

HEALTH EDUCATION STANDARDS FOR K-12

The following standards offer a focus for instruction each year and helps ensure that students gain adequate exposure to a range of texts and tasks. Students advancing through the grades are expected to meet each year’s grade specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergarten	Grade 1	Grade 2
Standard 1: <i>CORE CONCEPTS</i>- Comprehend concepts related to health promotion and disease prevention to enhance health.		
Benchmarks with some examples		
HE.K.C.1.1 Recognize healthy behaviors. <i>(Brushing teeth, adequate sleep, cover mouth for cough and sneeze)</i>	HE.1.C.1.1 Identify healthy behaviors. <i>(Eating breakfast, playing safely on the playground, wearing helmet on bike, and participating in moderate to vigorous physical activity)</i>	HE.2.C.1.1 Describe personal health. <i>(Identifying your emotions, and your level of wellness.)</i>
HE.K.C.1.2 Recognize the physical dimensions of health. <i>(Hygiene, exercise, eating habits, and cooperation.)</i>	HE.1.C.1.2 Recognize the physical and social dimensions of health. <i>(Making friends, respecting others, understanding empathy and getting adequate sleep.)</i>	HE.2.C.1.2 Recognize the physical, mental/emotional and social dimensions of health. <i>(Getting along with others, respecting appropriate personal space, understanding anxiety and feeling safe.)</i>
HE.K.C.1.3 Recognize ways to prevent common communicable diseases. <i>(Washing hands, covering mouth to cough and sneeze, and flushing toilets.)</i>	HE.1.C.1.3 Describe ways to prevent common communicable diseases. <i>(Washing hands, covering mouth when coughing/sneezing, being immunized, not sharing food and utensils)</i>	HE.2.C.1.3 Describe ways a safe, healthy home environment can promote personal health. <i>(Secured poisonous products, fire safety practices, posted emergency numbers.)</i>
HE.K.C.1.4 Recognize ways to prevent childhood injuries in the home, school, and community settings. <i>(Wearing a helmet, wearing flotation devices, playground safety, using age appropriate child restraints, identifying poisonous chemicals.)</i>	HE.1.C.1.4 Identify ways to prevent childhood injuries in the home, school, and community settings. <i>(Water safety, pedestrian safety, bicycle safety and appropriate child restraints in vehicles.)</i>	HE.2.C.1.4 Describe ways to prevent childhood injuries in the home, school, and community settings. <i>(Recognizing abusive behaviors, following bus/playground rules, never playing with matches.)</i>
Benchmark 5 begins in Grade 6	Benchmark 5 begins in Grade 6	Benchmark 5 begins in Grade 6
HE.K.C.1.6 Recognize there are body parts inside and outside of the body <i>(Brain, muscles, skin.)</i>	HE.1.C.1.6 Emphasize the correct names of human body parts. <i>(Stomach, intestines, heart, lungs, skin, muscles, and bones.)</i>	HE.2.C.1.6 Recognize the locations and functions of major human organs <i>(The functions of the heart lungs, and muscles.)</i>
Benchmark 7 begins in Grade 1	HE.1.C.1.7 Identify health-care providers. <i>(Doctors, paramedics, and school nurses.)</i>	HE.2.C.1.7 Determine when it is important to seek health care. <i>(High fever, toothache, persistent cough.)</i>
Benchmark 8 begins in Grade 6	Benchmark 8 begins in Grade 6	Benchmark 8 begins in Grade 6

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Grade 3	Grade 4	Grade 5
Standard 1: <i>CORE CONCEPTS</i>- Comprehend concepts related to health promotion and disease prevention to enhance health.		
Benchmarks with some examples		
<p>HE.3.C.1.1 Describe healthy behaviors that affect personal health. <i>(Covering mouth cough/sneeze, washing hands before eating and after using the bathroom, daily physical activity, never use others hair/toothbrushes, preventing the spread of germs, exercising regularly, avoiding junk food, avoiding and tobacco products.)</i></p>	<p>HE.4.C.1.1 Identify the relationship between healthy behaviors and personal health. <i>(Choosing healthy foods for optimal growth and development, daily physical activity to prevent obesity, wearing helmet when riding bike or motorized all terrain vehicles for injury prevention, washing hands for disease prevention.)</i></p>	<p>HE.5.C.1.1 Describe the relationship between healthy behaviors and personal health. <i>(Non-smoking and disease prevention; expressing feelings and promoting healthy relationships; use of sunscreen and cancer prevention.)</i></p>
Not applicable for this grade	<p>HE.4.C.1.2 Identify examples of mental/emotional, physical, and social health. <i>(Expressing appropriate feelings, treating others with respect, participating in a daily physical activity.)</i></p>	<p>HE.5.C.1.2 Explain the physical, mental/emotional, social, and intellectual dimensions of health. <i>(Manage problems, teamwork, immunizations, critical thinking.)</i></p>
<p>HE.3.C.1.3 Describe ways a safe, healthy classroom can promote personal health. <i>(Frequent hand washing, access to water fountains, keeping area clear of clutter and organized, proper use and disposal of tissues, proper use of hand sanitizers, no sharing of food, and respect for others.)</i></p>	<p>HE.4.C.1.3 Describe ways a safe, healthy school environment can promote personal health. <i>(Safety patrols, school crossing guards, hand washing supplies in restrooms, healthy snack choices, follow school wide expectations, be prepared, punctual, and problem solver.)</i></p>	<p>HE.5.C.1.3 Explain ways a safe, healthy home environment and school environment promote personal health. <i>(Smoke-free environment, clean/orderly environment, behavior rules, availability of fresh produce.)</i></p>
<p>HE.3.C.1.4 Recognize common childhood health conditions. <i>(Asthma, diabetes, food allergies, dental caries, and colds.)</i></p>	<p>HE.4.C.1.4 Describe ways to prevent common childhood injuries and health problems. <i>(Not sharing head gear, yearly check-ups, washes hands before eating and after using bathroom, following pedestrian/vehicle/bicycle safety rules, brushing and flossing teeth to prevent dental caries.)</i></p>	<p>HE.5.C.1.4 Compare ways to prevent common childhood injuries and health problems. <i>(Wearing appropriate restraints, avoiding food with no nutritional value, pursuing yearly health check-ups.)</i></p>
Benchmark 5 begins in Grade 6	Benchmark 5 begins in Grade 6	Benchmark 5 begins in Grade 6
<p>HE.3.C.1.6 Recognize that body parts and organs work together to form human body systems. <i>(Circulatory system, digestive system, nervous system, reproductive system and other body systems.)</i></p>	<p>HE.4.C.1.6 Identify the human body parts and organs that work together to form healthy body systems. <i>(Muscular and skeletal systems, circulatory and respiratory systems, endocrine and reproductive systems.)</i></p>	<p>HE.5.C.1.6 Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems. <i>(Digestive and circulatory systems receiving and distributing nutrients to provide energy, endocrine glands influence the reproductive system, respiratory system providing oxygen to other body systems.)</i></p>
<p>HE.3.C.1.7 Describe why it is important to seek health care <i>(Fluoride treatment to prevent tooth decay, hearing exam to improve hearing, eye exam to correct vision.)</i></p>	<p>HE.4.C.1.7 Distinguish differences among various health-care providers, products, and services. <i>(Types of doctors, prescription vs. non-prescription drugs, EMS.)</i></p>	<p>HE.5.C.1.7 Recognize how appropriate health care can promote personal health. <i>(Having immunizations, using medication appropriately, seeking grief and loss counseling.)</i></p>
Benchmark 8 begins in Grade 6	Benchmark 8 begins in Grade 6	Benchmark 8 begins in Grade 6

