



THE ANGLO-AMERICAN SCHOOL OF MOSCOW

K-12 Health Education

The Physical Education curriculum is designed to encourage a commitment to a lifelong healthy lifestyle. Our program promotes personal, social, intellectual, mental and physical well-being through a breadth of team-oriented and individual activities. Consistent participation in Physical Education enhances self-confidence, creativity, tolerance, self-esteem, leadership, body awareness and skills. The Anglo-American School of Moscow Physical Education program fosters personal responsibility, positive social skills and fair play within a safe learning environment.

IN THE ELEMENTARY SCHOOL

Health education in grades Pre-K-5 is promoted and developed within our PYP units of inquiry. It is our ultimate goal to provide all students with an understanding of the importance of a healthy, balanced lifestyle with respect to individual and cultural differences. By providing a safe and nurturing environment, AAS encourages all students to realize their body's potential through regular physical activity, healthy nutritional choices, and positive social interactions including family, our school community, and global relationships. AAS empowers students to be responsible in practicing health enhancing behaviors to support their ongoing personal, social and physical well-being.

IN THE MIDDLE AND HIGH SCHOOL

As an international learning community, AAS is committed to being a health-promoting school in which the whole community supports a holistic approach to health education. While parents have the fundamental responsibility for their children's health and education for healthy living, the school's health curriculum will provide skills and information to help students make informed choices about their health and well-being throughout their lives. Health encompasses the physical, mental, emotional and social aspects of life. Through health education and school life, students will learn how to take care of themselves and others, and respect differences within society.

The Anglo-American School of Moscow



Health Education Standards and Benchmarks

THE ANGLO-AMERICAN SCHOOL OF MOSCOW

Learning Outcomes (Standards and Benchmarks)

CONTENT AND PERFORMANCE STANDARDS

At the Anglo-American School of Moscow, our curriculum standards represent an overview of essential school learning for all students. Standards are broad statements of what students should know and be able to do. Different types of standards address various aspects important to learning.

CONTENT STANDARDS

Content standards cover what students are to learn in various subject areas, such as mathematics and science. Each discipline has identified a core of learning outcomes desired for all students.

PERFORMANCE STANDARDS OR *BENCHMARKS*

Performance standards –or *benchmarks* as they are referred to at AAS - are developmentally appropriate components of standards. They are written for each grade and state the knowledge and skills to be acquired by the end of that grade or group of grades. To provide a clearer understanding of what specific skills are taught at a grade level, certain benchmarks include descriptors or examples.

Benchmarks are the knowledge and skills that teachers can assess, and on which student learning progress can be reported. While the ultimate learning goal for students is to attain deep understandings of the issues and content they study, we recognize that understanding itself is difficult to measure and we depend on the measures of knowledge and skills combined with student reflection or ultimate performance.

GUARANTEED AND VIABLE CURRICULUM

A guaranteed curriculum means that we provide the opportunity and support for all students to learn what we have identified as core learning outcomes. Viable means we have identified that which is actually able to be achieved within the time frame of students' Pk-12 journey. We provide learning extension for all students ready and able to exceed the general curriculum, but we organize so that we can ensure all students make adequate progress in the guaranteed curriculum.

In order to ensure the curriculum is guaranteed, viable, and relevant to students' lives, teachers review the benchmarks on a continuous basis and use them to design instruction (and when appropriate – remediation or extension) for students.

AAS teachers develop unit plans aligned with the standards and grade level benchmarks. Unit plans are documents for teacher use that outline the specific content, skills, assessments and resources used in all AAS classrooms. We organize these standards, benchmarks, and instructional units in the resource tool of Rubicon Atlas.

The standards and benchmarks are available on the school website under *academics* at www.aas.ru

What is Not Covered by Standards **(adopted from Common Core Standards, 2011)**

The Standards should be recognized for what they are not, as well as for what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2. While the Standards focus on what is most essential, they do not describe all that can be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified.

3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. AAS graduates are expected to meet the IBO learning objectives for each course in which they are enrolled.

4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs.

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

6. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning.

HEALTH EDUCATION AT AAS

As an international learning community, AAS is committed to being a health promoting school in which the whole community supports a holistic approach to health education. The school's health curriculum will provide skills and information to help students make informed choices about their health and well being throughout their lives while respecting family and cultural differences. Health education encompasses the physical, mental, emotional and social aspects of life. Students will learn how to take care of themselves and others and respect differences within society.

Delivery of Program

The model for delivery may vary within each school division. Success of this curriculum is dependent upon the quality of partnerships which may include the following:

- **Classroom teacher**
- **Specialist teachers (P.E & Health – Middle School/High School)**
- **Core subject teachers**
- **Advisory teachers**
- **Guidance Counselor**
- **Health Office Personnel**

Methods for delivering this program include:

- **MS and HS Health Classes**
- **School assemblies**
- **Special whole school events**
- **Field trips**
- **Newsletters**
- **School community events**
- **Visiting speakers**

THE AAS HEALTH EDUCATION STANDARDS

Standard 1: Personal Health and Fitness. Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.

