices.</p>	<ul style="list-style-type: none"> Demonstrate the importance of making healthy food choices. Describe how students can do radio talk show on making health food choices. 	
<p>7/8.4.6 Campaign for good nutrition.</p>	<ul style="list-style-type: none"> Create songs,, skits, movies, poster contests on healthy eating and good nutrition. 	

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Grades 7 and 8



STANDARD 5 Safety and first aid - Students will recognize the potential for hazard and injuries in the environment and apply preventive emergency measures.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 8 students will be able to:</p> <p>7/8.5.1 Identify situation with high safety risk and describe responsible and safe behaviors to high risk situations.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Describe appropriate behavior while riding in the back of a truck, riding on a school bus and boat riding. • List five good reason to wearing seat belts and life jackets. • Identify six steps of decision-making. • Describe why being responsible show good attitude. 	<p>Wall chart with first aid kit materials listed.</p> <ul style="list-style-type: none"> • walkie talkie • flashlight • band aids • small tape for cuts • oil or cream • scissors, • batteries • water • life jackets, • Water
<p>7/8.5.2 Identify simple first aid kit materials (i.e. walkie talkie, flashlight, band aids, etc.</p>	<ul style="list-style-type: none"> • Describe how important it is to have first aid kits. • Describe drifting in a boat in the open ocean. 	<p>Student Text Health and Fitness Grade 7 (Harcourt)</p> <p>Student Text Health and Fitness Grade 8 (Harcourt)</p>
<p>7/8.5.3 Explain the relationship between healthy behaviors and the prevention of injury or early death.</p>	<ul style="list-style-type: none"> • Describe the relationship between positive health behavior and the prevention of injury, illness, diseases and premature death. • Describe how appropriate health care can prevent premature death and disability. • Explain what CPR is how it helps the body organs. 	
<p>7/8.5.4 Demonstrate safety and first aid skills.</p>	<ul style="list-style-type: none"> • Describe how to care for broken bones. • Demonstrate how to apply CPR • Describe why it important to set a positive role model to other people. 	

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STANDARD 5 Safety and first aid - Students will recognize the potential for hazard and injuries in the environment and apply preventive emergency measures.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 8 students will be able to: 7/8.5.5 Analyze dangerous situation to decide if their first aid skills can help or whether the situation requires additional help.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Describe at least three steps of handling an emergency • Describe how to care for someone who is hurt and needs medical attentions. • Describe the importance of washing hands with anti-bacterial soap and wearing gloves when caring for someone who are hurt. 	<p>Student Text Health and Fitness Grade 7 (Harcourt)</p> <p>Student Text Health and Fitness Grade 8 (Harcourt)</p>

STANDARD 6 Prevention and control of diseases - Students will make effective decisions about behavior and habits to prevent and treat diseases.

<p>7/8.6.1 Identify and describe characteristics of life threatening diseases such as heart disease, diabetes, cancer, AIDS etc.)</p>	<ul style="list-style-type: none"> • Describe the causes/contributing factors for life threatening heart disease (lack of exercise, being overweight, eating salty food etc.). • Discuss the possible causes contributing factors for cancer that is common in the RMI: lung cancer - smoking, chewing tobacco etc.) • Identify ways the people get HIV/AIDS and other STDs. 	<p>Student Text Health and Fitness Grade 7 (Harcourt)</p> <p>Student Text Health and Fitness Grade 8 (Harcourt)</p>
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STANDARD 6 Prevention and control of diseases - Students will make effective decisions about behavior and habits to prevent and treat diseases.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 8 students will be able to: 7/8.6.2 Describe how lifestyle, family history, and other risk factors are related to disease and health problems.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Identify common diseases that run in their families like diabetes, high blood pressure, etc. • Identify common practices that people in families are doing that contribute to their risk for life-threatening diseases. 	<p>Student Text Health and Fitness Grade 7 (Harcourt)</p> <p>Student Text Health and Fitness Grade 8 (Harcourt)</p>
<p>7/8.6.3 Explain how sexually transmitted diseases (STDs) are transmitted and treated and behaviors that can protect against their transmission.</p>	<ul style="list-style-type: none"> • Identify at least three ways that STDs are passed from one person to another. • Explain how to treat the infected person. • Describe ways to avoid spreading the disease. • Describe behaviors that can protect against transmission of STDs. 	
<p>7/8.6.4 Asses personal behavior in relation to prevention or spread of disease.</p>	<ul style="list-style-type: none"> • Identify behavior that cold prevent spreading diseases (regular check-up, keep body clothes food and drinking water clean etc.). • Describe their own behavior to determine their risk for dangerous diseases. 	
<p>7/8.6.5 Demonstrate knowledge of common medicinal plants.</p>	<ul style="list-style-type: none"> • Demonstrate how to prepare medicinal plants to cure boils. • Demonstrate how to prepare medicinal plants that help prevent tooth ache. 	

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HEALTH

Grade 7 and 8



STANDARD 6 Prevention and control of diseases - Students will make effective decisions about behavior and habits to prevent and treat diseases.

EXPECTATIONS (Benchmarks)	SAMPLE PERFORMANCE INDICATORS	RESOURCES
<p>By the end of Grade 8 students will be able to: 7/8.6.6 Make a plan of action that can be used to prevent and control diseases.</p>	<p>Students will be achieving the outcome when they, for example:</p> <ul style="list-style-type: none"> • Identify steps to take in making healthy decision about preventing diseases. • Demonstrate how to reduce risk by changing eating and cooking habits. • Describe how to create a sheet to keep a record of what has been accomplished as the plan is being followed. 	<p>Student Text Health and Fitness Grade 7 (Harcourt)</p> <p>Student Text Health and Fitness Grade 8 (Harcourt)</p>
<p>7/8.6.7 Campaign for prevention and control of diseases.</p>	<ul style="list-style-type: none"> • Demonstrate through media and presentations how to prevent or control life-threatening diseases. 	