HEALTH EDUCATION STANDARDS FOR K-12

Grade 6	Grade 7	Grade8
Standard 1: <i>CORE CONCEPTS</i>- Comprehend concepts related to health promotion and disease prevention to enhance health.		
Benchmarks with some examples		
Not applicable for this grade	<p>HE.7.C.1.1 Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health. <i>(Teen pregnancy, time management, caloric balance, conflict resolution.)</i></p>	Not applicable for this grade
<p>HE.6.C.1.2 Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated <i>(Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, hunger/solving problems.)</i></p>	<p>HE.7.C.1.2 Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated <i>(Stress/exams, self-esteem/body weight, emotional stress/illness, interpersonal relationships/peer refusal.)</i></p>	<p>HE.8.C.1.2 Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual. <i>(Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, healthy relationships/emotional health.)</i></p>
<p>HE.6.C.1.3 Identify environmental factors that affect personal health. <i>(Air and water quality, availability of sidewalks, contaminated food, and road hazards.)</i></p>	<p>HE.7.C.1.3 Analyze how environmental factors affect personal health <i>(Food refrigeration, appropriate home heating and cooling, air/water quality, garbage/trash collection.)</i></p>	<p>HE.8.C.1.3 Predict how environmental factors affect personal health. <i>(Heat index, air and water quality, street lights and signs, bullying, gangs, weapons in the community.)</i></p>
<p>HE.6.C.1.4 Identify health problems and concerns common to adolescents including reproductive development. <i>(Acne, eating disorders, suicide/depression, puberty.)</i></p>	<p>HE.7.C.1.4 Describe ways to reduce or prevent injuries and adolescent health problems. <i>(Helmet use, seat belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.)</i></p>	<p>HE.8.C.1.4 Investigate strategies to reduce or prevent injuries and other adolescent health problems. <i>(Recognize signs and symptoms of depression and accessing resources, abstinence to reduce STDs/STIs/Pregnancy, places to avoid, and healthy relationship skills to reduce.)</i></p>
<p>HE.6.C.1.5 Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors. <i>(Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, STD's caused from sexual activity.)</i></p>	<p>HE.7.C.1.5 Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors. <i>(Abuse of over-the-counter medications, STD/STI from sexual relationships, injury or death from unsupervised handling of firearms, physical/emotional injury or impact from abusive dating partner.)</i></p>	<p>HE.8.C.1.5 Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors. <i>(Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, respiratory infections from poor hygiene.)</i></p>
<p>HE.6.C.1.6 Explain how body systems are impacted by hereditary factors and infectious agents. <i>(Cystic fibrosis affects respiratory and a digestive system, sickle cell anemia affects the circulatory system, influenza affects the respiratory system.)</i></p>	<p>HE.7.C.1.6 Classify infectious agents and their modes of transmission to the human body. <i>(HIV by sexual transmission and/or shared needles, etc.; Lyme's disease by vectors; staphylococcus by direct/indirect contact.)</i></p>	<p>HE.8.C.1.6 Identify major chronic diseases that impact human body systems. <i>(Cancer, hypertension and coronary artery disease, asthma, diabetes.)</i></p>
<p>HE.6.C.1.7 Examine how appropriate health care can promote personal health. <i>(Orthodontia, substance abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.)</i></p>	<p>HE.7.C.1.7 Explain how appropriate health care can promote personal health. <i>(Registered dietician to plan healthy meals, asthma action plan, and immunization.)</i></p>	<p>HE.8.C.1.7 Analyze how appropriate health care can promote personal health. <i>(Immunization for HPV and meningitis, sports physicals, counseling for depression.)</i></p>
<p>HE.6.C.1.8 Recognize how heredity can affect personal health. <i>(Risk factors for diseases such as heart disease or cancers, poor vision, allergies/asthma.)</i></p>	<p>HE.7.C.1.8 Describe how heredity can affect personal health. <i>(Sickle cell anemia, diabetes, acne.)</i></p>	<p>HE.8.C.1.8 Explore how heredity and family history can affect personal health. <i>(Sickle cell anemia, heart disease, diabetes, and mental health.)</i></p>

HEALTH EDUCATION STANDARDS FOR K-12

Grades 9 - 12

Standard 1: *CORE CONCEPTS*- Comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmarks with some examples

	<p>HE.912.C.1.1 Predict how healthy behaviors can affect health status. <i>(Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings, regular physical activity, and workplace safety.)</i></p>
	<p>HE.912.C.1.2 Interpret the significance of interrelationships in mental/emotional, physical, and social health. <i>(Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self esteem, stress/anger management, and regular exercise.)</i></p>
	<p>HE.912.C.1.3 Evaluate how environment and personal health are interrelated. <i>(Food options within a community, prenatal care services, availability of recreational facilities, air quality, weather safety awareness, and weather, air, water conditions.)</i></p>
	<p>HE.912.C.1.4 Propose strategies to reduce or prevent injuries and health problems. <i>(Mandatory passenger restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, improve inspection of food sources.)</i></p>
	<p>HE.912.C.1.5 Assess the degree of susceptibility to injury, illness or death if engaging in unhealthy/risky behaviors. <i>(Risks associated with alcohol abuse, including poison, date rape, and death, cancer and chronic lung disease related to tobacco use, overdose from drug use, child abuse or neglect, and dating violence.)</i></p>
	<p>HE.912.C.1.6 Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases. <i>(Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial related chronic disease.)</i></p>
	<p>HE.912.C.1.7 Evaluate the relationship between access to health care and health status. <i>(Early detection and treatment of cancer, HIV, and diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first responder care.)</i></p>
	<p>HE.912.C.1.8 Analyze how heredity and family history can impact personal health. <i>(Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.)</i></p>

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Kindergarten	Grade 1	Grade 2
Standard 2: <i>Internal and External Influence</i>- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
Benchmarks with some examples		
<p>HE.K.C.2.1 Name healthy behaviors that family members should practice. <i>(Brushing teeth, stay home when sick, receive immunizations, and share family meals, practice respectful communication).</i></p>	<p>HE.1.C.2.1 Identify how children learn health behaviors from family and friends. <i>(Parents/family encouraging physical activities together, parents/family setting a bedtime, parents/family rules about the amount of screen limiting television time, and parents/family celebrations, attending social gatherings/birthday parties.)</i></p>	<p>HE.2.C.2.1 Describe how family rules and practices influence health behaviors. <i>(Consistent/inconsistent home safety rules, modeling of food sanitation practices in home.)</i></p>
<p>HE.K.C.2.2 Recognize the characteristics of a friend. <i>(Honest, caring, wants to spend time with you)</i></p>	<p>HE.1.C.2.2 Explore the ways that a friend would act in a variety of situations. <i>(Be a good listener, doesn’t ask you to do anything that would hurt you, takes turns and shares)</i></p>	<p>HE.2.C.2.2 Describe how friends' health practices influence health behaviors of others. <i>(Telling the truth, treating others with respect, being tobacco-free.)</i></p>
<p>HE.K.C.2.3 Identify members of the school and community that support personal health practices and behaviors. <i>(Teachers, counselors, nurses, doctors, fire fighters, police, ambulance/EMTs.)</i></p>	<p>HE.1.C.2.3 Identify what the school and community does to support personal health practices and behaviors. <i>(Nutrition in school lunches, school and community gardens, fire, weather and lock down drills.)</i></p>	<p>HE.2.C.2.3 Describe how the school and community influence health behaviors of children. <i>(Health and safety fairs, school and community gardens and recycling.)</i></p>
<p>HE.K.C.2.4 Explain the importance of rules to maintain health. <i>(Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.)</i></p>	<p>HE.1.C.2.4 Recognize health consequences for not following rules. <i>(Injuries, arguments, hurt feelings, pollution)</i></p>	<p>HE.2.C.2.4 Explain the ways that rules make the classroom, school, and community safer. <i>(Walking not running, waiting your turn, following traffic laws)</i></p>
<p>HE.K.C.2.5 Name various types of media and technology that influence health. <i>(Radio, television, computer, billboards, magazines, telephone, newspapers, movies, and music lyrics.)</i></p>	<p>HE.1.C.2.5 Name examples of media messages that relate to health behaviors. <i>(Fast food commercials, milk commercials, candy commercials, food commercials that make you hungry, unhealthy snack commercials, infomercials and candy made to look like medicine. Some examples of healthy media messages are those that promote physical activity and ways to avoid harmful substances.)</i></p>	<p>HE.2.C.2.5 Describe how the media and technology can influence health behaviors. <i>(Advertisements and internet sites.)</i></p>
Benchmark 6 begins in Grade 3	Benchmark 6 begins in Grade 3	Benchmark 6 begins in Grade 3
Benchmark 7 begins in Grade 5	Benchmark 7 begins in Grade 5	Benchmark 7 begins in Grade 5
Benchmark 8 begins in Grade 8	Benchmark 8 begins in Grade 8	Benchmark 8 begins in Grade 8