Standard 2: A Safe and Healthy Environment. Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

Standard 3: Resource Management. Students will understand and be able to manage their personal and community resources

**HEALTH EDUCATION
STANDARDS AND BENCHMARKS DISTRIBUTION
Kindergarten – Grade 12**

	K-5	6-8	9-12
Standard 1: Personal Health and Fitness	7	4	4
Standard 2: A Safe and Healthy Environment	8	3	3
Standard 3: Resource Management	4	3	4

The number in each grade or course column represents the number of benchmarks for the standard listed in each row.

Kindergarten - Grade 5: Health Education

Standard	Benchmarks
<p>1. Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p>	<p>Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>Students:</p> <ul style="list-style-type: none"> ➤ know how basic body systems work and interrelate in normal patterns of growth and development ➤ possess basic knowledge and skills which support positive health choices and behaviors ➤ understand how behaviors such as food selection, exercise, and rest affect growth and development ➤ recognize influences which affect health choices and behaviors ➤ understand the importance of nutritious food and how it contributes to good health, make simple nutritious food choices, and assist with basic food preparation ➤ recognize, during puberty, how people’s emotions change at that time, how to deal with their feelings toward themselves, their family and others in a positive way and know how the body changes ➤ practice and support others in making healthy choices.

This is evident, for example, when students:

- *describe the basic structure and functions of human body systems*
- *identify the harmful effects of alcohol, tobacco and other drugs*
- *explain how eating nutritionally balanced meals and snacks promotes health*
- *describe the physical, social and emotional indicators of healthy people*
- *demonstrate the use of interpersonal communication skills to enhance health*
- *identify responsible health behaviors and demonstrate strategies to improve or maintain personal health*
- *demonstrate health practices such as washing hands, covering one’s mouth when coughing or sneezing, and brushing and flossing teeth*
- *identify common health problems and indicate how they can be prevented, detected and treated*
- *set a personal health goal and track progress toward its achievement.*
- *maintain personal hygiene*
- *make simple choices that improve their health and well-being.*

<p>2. A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p>	<p>Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to their environment and offer appropriate strategies to minimize them.</p> <p>Students:</p> <ul style="list-style-type: none"> ➤ understand basic safety rules ➤ recognize potentially dangerous situations and know how to avoid or reduce their risk ➤ know some personal and social skills which contribute to individual safety ➤ recognize characteristics of their environment that contribute to health ➤ know some conditions necessary for a safe and healthy home and school environment and recognize the various ways individuals contribute to that environment ➤ BullyProofing: know about bullying – what it is, what one can do if one is the victim of a bully, and what one can do if one sees another student being bullied ➤ Conflict Management: know about the knowledge, skills, and behaviors needed to address everyday conflicts constructively and peacefully. Emphasis is placed on: <ul style="list-style-type: none"> ➤ communication and cooperation skills ➤ expressing feelings constructively ➤ treating people fairly ➤ resolving disagreements peacefully ➤ recognize their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals.
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This is evident, for example, when students:

- *describe personal safety rules to avoid such things as abuse, abduction, poisoning, and accidents*
- *discuss how following safety rules help to protect people at home and in the school and community*
- *apply safety rules to prevent injury*
- *demonstrate ways to avoid and reduce threatening situations*
- *identify ways to care for and show respect for self and others*
- *demonstrate refusal skills to protect health*
- *identify ways to protect and preserve a healthy environment*
- *develop a safety plan for healthy living*
- *know rules for and ways of keeping safe, and about people who help them stay safe*
- *recognize what they like and dislike, what is fair and unfair, and what is right and wrong*
- *know school rules about health and safety, basic emergency aid procedures and where to get help*
- *recognize that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong*
- *think about themselves, learn from their experiences and recognize what they are good at.*

<p>3. Resource Management: Students will understand and be able to manage their personal and community resources</p>	<p>Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities</p> <p>Students:</p> <ul style="list-style-type: none"> ➤ identify characteristics of valid health information and health-promoting products and services and know where to locate them ➤ understand how culture contributes to individual family and community beliefs and practices affecting health ➤ know how to access help when illness, injury, or emergency situations occur ➤ recognize how the media influences health choices.
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This is evident, for example, when students:

- *describe how to access resources in the home, school and community to assist with health problems*
- *demonstrate how to use emergency services*
- *describe how culture influences personal health behaviors such as selection of food*
- *identify the ways various media promote products and services that influence health choices.*

Grade 6 – Grade 8: Health Education

Standard	Benchmarks
<p>1. Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p>	<p>Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>Students:</p> <ul style="list-style-type: none"> ➤ integrate knowledge of basic body systems with an understanding of the changes that accompany puberty ➤ apply prevention and risk reduction strategies to adolescent health problems ➤ demonstrate the necessary knowledge and skills to promote healthy adolescent development ➤ analyze the multiple influences which affect health decisions and behaviors.