HEALTH EDUCATION STANDARDS FOR K-12

Grade 3	Grade 4	Grade 5
Standard 2: <i>Internal & External Influence</i>- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
Benchmarks with some examples		
<p>HE.3.C.2.1 Explore how family and friend's traditions and customs may influence health behaviors. <i>(Family nutritional choices, gatherings, fears, traditions, religious practices, belief in holistic approach, and accepted celebration behaviors demonstrated by others.)</i></p>	<p>HE.4.C.2.1 Explain the importance of family on health practices and behaviors. <i>(Diet, cultural health practices, hygiene practices, physical activity, home remedies.)</i></p>	<p>HE.5.C.2.1 Predict how families may influence various health practices of children. <i>(Involvement in youth sports, cultural and religious practices, family hygiene practices, dining patterns, and sleeping.)</i></p>
<p>Not applicable for this grade</p>	<p>HE.4.C.2.2 Explain the important role that friends/peers may play on health practices and behaviors. <i>(Recognizing and avoiding bullying behavior, choosing not to use tobacco products or inhalants and recognizing differences between positive and negative peer pressure.)</i></p>	<p>HE.5.C.2.2 Predict how friends/peers may influence various health practices of children. <i>(Peer pressure to smoke, pressure to cheat, decision to stand up for someone being bullied.)</i></p>
<p>HE.3.C.2.3 Explore how the traditions and customs of the school and community influence health behavior of children. <i>(Different school/community venues such as health fairs, fundraisers, special celebrations, ethnic restaurants/festivals and community and school gardens.)</i></p>	<p>HE.4.C.2.3 Explain the important roles that school and community play on health practices and behaviors. <i>(Disaster preparedness, school breakfast programs, youth organizations, recycling.)</i></p>	<p>HE.5.C.2.3 Predict how the school and community influence various health practices of children. <i>(After-school activities, community safety education programs, variety and nutrition of school lunch, recycling and positive and negative community norms.)</i></p>
<p>HE.3.C.2.4 Identify classroom and school rules that promote health and disease prevention. <i>(Following rules for walking in hallways, keeping area clean, listening to crossing guard, & bike safety.)</i></p>	<p>HE.4.C.2.4 Recognize types of school rules and community laws that promote health and disease prevention. <i>(Helmet law, clean indoor air laws, speed limits.)</i></p>	<p>HE.5.C.2.4 Give examples of school and public health policies that influence health promotion and disease prevention. <i>(Head lice guidelines, seat belt and child restraint laws, helmet laws, fire/severe weather/lockdown drills, school bus rules and immunization requirements.)</i></p>
<p>HE.3.C.2.5 Discuss the positive and negative impacts media may have on health. <i>(Positives: choosing healthy foods, exercising, being physical activity and not using drugs-free, acceptance of cultural diversity; negatives: unhealthy fast foods, "couch potato" inactivity, media messages about body shape and size, violence in the media, violent video/computer games and too much screen time.)</i></p>	<p>HE.4.C.2.5 Explain how media influences personal thoughts, feelings, and health behaviors. <i>(Insidious marketing/product placement, branding, and anti-drug campaigns.)</i></p>	<p>HE.5.C.2.5 Determine how media influences family health behaviors and the selection of health information, products, and services. <i>(Severe weather alerts, health product commercials, television cooking shows, PSAs.)</i></p>
<p>HE.3.C.2.6 Discuss the positive and negative impacts technology may have on health. <i>(Positives: calling 911, using a pedometer, playing electronic interactive video games that promote physical activity, medical advances, and collaboration negatives: video games that do not promote physical activity, violent video/computer, games, misuse/overuse cell phone/texting.)</i></p>	<p>HE.4.C.2.6 Explain how technology influences personal thoughts, feelings, and health behaviors. <i>(Cyber- bullying, habitual gaming, violent video games, and seat belt alarm.)</i></p>	<p>HE.5.C.2.6 Describe ways that technology can influence family health behaviors. <i>(Seat belt alarms, carbon monoxide detectors, microwave ovens and clever advertising.)</i></p>

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Benchmark 7 begins in Grade 5	Benchmark 7 begins in Grade 5	<p>HE.5.C.2.7 Discuss how various cultures can influence personal health beliefs. <i>(Food that is healthy and unhealthy for you, health risks from tobacco/alcohol use, healthy skin care.)</i></p>
Benchmark 8 begins in Grade 5	Benchmark 8 begins in Grade 5	<p>HE.5.C.2.8 Investigate influences that change health beliefs and behaviors. <i>(Tobacco/alcohol use, prevention education in school, firearm safety, use of seat belts/child restraints.)</i></p>
Benchmark 9 begins in Grade 6	Benchmark 9 begins in Grade 6	Benchmark 9 begins in Grade 6

HEALTH EDUCATION STANDARDS FOR K-12

Grade 6	Grade 7	Grade 8
Standard 2: <i>Internal and External Influence</i>- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		
Benchmarks with some examples		
<p>HE.6.C.2.1 Examine how family influences the health of adolescents. <i>(Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, family modeling relationship behaviors.)</i></p>	<p>HE.7.C.2.1 Examine how family health behaviors influence health of adolescents. <i>(Family meals together, smoking in home, alcohol consumption. by family members, and mental illness in the family.)</i></p>	<p>HE.8.C.2.1 Assess the role of family health beliefs on the health of adolescents. <i>(Alternative medical care, family religious beliefs, importance of physical activity).</i></p>
<p>HE.6.C.2.2 Examine how peers influence the health of adolescents. <i>(Conflict resolution skills, reproductive health misinformation, and spreading rumors.)</i></p>	<p>HE.7.C.2.2 Examine how peers may influence the health behaviors of adolescents. <i>(Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, pressure to smoke and drink.)</i></p>	<p>HE.8.C.2.2 Assess how the health beliefs of peers may influence adolescent health. <i>(Drug use myths, perception of healthy body composition, perceived benefits of energy drinks.)</i></p>
<p>HE.6.C.2.3 Identify the impact of health information conveyed to students by the school and community. <i>(First aid education program, refusal skills practice, and healthy body composition: BMI.)</i></p>	<p>HE.7.C.2.3 Examine how the school and community may influence the health behaviors of adolescents. <i>(Gun lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.)</i></p>	<p>HE.8.C.2.3 Analyze how the school and community may influence adolescent health. <i>(Drug abuse education programs, volunteering opportunities, availability of recreational facilities/programs.)</i></p>
<p>HE.6.C.2.4 Investigate school and public health policies that influence health promotion and disease prevention. <i>(Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.)</i></p>	<p>Not applicable for this grade</p>	<p>HE.8.C.2.4 Critique school and public health policies that influence health promotion and disease prevention. <i>(Speed limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, cell phone/texting laws.)</i></p>
<p>HE.6.C.2.5 Examine how media influences peer and community health behaviors. <i>(Derogatory lyrics in music, anti-drug PSAs, sport beverage commercials, and Internet safety.)</i></p>	<p>HE.7.C.2.5 Analyze how messages from media influence health behaviors. <i>(Sports figures promoting fast food, provocative images in film/print advertisements, coolness/appeal of smoking, dangerous and life threatening stunts)</i></p>	<p>HE.8.C.2.5 Research marketing strategies behind health-related media messages. <i>(Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.)</i></p>
<p>HE.6.C.2.6 Propose ways that technology can influence peer and community health behaviors. <i>(Internet social media/networking sites, heart rate monitors, and cross-walk signals.)</i></p>	<p>HE.7.C.2.6 Evaluate the influence of technology in locating valid health information. <i>(Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations. Internet, cell phone apps.)</i></p>	<p>HE.8.C.2.6 Analyze the influence of technology on personal and family health. <i>(TV advertisements for unhealthy foods, volume of headphones, websites and social marketing for health information.)</i></p>

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<p>HE.6.C.2.7 Investigate cultural changes related to health beliefs and behaviors. <i>(School breakfast programs, fast food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.)</i></p>	<p>HE.7.C.2.7 Determine how cultural changes related to health beliefs and behaviors impact personal health. <i>(Americanization of fast food across the globe, infant feeding: breast vs. bottle, prevalence of diabetes, cell phone use and timeliness of emergency response.)</i></p>	<p>HE.8.C.2.9 Describe the influence of culture on health beliefs, practices, and behaviors. <i>(Medical procedures such as male circumcision, sexual abstinence, and prescription drug use.)</i></p>
<p>HE.6.C.2.8 Determine how social norms may impact healthy and unhealthy behavior. <i>(Alcohol, tobacco and inhalant use, bullying behaviors, walking/biking vs. riding in a vehicle to a close by location.)</i></p>	<p>HE.7.C.2.8 Evaluate how changes in social norms impact healthy and unhealthy behavior. <i>(Secondhand smoke, menu items at restaurants, anti-bullying behavior, social norms that justify/promote violence.)</i></p>	<p>HE.8.C.2.8 Explain how the perceptions of norms influence healthy and unhealthy behaviors. <i>(Sexual abstinence, prescription drug use, marijuana use, perception that certain abusive relationship behaviors are “normal.”)</i></p>
<p>HE.6.C.2.9 Identify the influence of personal values, attitudes and beliefs about individual health practices and behaviors. <i>(Curiosity, interests, fears, likes and dislikes)</i></p>	<p>HE.7.C.2.9 Explain the influence of personal values, attitudes and beliefs about individual health practices and behaviors. <i>(Social conformity, social status/appearance, experimentation with drugs, food and relationships, spirituality)</i></p>	<p>HE.8.C.2.9 Analyze the influence of personal values, attitudes and beliefs about individual health practices and behaviors. <i>(Social conformity, desires, and impulses)</i></p>

HEALTH EDUCATION STANDARDS FOR K-12

Grades 9 - 12

Standard 2: *Internal and External Influence*- Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmarks with some examples

<p>HE.912.C.2.1 Analyze how the family influences the health of individuals. <i>(Nutritional management of meals, composition of and relationships within families, and health insurance status.)</i></p>
<p>HE.912.C.2.2 Compare how peers influence healthy and unhealthy behaviors. <i>(Binge drinking and social groups, sexual coercion (pressure, force, or manipulation) by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts.)</i></p>
<p>HE.912.C.2.3 Assess how the school and community can affect personal health practice and behaviors. <i>(Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training).</i></p>
<p>HE.912.C.2.4 Evaluate how public health policies and government regulations can influence health promotion and disease prevention. <i>(Seat belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.)</i></p>
<p>HE.912.C.2.5 Evaluate the effect of media on personal and family health. <i>(Comparison of brand name/store brand items in home, analyzes television viewing habits, identifying effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes and normalization of violence.)</i></p>
<p>HE.912.C.2.6 Evaluate the impact of technology on personal, family, and community health. <i>(AED use in community, pedestrian cross walks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.)</i></p>
<p>HE.912.C.2.7 Analyze how culture supports and challenges health beliefs, practices, and behaviors. <i>(Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.)</i></p>
<p>HE.912.C.2.8 Analyze how the perceptions of norms influence healthy and unhealthy behaviors. <i>(Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.)</i></p>
<p>HE.912.C.2.9 Evaluate the influence of personal values, attitudes and beliefs about individual health practices and behaviors. <i>(Social conformity, self-discipline, and impulse vs. delayed gratification)</i></p>

HEALTH EDUCATION STANDARDS FOR K-12

The following standards offer a focus for instruction each year and helps ensure that students gain adequate exposure to a range of texts and tasks. Students advancing through the grades are expected to meet each year’s grade specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergarten	Grade 1	Grade 2
Standard 3: <i>Accessing Information</i>- Demonstrate the ability to access valid health information, products, and services to enhance health.		
Benchmarks with some examples		
HE.K.B.3.1 Recognize school and community health helpers. <i>(Fire, police, medical, and school personnel.)</i>	HE.1.B.3.1 Identify trusted adults and professionals who can help promote health. <i>(Parent, teacher, coach, counselor, and school nurse.)</i>	HE.2.B.3.1 Select trusted adults and professionals who can help promote health. <i>(Family members, educators, and environmentalists.)</i>
HE.K.B.3.2 Recognize warning labels and signs on hazardous products and places. <i>(Poison symbol, universal symbol for "no", and crosswalk signals.)</i>	HE.1.B.3.2 Determine the meaning of warning labels and signs on hazardous products and places. <i>(Recognizing warning labels and symbols for poisons, hot stoves, swimming signs, and medications.)</i>	HE.2.B.3.2 Understand the meaning of warning labels and signs on hazardous products. <i>(Hazardous waste sign and medication labels.)</i>
Benchmark 3 begins in Grade 1	HE.1.B.3.3 Give examples of advertisements for health products <i>(Those found in magazines, on product packaging, commercials and on television.)</i>	Not applicable for this grade
Benchmark 4 begins in Grade 6	Benchmark 4 begins in Grade 6	Benchmark 4 begins in Grade 6
Benchmark 5 begins in Grade 6	Benchmark 5 begins in Grade 6	Benchmark 5 begins in Grade 6
Benchmark 6 begins in Grade 6	Benchmark 6 begins in Grade 6	Benchmark 6 begins in Grade 6
Benchmark 7 begins in Grade 6	Benchmark 7 begins in Grade 6	Benchmark 7 begins in Grade 6

HEALTH EDUCATION STANDARDS FOR K-12

Grade 3	Grade 4	Grade 5
Standard 3: <i>Accessing Information</i>- Demonstrate the ability to access valid health information, products, and services to enhance health.		
Benchmarks with some examples		
<p>HE.3.B.3.1 Locate resources from home, school, and community that provide valid health information. <i>(Internet, media, television, radio, brochures, books, professional interviews, hospital, DOH.)</i></p>	<p>HE.4.B.3.1 Describe characteristics of valid health information, products and services <i>(Professional certification, components of proper labeling, complete directions for use, source, date.)</i></p>	<p>HE.5.B.3.1 Discuss characteristics of valid health information, products, and services. <i>(Reliable source, current information, medically accurate information.)</i></p>
<p>HE.3.B.3.2 Describe criteria for selecting health information, resources, products, and services. <i>(Directions on packaging and, consumer safety, television, radio, telephone, and reputable web sites.)</i></p>	<p>HE.4.B.3.2 Construct criteria for selecting health resources, products, services, and reputable technologies. <i>(Asking if health resources are safe, affordable and available.)</i></p>	<p>HE.5.B.3.2 Evaluate criteria for selecting health resources, products, and services <i>(Function, directions for use, competence of the provider, and costs.)</i></p>
<p>HE.3.B.3.3 Describe how the media influences the selection of health information, products, and services. <i>(Infomercials, cereal boxes, billboards, medicine/over-the-counter medicine ads, and the Centers for Disease Control and Prevention.)</i></p>	<p>HE.4.B.3.3 Examine resources from home, school and community that provide valid health information <i>(Internet, reputable web sites, media: television, radio, brochures, books; professional interviews; hospital.)</i></p>	<p>HE.5.B.3.3 Compile resources from home, school, and community, technologies that provide valid health information. <i>(Library, brochures, books, Internet, radio, television, telephone, scale, pedometer, local pharmacy, health department and hospitals.)</i></p>
Benchmark 4 begins in Grade 6	Benchmark 4 begins in Grade 6	Benchmark 4 begins in Grade 6
Benchmark 5 begins in Grade 6	Benchmark 5 begins in Grade 6	Benchmark 5 begins in Grade 6
Benchmark 6 begins in Grade 6	Benchmark 6 begins in Grade 6	Benchmark 6 begins in Grade 6
Benchmark 7 begins in Grade 6	Benchmark 7 begins in Grade 6	Benchmark 7 begins in Grade 6

HEALTH EDUCATION STANDARDS FOR K-12

Grade 6	Grade 7	Grade 8
Standard 3: <i>Accessing Information</i>- Demonstrate the ability to access valid health information, products, and services to enhance health.		
Benchmarks with some examples		
<p>HE.6.B.3.1 Examine the validity of health information, <u>health</u> products, and <u>health</u> services. <i>(Advertisements, Internet, infomercials, articles, flyers, diet supplements.)</i></p>	<p>HE.7.B.3.1 Analyze the validity of health information, products, and services. <i>(Advertisements, health claim articles, personal care product claims, and tobacco use information.)</i></p>	Not applicable for this grade
Not applicable for this grade	<p>HE.7.B.3.2 Access valid health information from home, school, and community. <i>(Internet, television, radio, flyers, bulletin boards, community news, parents.)</i></p>	<p>HE.8.B.3.2 Analyze valid health information from home, school, and community. <i>(Reliability of advertisements, articles, infomercials, and web-based products.)</i></p>
<p>HE.6.B.3.3 Examine the accessibility of products and services that enhance health <i>(Location, cost, age requirement, transportation availability and restrictions, and community resources.)</i></p>	<p>HE.7.B.3.3 Determine the accessibility and/or reliability of products and services that enhance health. <i>(Eligibility for services or purchases, parental authorization, affordability, location, prescription vs. non-prescription drugs, credentials, licensing, and nutritional supplements.)</i></p>	<p>HE.8.B.3.3 Analyze the accessibility, validity, and reliability of products and services that enhance health. <i>(Health department, community agencies, prescribed medications vs. over-the-counter.)</i></p>
<p>HE.6.B.3.4 Describe situations when professional health services may be required. <i>(Injuries, influenza, depression, substance use and abuse, child abuse, domestic violence.)</i></p>	<p>HE.7.B.3.4 Differentiate among professional health services that may be required. <i>(Dentist vs. orthodontist, family physician vs. specialist, school guidance counselor vs. psychologist.)</i></p>	<p>HE.8.B.3.4 Determine situations when specific professional health services or providers may be required. <i>(Head injuries, infections, depression, and abuse.)</i></p>
<p>HE.6.B.3.5 Determine valid and reliable health products and services. <i>(Nutrition labels, expiration dates, directions for use, credentials and licensing.)</i></p>	Not applicable for this grade	<p>Compare valid and reliable health products and services. <i>(Current research and news/standard practice; generic/brand name; over-the-counter medicines and energy, vitamin and nutritional supplements/foods.)</i></p>
<p>HE.6.B.3.6 Determine the cost of health products and services in order to assess value. <i>(Generic vs. name brand, individual fitness plan vs. gym membership, private lessons vs. recreational play.)</i></p>	<p>HE.7.B.3.6 Compute the cost of health products and services in order to assess value <i>(Internet searches, store visits, newspaper use, phone book search, personal call to sources for information.)</i></p>	<p>HE.8.B.3.6 Compare the cost of health products and services in order to assess value <i>(Skin care products, nutritional supplements, health care providers, and prescriptions, generic vs. store brand/name brand.)</i></p>
<p>HE.6.B.3.7 Investigate a variety of technologies to gather health information. <i>(Thermometer, television, internet, audio books, tip-lines, and technology tools.)</i></p>	Not applicable for this grade	<p>HE.8.B.3.7 Recommend a variety of technologies to gather health information <i>(Glucose monitor, MRI, EKG, CAT-scan, scales (BMI), pedometer, internet, cell phone apps.)</i></p>