This is evident, for example, when students:

- *describe bodily changes that occur during adolescence*
- *demonstrate a variety of problem solving, communication and stress management skills to address health compromising behaviors such as fad dieting, alcohol, tobacco, and other drug use, early sexual involvement and violent behavior*
- *predict how decisions regarding health behaviors have consequences for self and others*
- *describe the interrelationship of social, emotional and physical health during adolescence*
- *explain how lifestyle, family history and other factors are related to the cause or prevention of diseases and other health problems.*

<p>2. A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p>	<p>Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to their environment and offer appropriate strategies to minimize them.</p> <p>Students:</p> <ul style="list-style-type: none"> ➤ assess potentially dangerous situations and demonstrate the skills to avoid or reduce their risks ➤ demonstrate personal and social skills which enhance personal health and safety ➤ understand the need for personal involvement in improving their environment.
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This is evident, for example, when students:

- *demonstrate conflict management and negotiation skills*
- *analyze how environment and personal health are inter-related*
- *analyze the possible causes of conflict among youth in schools and communities*
- *identify strategies to avoid or reduce threatening peer situations*
- *apply safety rules in situations which have the potential for harm*
- *demonstrate ways to care for and show respect for self and others.*

<p>3. Resource Management: Students will understand and be able to manage their personal and community resources</p>	<p>Health Education</p> <p>Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.</p> <p>Students:</p> <ul style="list-style-type: none"> ➤ identify characteristics of valid health information and health-promoting products and services and know where to locate them ➤ understand how culture contributes to individual family and community beliefs and practices affecting health ➤ know how to access help when illness, injury, or emergency situations occur ➤ recognize how the media influences health choices.
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This is evident, for example, when students:

- ***describe how to access resources in the home, school and community to assist with health problems***
- ***demonstrate how to use emergency services***
- ***describe how culture influences personal health behaviors such as selection of food***
- ***identify the ways various media promote products and services that influence health choices.***

Grade 9 – Grade 10: Health Education

Standard	Benchmarks
<p>1. Personal Health and Fitness: Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health.</p>	<p>Health Education</p> <p>Students will understand human growth and development and recognize the relationship between behaviors and healthy development. They will understand ways to promote health and prevent disease and will demonstrate and practice positive health behaviors.</p> <p>Students:</p> <ul style="list-style-type: none"> ➤ understand human growth and development throughout the life cycle ➤ demonstrate the necessary knowledge and skills to promote healthy development into adulthood ➤ apply prevention and risk reduction strategies which can delay the onset or reduce the risk of potential health problems into adulthood ➤ evaluate how the multiple influences which affect health decisions and behaviors can be altered.

This is evident, for example, when students:

- ***analyze personal dietary patterns and develop dietary plans to meet changing nutritional requirements***
- ***evaluate a case study to determine strategies for health enhancement and risk reduction***
- ***identify the consequences associated with engaging in high risk behaviors which compromise health, such as smoking, violent behavior, or driving under the influence of alcohol/drugs***
- ***identify the characteristics of social and emotional health which are critical to adulthood.***

<p>2. A Safe and Healthy Environment: Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.</p>	<p>Students will demonstrate personally and socially responsible behaviors. They will care for and respect themselves and others. They will recognize threats to their environment and offer appropriate strategies to minimize them.</p> <p>Students:</p> <ul style="list-style-type: none"> ➤ recognize hazardous conditions in the home, school, work place, and community and propose solutions to eliminate or reduce them ➤ evaluate personal and social skills which contribute to health and safety of self and others ➤ recognize how individual behavior affects the quality of their environment.
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This is evident, for example, when students:

- *design and implement a plan to improve safety in the home, school, workplace or community*
- *use universal precautions and apply first aid, CPR. and other emergency procedures appropriately*
- *describe and demonstrate appropriate strategies to avoid or cope with potentially dangerous situations, such as dating violence or assault*
- *develop community approaches which enhance and protect the quality of the environment*
- *analyze how health laws, policies and regulations protect personal and environmental safety*
- *demonstrate ways to care for and show respect for self and others.*

<p>3. Resource Management: Students will understand and be able to manage their personal and community resources</p>	<p>Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.</p> <p>Students:</p> <ul style="list-style-type: none"> ➤ demonstrate how to evaluate health information, products and services for validity and reliability ➤ analyze how cultural beliefs influence health behaviors and the use of health products and services ➤ demonstrate the ability to access community health services for self and others ➤ use technology and the media to promote positive health messages demonstrate advocacy skills in promoting individual, family and community health.
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This is evident, for example, when students:

- *identify agencies which provide health information and are regulating health products and services*
- *describe how to obtain health services appropriate for individual needs and how to refer friends and family members to appropriate health services or providers*
- *identify criteria to measure the accuracy, reliability and validity of claims for health care products and services*
- *design a media campaign which promotes a positive health message*
- *analyze how cultural diversity enriches and challenges health behaviors*
- *access the internet to assist in research for final project.*

Health Education Scope and Sequence Table
(Last Updated April, 2007)

	K	1-2	3-5	6	7	8	9/10
Nutrition			●	●	●	●	●
Growth and Development	●	●	●	●	●	●	●
Drugs, Medicines, Diseases	●	●	●	●	●	●	●
Social Health (Communication, Conflict, Refusal Skills)	●	●	●	●	●	●	
Mental and Emotional Health	●	●	●	●	●	●	●
First Aid							●

REFERENCES

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