HEALTH EDUCATION STANDARDS FOR K-12

Grades 9 - 12

Standard 3: **Accessing Information**- Demonstrate the ability to access valid health information, products, and services to enhance health.

Benchmarks with some examples

<p>HE.912.B.3.1 Verify the validity of health information, products, and services. <i>(Understanding product packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, and CPR procedures.)</i></p>
<p>HE.912.B.3.2 Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information. <i>(Internet, family members, nurse, guidance counselor, physician, clinic, hotline, support group, community agencies, domestic/dating violence service provider, and first aid training providers.)</i></p>
<p>HE.912.B.3.3 Evaluate the accessibility of products and services that enhance health. <i>(Location, expense, services available, eligibility, scheduling appointments, healthcare and mental health resources.)</i></p>
<p>HE.912.B.3.4 Justify when professional health services or providers may be required. <i>(Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions.)</i></p>
<p>HE.912.B.3.5 Critique valid and reliable health products and services. <i>(Qualifications of service provider, type of service, type of product, product safety, reliability.)</i></p>
<p>HE.912.B.3.6 Justify the validity of a variety of technologies to gather health information. <i>(Internet, telephone, 911 access, medical technology: X-rays, ultrasound, mammogram, thermal imaging, MRI.)</i></p>
<p>Benchmark 7 concludes in Grade 8</p>

HEALTH EDUCATION STANDARDS FOR K-12

The following standards offer a focus for instruction each year and helps ensure that students gain adequate exposure to a range of texts and tasks. Students advancing through the grades are expected to meet each year’s grade specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergarten	Grade 1	Grade 2
Standard 4: <i>Interpersonal Communication</i>- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
Benchmarks with some examples		
<p>HE.K.B.4.1 Recognize healthy ways to express needs, wants, and feelings. <i>(How to share objects and time, how to be an effective family member, how to use manners.)</i></p>	<p>HE.1.B.4.1 Identify healthy ways to express needs, wants, and feelings <i>(Reporting aggression, reporting bullying and violence to a trusted adult, and learning how to say "no".)</i></p>	<p>HE.2.B.4.1 Demonstrate healthy ways to express needs, wants, feelings and listening skills to enhance health <i>(Sharing feelings, following rules and directions, and waiting your turn to speak.)</i></p>
<p>HE.K.B.4.2 Demonstrate listening skills to enhance health. <i>(Using manners, asking questions, and looking at the speaker.)</i></p>	<p>HE.1.B.4.2 Describe good listening skills to enhance health. <i>(Using positive body language, waiting your term, focusing on the speaker and ask questions to understand.)</i></p>	<p>Not applicable for this grade</p>
<p>HE.K.B.4.3 Identify the appropriate responses to unwanted and threatening situations. <i>(Tell a trusted adult, police officer and/or parent, seek safety, run for help.)</i></p>	<p>HE.1.B.4.3 Tell about ways to respond when in an unwanted, threatening, or dangerous situation. <i>(Leave, tell a trusted adult, say no.)</i></p>	<p>HE.2.B.4.3 Demonstrate ways to respond to unwanted, threatening or dangerous situations. <i>(Role play how to tell a trusted adult or how to leave a dangerous situation safely.)</i></p>
Benchmark 4 begins in Grade 3	Benchmark 4 begins in Grade 3	Benchmark 4 begins in Grade 3

HEALTH EDUCATION STANDARDS FOR K-12

Grade 3	Grade 4	Grade 5
Standard 4: <i>Interpersonal Communication</i>- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
Benchmarks with some examples		
<p>HE.3.B.4.1 Identify effective verbal and nonverbal communication skills to enhance health. <i>(Listing the effects of facial expressions, body language, verbal cues, sign language, Braille, and asking questions seeking further clarification/understanding.)</i></p>	<p>HE.4.B.4.1 Explain effective verbal and nonverbal communication skills to enhance health. <i>(Practicing assertive, aggressive, and passive responses; demonstrating empathy for individuals affected by disease or disabilities.)</i></p>	<p>HE.5.B.4.1 Illustrate techniques of effective verbal and nonverbal communication skills to enhance health <i>(Written or verbal communication, body language, conflict resolution skills.)</i></p>
<p>HE.3.B.4.2 Demonstrate refusal skills that avoid or reduce health risks. <i>(Making clear statements, expressing feelings, asking for help and learning how to say "no".)</i></p>	<p>HE.4.B.4.2 Identify refusal skills and negotiation skills that avoid or reduce health risks. <i>(Expressing feelings, offering alternatives, reporting danger.)</i></p>	<p>HE.5.B.4.2 Discuss refusal skills and negotiation skills that avoid or reduce health risks. <i>(States desires clearly, offer alternative, use I messages, and role play.)</i></p>
<p>HE.3.B.4.3 Demonstrate nonviolent strategies to manage or resolve conflict. <i>(Role play age-appropriate skills for conflict resolution, mediation, assertive communication skills.)</i></p>	<p>HE.4.B.4.3 Discuss nonviolent strategies to manage or resolve conflict. <i>(Talking to the resource officer, "cool off" period, physical activities, quiet time, compromise, and rock paper scissors.)</i></p>	<p>HE.5.B.4.3 Illustrate effective conflict resolution strategies. <i>(Expressing emotions, listening, using body language)</i></p>
<p>HE.3.B.4.4 Explain ways to ask for assistance to enhance personal health. <i>(Group discussions, to ask orally, ask in writing.)</i></p>	<p>HE.4.B.4.4 Demonstrate ways to ask for assistance to enhance personal health. <i>(Verbalize, write, text, email, draw.)</i></p>	<p>HE.5.B.4.4 Determine ways to ask for assistance to enhance the health of self and others. <i>(Verbalize, write, and draw.)</i></p>

HEALTH EDUCATION STANDARDS FOR K-12

Grade 6	Grade 7	Grade 8
Standard 4: <i>Interpersonal Communication</i>- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		
Benchmarks with some examples		
<p>HE.6.B.4.1 Determine strategies to improve effective verbal and nonverbal communication skills to enhance health. <i>(Role plays, short stories, open-ended scenarios.)</i></p>	<p>HE.7.B.4.1 Apply effective communication skills when interacting with others to enhance health. <i>(Clear and concise words, nonverbal language, discussion, I-messages., assertive (versus passive or aggressive) communication.)</i></p>	<p>HE.8.B.4.1 Illustrate skills necessary for effective communication with family, peers, and others to enhance health. <i>(Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, making requests.)</i></p>
<p>HE.6.B.4.2 Practice refusal skills and negotiation skills to reduce health risks. <i>(Assertiveness, compromising, and use of "I" messages.)</i></p>	<p>HE.7.B.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks. <i>(Working together, compromise, direct statement, peer mediation, personal boundaries, reflective listening.)</i></p>	<p>Not applicable for this grade</p>
<p>HE.6.B.4.3 Demonstrate effective conflict management and/or resolution strategies. <i>(Talk to adult, anger management, conflict mediation.)</i></p>	<p>HE.7.B.4.3 Articulate possible causes of conflict among youth in schools and communities. <i>(Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, sexual identity.)</i></p>	<p>HE.8.B.4.3 Examine the possible causes of conflict among youth in schools and communities. <i>(Relationships, territory, jealousy, gossip/rumors.)</i></p>
<p>HE.6.B.4.4 Compile ways to ask for assistance to enhance the health of self and others. <i>(Verbalize, write, and ask others for help.)</i></p>	<p>HE.7.B.4.4 Demonstrate how to ask for assistance to enhance the health of self and others. <i>(I-messages, ask on behalf of friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.)</i></p>	<p>HE.8.B.4.4 Compare and contrast ways to ask for and offer assistance to enhance the health of self and others. <i>(Compare responses, passive vs. assertive, written vs. spoken, anonymous vs. face-to-face.)</i></p>

HEALTH EDUCATION STANDARDS FOR K-12

Grades 9 - 12

Standard 4: *Interpersonal Communication*- Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmarks with some examples

HE.912.B.4.1 Explain skills needed to communicate effectively with family, peers, and others to enhance health.

(Using "I" messages, voice pitch/volume, eye contact, journal experiences, letter-writing, persuasive speech, and assertive communication.)

HE.912.B.4.2 Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

(Validate others opinions, direct statement, active statement, offer alternatives.)

HE.912.B.4.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.

(Effective verbal and nonverbal communication, compromise, conflict resolution.)

HE.912.B.4.4 Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.

(Verbal and written communication, active listening, and how to seek help for a friend.)

HEALTH EDUCATION STANDARDS FOR K-12

The following standards offer a focus for instruction each year and helps ensure that students gain adequate exposure to a range of texts and tasks. Students advancing through the grades are expected to meet each year’s grade specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergarten	Grade 1	Grade 2
Standard 5: <i>Decision Making</i> - Demonstrate the ability to use decision-making skills to enhance health.		
Benchmarks with some examples		
<p>HE.K.B.5.1 Name situations when a health-related decision can be made individually or when assistance is needed. <i>(Recreational water facility activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene practice.)</i></p>	<p>HE.1.B.5.1 Describe situations when a health-related decision can be made individually or when assistance is needed. <i>(Crossing street, food choices, hand washing, and recreational water activities.)</i></p>	<p>HE.2.B.5.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed. <i>(When you think your friend is in trouble and food choices.)</i></p>
<p>HE.K.B.5.2 Recognize healthy options to health-related issues or problems. <i>(Visit the doctor, obey safety rules, and practice emergency preparedness.)</i></p>	<p>HE.1.B.5.2 Identify healthy options to health-related issues or problems. <i>(Wearing bike helmet, using age appropriate restraints and reporting danger.)</i></p>	<p>HE.2.B.5.2 Name healthy options to health-related issues or problems. <i>(Use of safety equipment, peer cooperation, and communication.)</i></p>
<p>HE.K.B.5.3 Recognize the consequences of not following rules/practices when making healthy and safe decisions. <i>(Injury, to self or others.)</i></p>	<p>HE.1.B.5.3 Explain the consequences of not following rules/practices when making healthy and safe decisions. <i>(Tooth decay, environmental damage.)</i></p>	<p>HE.2.B.5.3 Compare the consequences of not following rules/practices when making healthy and safe decisions. <i>(Negative emotions, accidents, injuries, pollution.)</i></p>
Benchmark 4 begins in Grade 3	Benchmark 4 begins in Grade 3	Benchmark 4 begins in Grade 3
Benchmark 5 begins in Grade 3	Benchmark 5 begins in Grade 3	Benchmark 5 begins in Grade 3

HEALTH EDUCATION STANDARDS FOR K-12

Grade 3	Grade 4	Grade 5
Standard 5: <i>Decision Making</i>- Demonstrate the ability to use decision-making skills to enhance health.		
Benchmarks with some examples		
<p style="text-align: center;">HE.3.B.5.1 Recognize circumstances that can help or hinder healthy decision making. <i>(Media health messages, practices of family and peers, and knowledge of topic.)</i></p>	<p style="text-align: center;">HE.4.B.5.1 Identify circumstances that can help or hinder healthy decision-making <i>(Lack of knowledge, lack of support, cultural norms.)</i></p>	<p style="text-align: center;">HE.5.B.5.1 Describe circumstances that can help or hinder healthy decision making. <i>(Peer pressure, bullying, substance abuse, stress.)</i></p>
<p style="text-align: center;">HE.3.B.5.2 List healthy options to health-related issues or problems. <i>(Healthy alternatives to unhealthy messages in the media fear of personal safety, nutrition options.)</i></p>	<p style="text-align: center;">HE.4.B.5.2 Itemize healthy options to health-related issues or problems. <i>(Immediate responses to an acute injury, conflict resolution/anger management, physical activity.)</i></p>	<p style="text-align: center;">HE.5.B.5.2 Summarize healthy options to health-related issues or problems. <i>(Concerns over bullying may be addressed by teacher, guidance counselor, peers, parents; a concern over body changes/image; anger management.)</i></p>
<p style="text-align: center;">HE.3.B.5.3 Discuss the potential short-term personal impact of each option when making a health-related decision. <i>(Eating healthy foods, daily physical activity, benefits of personal hygiene, disease prevention, and not polluting our environment.)</i></p>	<p style="text-align: center;">HE.4.B.5.3 Predict the potential short-term impact of each option on self and others when making a health-related decision. <i>(First aid, proper nutrition and hygiene, physical activity, tobacco use, and using safety equipment.)</i></p>	<p style="text-align: center;">HE.5.B.5.3 Compare the potential short-term impact of each option on self and others when making a health-related decision <i>(Bullying intervention, practicing positive character traits, substance abuse.)</i></p>
<p style="text-align: center;">HE.3.B.5.4 Find a healthy option when making a decision for yourself. <i>(Choosing healthy food, increasing physical activity, wearing a bike helmet, using personal flotation devices, using sunscreen, and decreasing screen time.)</i></p>	<p style="text-align: center;">HE.4.B.5.4 Choose a healthy option when making decisions for yourself and/or others. <i>(Making safe choices when confronted with risky situations, use of safety equipment such as bike helmets, food choices at restaurant, washing hands, personal hygiene.)</i></p>	<p style="text-align: center;">HE.5.B.5.4 Select a healthy option when making decisions for yourself and/or others. <i>(Report bullying, resolve conflicts, and use safety equipment.)</i></p>
<p style="text-align: center;">HE.3.B.5.5 Explain when assistance is needed when making a health-related decision. <i>(Media claims and their validity, when to call 911, dealing with grief and loss, fears of personal safety.)</i></p>	<p style="text-align: center;">HE.4.B.5.5 Examine when assistance is needed to make a health-related decision. <i>(Administration of first aid, participation in physical activity, conflict mediation.)</i></p>	<p style="text-align: center;">HE.5.B.5.5 Analyze when assistance is needed when making a health-related decision. <i>(Bullying intervention, access to appropriate safety equipment, media influences and peer relationships.)</i></p>
Benchmark 6 begins in Grade 6	Benchmark 6 begins in Grade 6	Benchmark 6 begins in Grade 6

HEALTH EDUCATION STANDARDS FOR K-12

Grade 6	Grade 7	Grade 8
Standard 5: <i>Decision Making</i> - Demonstrate the ability to use decision-making skills to enhance health.		
Benchmarks with some examples		
<p>HE.6.B.5.1 Investigate health-related situations that require the application of a thoughtful decision-making process. <i>(Peer pressure, exposure to unsupervised firearm, tobacco use.)</i></p>	<p>HE.7.B.5.1 Predict when health-related situations require the application of a thoughtful decision-making process. <i>(Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating.)</i></p>	<p>HE.8.B.5.1 Determine when health-related situations require the application of a thoughtful prepared plan of action. <i>(Consumption of alcohol, sexual situations, use of marijuana, prescription drug abuse, dating violence.)</i></p>
<p>HE.6.B.5.2 Choose healthy alternatives over unhealthy alternatives when making a decision. <i>(Not smoking, limit sedentary activity, practice good character.)</i></p>	<p>HE.7.B.5.2 Select healthy alternatives over unhealthy alternatives when making a decision. <i>(Proper prescription drug use, use of safety equipment, Internet safety, and managing stress)</i></p>	<p>HE.8.B.5.2 Categorize healthy and unhealthy alternatives to health-related issues or problems. <i>(Alcohol consumption, sleep requirements, physical activity, time management.)</i></p>
<p>HE.6.B.5.3 Specify the potential outcomes of each option when making a health-related decision. <i>(Physical, social, emotional, financial, and legal consequences; emergency preparedness.)</i></p>	<p>Not applicable for this grade</p>	<p>HE.8.B.5.3 Compile the potential outcomes of each option when making a health-related decision. <i>(Consequences: injury, legal, social, sexual exploitation, financial, addiction.)</i></p>
<p>HE.6.B.5.4 Distinguish between the need for individual or collaborative decision-making. <i>(Consider the severity of the situation, consider personal skills and abilities, and consider when someone is a danger to self or others.)</i></p>	<p>HE.7.B.5.4 Determine when individual or collaborative decision-making is appropriate. <i>(Over-the-counter drug use, harassment, gang involvement, and can the outcome result in harm or loss of life?)</i></p>	<p>HE.8.B.5.4 Distinguish when individual or collaborative decision-making is appropriate. <i>(Pressure to consume alcohol, self-injury, weight management, sexual activity, mental health issues.)</i></p>
<p>HE.6.B.5.5 Investigate circumstances that can help or hinder healthy decision-making. <i>(Peer pressure, lack of knowledge/information, health-care access, family eating habits, and being intoxicated.)</i></p>	<p>HE.7.B.5.5 Compare circumstances that can help or hinder healthy decision-making. <i>(Knowledge of prescription drug use/abuse, home and community environment, access to information, knowledge/misinformation, and the influences of family, peers, and culture related to adolescent health behaviors.)</i></p>	<p>HE.8.B.5.5 Explain circumstances that can help or hinder healthy decision-making. <i>(Alcohol consumption, influences of media, peers, family/community, access to health care, mental health condition, and fear of consequences.)</i></p>
<p>HE.7.B.5.6 Predict the potential outcomes of a health-related decision. <i>(Prescription drug use/abuse, eating disorders, depression, sexual behavior.)</i></p>	<p>HE.6.C.2.6 Predict the short and long-term consequences of engaging in health risk behaviors. <i>(Driving under the influence, lack of exercise, poor diet.)</i></p>	<p>HE.8.B.5.6 Evaluate the outcomes of a health-related decision. <i>(Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, weight management from proper nutrition.)</i></p>

HEALTH EDUCATION STANDARDS FOR K-12

Grades 9 - 12

Standard 5: **Decision Making**- Demonstrate the ability to use decision-making skills to enhance health.

Benchmarks with some examples

HE.912.B.5.1 Determine the value of applying a thoughtful decision-making process in health-related situations.

(Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ donor decisions, child care, protection against infectious agents, wellness promotion, and first aid treatment options.)

HE.912.B.5.2 Generate alternatives to health-related issues or problems.

(Health benefits of menu options, refusal skill options, pre and post natal care, natural and man-made conditions, and review current trends in disease prevention.)

HE.912.B.5.3 Appraise the potential short-term and long-term outcomes of each alternative on self and others.

(Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.)

HE.912.B.5.4 Assess whether individual or collaborative decision-making is needed to make a healthy decision.

(Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance.)

HE.912.B.5.5 Examine barriers that can hinder healthy decision-making.

(Interpersonal, financial, environmental factors, and accessibility of health information.)

HE.912.B.5.6 Employ the healthiest choice when considering all factors in making a decision.

(Spring break activity, ride home from a party, refusal to drink with friends, individual and societal responsibilities for the protection of health in teen dating relationships.)

HEALTH EDUCATION STANDARDS FOR K-12

The following standards offer a focus for instruction each year and helps ensure that students gain adequate exposure to a range of texts and tasks. Students advancing through the grades are expected to meet each year’s grade specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergarten	Grade 1	Grade 2
Standard 6: <i>Goal Setting</i>- Demonstrate the ability to use goal-setting skills to enhance health.		
Benchmarks with some examples		
Benchmark 1 begins in Grade 2	Benchmark 1 begins in Grade 2	HE.2.B.6.1 Establish a short-term personal health goal as a class and take action toward achieving the goal. <i>(Playground safety and tobacco awareness.)</i>
Benchmark 2 begins in Grade 3	Benchmark 2 begins in Grade 3	Benchmark 2 begins in Grade 3
Benchmark 3 begins in Grade 6	Benchmark 3 begins in Grade 6	Benchmark 3 begins in Grade 6
Benchmark 4 begins in Grade 6	Benchmark 4 begins in Grade 6	Benchmark 4 begins in Grade 6

Grade 3	Grade 4	Grade 5
Standard 6: <i>Goal Setting</i>- Demonstrate the ability to use goal-setting skills to enhance health.		
Benchmarks with some examples		
HE.3.B.6.1 Select a personal health goal and track progress toward achievement. <i>(Working collaboratively with as class/small group, tracking daily physical activity, using seat belt and bike helmet use, limiting media time, consuming healthy foods daily, dangers of drugs, practicing refusal and conflict resolution skills.)</i>	HE.4.B.6.1 Create a personal health goal and track progress toward achievement. <i>(Eating habits/snacks, safety habits, communication skills, sleep habits, tobacco/drug education, coping skills, hygiene habits, and wearing sunscreen and using personal flotation devices.)</i>	HE.5.B.6.1 Specify a personal health goal and track progress toward achievement. <i>(Work in class/group/individual, physical activity, eating habits, safety habits, computer use/safety, anger management, disease prevention, relationships with family and friends, substance abuse, dental hygiene, pollution control.)</i>
HE.3.B.6.2 Examine resources that could assist in achieving a small group personal health goal. <i>(Family, school personnel, community resources: police, fire rescue, EMS.)</i>	HE.4.B.6.2 Categorize resources that could assist in achieving a small group personal health goal. <i>(Family, school personnel, community service providers, nutrition resource guide.)</i>	HE.5.B.6.2 Select reliable resources that would assist in achieving a small group personal health goal. <i>(Reliable members from family, school, community, media.)</i>
Benchmark 3 begins in Grade 6	Benchmark 3 begins in Grade 6	Benchmark 3 begins in Grade 6
Benchmark 4 begins in Grade 6	Benchmark 4 begins in Grade 6	Benchmark 4 begins in Grade 6

HEALTH EDUCATION STANDARDS FOR K-12

Grade 6	Grade 7	Grade 8
Standard 6: <i>Goal Setting</i>- Demonstrate the ability to use goal-setting skills to enhance health.		
Benchmarks with some examples		
<p>HE.6.B.6.1 Use various methods to measure personal health status. <i>(BMI, surveys, heart rate monitors, pedometer, blood pressure cuff, and stress management techniques.)</i></p>	<p>HE.7.B.6.1 Analyze personal beliefs as they relate to health practices. <i>(Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.)</i></p>	<p>HE.8.B.6.1 Assess personal health practices. <i>(Physical activity, sleep habits, interpersonal skills, risky behaviors, injury prevention.)</i></p>
<p>HE.6.B.6.2 Develop an individual goal to adopt, maintain, or improve a personal health practice. <i>(Physical activity, eating habits, safety habits, computer use/safety, bullying prevention skills, and personal hygiene.)</i></p>	<p>HE.7.B.6.2 Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice. <i>(Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution.)</i></p>	<p>HE.8.B.6.2 Design an individual goal to adopt, maintain, or improve a personal health practice. <i>(Physical activity, eating habits, cyber bullying, social relationships, sleep habits.)</i></p>
<p>HE.6.B.6.3 Determine strategies and skills needed to attain a personal health goal. <i>(Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, injury prevention measures.)</i></p>	<p>HE.7.B.6.3 Explain strategies and skills needed to assess progress and maintenance of a personal health goal. <i>(Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.)</i></p>	<p>HE.8.B.6.3 Apply strategies and skills needed to attain a personal health goal. <i>(Physical activity, nutrition modification, anger management.)</i></p>
<p>HE.6.B.6.4 Monitor progress toward attaining a personal health goal. <i>(Checklist, diary, log, computer software, and Web sites.)</i></p>	<p>Not applicable for this grade</p>	<p>HE.8.B.6.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. <i>(Weight reduction, cost of healthier food, availability of exercise equipment, general health.)</i></p>

HEALTH EDUCATION STANDARDS FOR K-12

Grades 9 - 12

Standard 6: **Goal Setting**- Demonstrate the ability to use goal-setting skills to enhance health.

Benchmarks with some examples

HE.912.B.6.1 Evaluate personal health practices and overall health status to include all dimensions of health.

(Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first aid responder's safety practices.)

HE.912.B.6.2 Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.

(Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness program plan.)

HE.912.B.6.3 Implement strategies and monitor progress in achieving a personal health goal.

(Stress management, time out, use of a squeeze ball when frustrated, talk with a friend or professional, pace yourself, set realistic expectations, use rewards, get support, and wellness promotion.)

HE.912.B.6.4 Formulate an effective long-term personal health plan.

(Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for the protection of health.)

HEALTH EDUCATION STANDARDS FOR K-12

The following standards offer a focus for instruction each year and helps ensure that students gain adequate exposure to a range of texts and tasks. Students advancing through the grades are expected to meet each year’s grade specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergarten	Grade 1	Grade 2
Standard 7: <i>Self-Management</i> - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.		
Benchmarks and some examples		
HE.K.P.7.1 Identify healthy practices and behaviors to maintain or improve personal health. <i>(Seek a safe environment, seek help, and practice universal precautions.)</i>	HE.1.P.7.1 Tell about behaviors that avoid or reduce health risks. <i>(Swimming with a buddy, follow playground rules and stop and think.)</i>	HE.2.P.7.1 Demonstrate health behaviors to maintain or improve personal health. <i>(Physical activity, kindness to others, weather safety, and universal precautions.)</i>
Benchmark 2 begins in Grade 3	Benchmark 2 begins in Grade 3	Benchmark 2 begins in Grade 3

Grade 3	Grade 4	Grade 5
Standard 7: <i>Self-Management</i> - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.		
Benchmarks and some examples		
HE.3.P.7.1 Practice responsible personal health behaviors. <i>(Pedestrian safety, firearm safety, avoiding unsafe places, not littering.)</i>	Not applicable for this grade	HE.5.P.7.1 Model responsible personal health behaviors. <i>(Respect others, limit television time, choose healthy foods, and pick up litter.)</i>
HE.3.P.7.2 Investigate a variety of behaviors that avoid or reduce health risks. <i>(Daily oral hygiene, medical check-ups, immunizations, daily physical activity.)</i>	HE.4.P.7.2 Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks. <i>(Avoid tobacco/alcohol products, brush and floss teeth, participate in regular physical activity, and report bullying.)</i>	HE.5.P.7.2 Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks. <i>(Examining nutritionally dense foods, bathing daily, practice using conflict resolution skills, and choosing the safer option in social situations.)</i>

HEALTH EDUCATION STANDARDS FOR K-12

Grade 6	Grade 7	Grade 8
Standard 7: <i>Self-Management</i> - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.		
Benchmarks with some examples		
<p>HE.6.P.7.1 Explain the importance of assuming responsibility for personal health behaviors. <i>(Medical/dental checkups; resist peer pressure, healthy relationships.)</i></p>	<p>HE.7.P.7.1 Examine the importance of assuming responsibility for personal health behaviors. <i>(Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.)</i></p>	<p>HE.8.P.7.1 Assess the importance of assuming responsibility for personal health behaviors, including sexual behavior. <i>(Sexual abstinence, skin care, and drug abuse.)</i></p>
<p>HE.6.P.7.2 Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks. <i>(Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety and avoidance of substance abuse including inhalants.)</i></p>	<p>HE.7.P.7.2 Experiment with behaviors that will maintain or improve personal health and reduce health risks. <i>(Peer refusal skills, problem solving skills, engaging in respectful equality-based relationships.)</i></p>	<p>HE.8.P.7.2 Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks. <i>(Participate in various physical activities, foster healthy relationships, setting healthy goals, internet safety, healthy food choices, resisting negative peer pressure, adequate sleep, and engaging in respectful equality-based relationships.)</i></p>

Grades 9 - 12
Standard 7: <i>Self-Management</i> - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.
Benchmarks with some examples
<p>HE.912.P.7.1 Analyze the role of individual responsibility in enhancing health. <i>(Food choices, media messages, future impact of lifestyle choices, individual responsibility for protection for health, and stress management.)</i></p>
<p>HE.912.P.7.2 Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks. <i>(Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental health services when needed, sexual behavior, and engaging in healthy relationships.)</i></p>

HEALTH EDUCATION STANDARDS FOR K-12

The following standards offer a focus for instruction each year and helps ensure that students gain adequate exposure to a range of texts and tasks. Students advancing through the grades are expected to meet each year’s grade specific standards and retain or further develop skills and understandings mastered in preceding grades.

Kindergarten	Grade 1	Grade 2
Standard 8: <i>Advocacy</i>-Demonstrate the ability to advocate for individual, peer, school, family, and community health.		
Benchmarks and some examples		
HE.K.P.8.1 Help others to make positive health choices. <i>(Play outside, wash hands frequently.)</i>	HE.1.P.8.1 Encourage others to make positive health choices. <i>(Use sunscreen, cross the street at marked areas, selecting healthy foods.)</i>	HE.2.P.8.1 Support peers when making positive health choices. <i>(Use a buddy system, help others recognize trusted adults as a resource, encourage others to take turns.)</i>
Benchmark 2 begins in Grade 6	Benchmark 2 begins in Grade 6	Benchmark 2 begins in Grade 6
Benchmark 3 begins in Grade 6	Benchmark 3 begins in Grade 6	Benchmark 3 begins in Grade 6
Benchmark 4 begins in Grade 6	Benchmark 4 begins in Grade 6	Benchmark 4 begins in Grade 6

Grade 3	Grade 4	Grade 5
Standard 8: <i>Advocacy</i>-Demonstrate the ability to advocate for individual, peer, school, family, and community health.		
Benchmarks with some examples		
HE.3.P.8.1 Promote positive behaviors to others. <i>(Selecting healthy foods, following playground rules, sharing items respectfully.)</i>	HE.4.P.8.1 Assist others to make positive health choices. <i>(Model water safety rules, be a positive bystander in bullying instances, report to a trusted adult.)</i>	HE.5.P.8.1 Persuade others to make positive health choices. <i>(Practice negotiation skills, advocate for a smoke-free environment, and encourage use of safety equipment.)</i>
Benchmark begins in Grade 6	Benchmark begins in Grade 6	Benchmark begins in Grade 6
Benchmark begins in Grade 6	Benchmark begins in Grade 6	Benchmark begins in Grade 6
Benchmark begins in Grade 6	Benchmark begins in Grade 6	Benchmark begins in Grade 6

HEALTH EDUCATION STANDARDS FOR K-12

Grade 6	Grade 7	Grade 8
Standard 8: <i>Advocacy</i>-Demonstrate the ability to advocate for individual, peer, school, family, and community health.		
Benchmarks with some examples		
<p>HE.6.P.8.1 State a health-enhancing position on a topic and support it with accurate information. <i>(Tobacco laws, zero tolerance policies, drinking laws, and bullying laws.)</i></p>	<p>HE.7.P.8.1 Articulate a position on a health-related issue and support it with accurate health information. <i>(Bullying prevention, Internet safety, and nutritional choices.)</i></p>	<p>HE.8.P.8.1 Justify a health-enhancing position on a topic and support it with accurate information. <i>(Abstinence from unhealthy behaviors, gun safety laws, legal age limits, bullying laws, zero tolerance.)</i></p>
<p>HE.6.P.8.2 Practice how to influence and support others when making positive health choices. <i>(Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example.)</i></p>	<p>HE.7.P.8.2 Utilize the influence of others to promote positive health choices. <i>(Seeking help from school support staff, practicing conflict resolution, making wise consumer purchases.)</i></p>	<p>HE.8.P.8.2 Promote positive health choices with the influence and support of others. <i>(Promotion of oral health, sexual abstinence, no alcohol, tobacco, or other drug abuse.)</i></p>
<p>HE.6.P.8.3 Work cooperatively to advocate for healthy individuals, families, and schools. <i>(Media campaigns, posters, skits, PSAs.)</i></p>	<p>HE.7.P.8.3 Work cooperatively to advocate for healthy individuals, peers, and families. <i>(Assist with or conduct needs assessments, write advocacy letters, volunteer at information kiosks.)</i></p>	<p>HE.8.P.8.3 Work cooperatively to advocate for healthy individuals, peers, families, and schools. <i>(Promote community initiatives; create media campaigns, peer-led prevention campaigns, school wellness councils.)</i></p>
<p>HE.6.P.8.4 Identify ways health messages and communication techniques can be targeted for different audiences. <i>(Surveys, advertisements, music, and clothing.)</i></p>	<p>HE.7.P.8.4 Analyze ways health messages can target different audiences. <i>(Print media, broadcast media, billboards, and Internet resources.)</i></p>	<p>HE.8.P.8.4 Evaluate ways health messages and communication techniques can be targeted for different audiences. <i>(Advertising, social media campaign, and health fairs.)</i></p>

HEALTH EDUCATION STANDARDS FOR K-12

Grades 9 - 12

Standard 8: **Advocacy**-Demonstrate the ability to advocate for individual, peer, school, family, and community health.

Benchmarks with some examples

HE.912.P.8.1 Utilize current, accurate data/information to formulate a health-enhancing message.

(Validate perceptions of peers and of societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by the government or community agencies, societal influences on the workplace, and teen driving safety.)

HE.912.P.8.2 Demonstrate how to influence and support others in making positive health choices.

(Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first aid training.)

HE.912.P.8.3 Work cooperatively as an advocate for improving personal, family and community health.

(Support local availability of healthy food options, environmentally friendly shopping, victim, drug or teen court advocacy, advocate for peer lead abuse prevention education programs, organize community resource information, and home and school safety.)

HE.912.P.8.4 Adapt health messages and communication techniques to a specific target audience.

(Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.)