



HEALTH EDUCATION STANDARD 1

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Rationale

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.

Performance Indicators

6-8	9-12
1.8.1. Analyze the relationship between healthy behaviors and personal health.	1.12.1. Predict how healthy behaviors can affect health status.
1.8.2. Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	1.12.2. Describe the interrelationships of emotional, intellectual, physical, and social health.
1.8.3. Analyze how the environment affects personal health.	1.12.3. Analyze how environment and personal health are interrelated.
1.8.4. Describe how family history can affect personal health.	1.12.4. Analyze how genetics and family history can impact personal health.
1.8.5. Describe ways to reduce or prevent injuries and other adolescent health problems.	1.12.5. Propose ways to reduce or prevent injuries and health problems.
1.8.6. Explain how appropriate health care can promote personal health.	1.12.6. Analyze the relationship between access to health care and health status.
1.8.7. Describe the benefits of and barriers to practicing healthy behaviors.	1.12.7. Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
1.8.8. Examine the likelihood of injury or illness if engaging in unhealthy behaviors.	1.12.8. Analyze personal susceptibility to injury, illness or death if engaging in unhealthy behaviors.
1.8.9. Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.	1.12.9. Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.



HEALTH EDUCATION STANDARD 2

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Rationale

Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs, and perceived norms.

Performance Indicators

6-8	9-12
2.8.1. Examine how the family influences the health of adolescents.	2.12.1. Analyze how family influences the health of individuals.
2.8.2. Describe the influence of culture on health beliefs, practices and behaviors.	2.12.2. Analyze how the culture supports and challenges health beliefs, practices and behaviors.
2.8.3. Describe how peers influence healthy and unhealthy behaviors.	2.12.3. Analyze how peers influence healthy and unhealthy behaviors.
2.8.4. Analyze how the school and community can affect personal health practices and behaviors.	2.12.4. Evaluate how the school and community can impact personal health practice and behaviors.
2.8.5. Analyze how messages from media influence health behaviors.	2.12.5. Evaluate the effect of media on personal and family health.
2.8.6. Analyze the influence of technology on personal and family health.	2.12.6. Evaluate the impact of technology on personal, family and community health.
2.8.7. Explain how the perceptions of norms influence healthy and unhealthy behaviors.	2.12.7. Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
2.8.8. Explain the influence of personal values and beliefs on individual health practices and behaviors.	2.12.8. Analyze the influence of personal values and beliefs on individual health practices and behaviors.
2.8.9. Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	2.12.9. Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
2.8.10. Explain how school and public health policies can influence health promotion and disease prevention.	2.12.10. Analyze how public health policies and government regulations can influence health promotion and disease prevention.



HEALTH EDUCATION STANDARD 3

Students will demonstrate the ability to access valid information, products, and services to enhance health.

Rationale

Accessing valid health information, health-promoting products, and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

Performance Indicators

6-8	9-12
3.8.1. Analyze the validity of health information, products and services.	3.12.1. Evaluate the validity of health information, products and services.
3.8.2. Access valid health information from home, school, and community.	3.12.2. Use resources from home, school and community that provide valid health information.
3.8.3. Determine the accessibility of products that enhance health.	3.12.3. Determine the accessibility of products and services that enhance health.
3.8.4. Describe situations that may require professional health services.	3.12.4. Determine when professional health services may be required.
3.8.5. Locate valid and reliable health products and services.	3.12.5. Access valid and reliable health products and services.



HEALTH EDUCATION STANDARD 4

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Rationale

Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Performance Indicators

6-8	9-12
4.8.1. Apply effective verbal and nonverbal communication skills to enhance health.	4.12.1. Utilize skills for communicating effectively with family, peers, and others to enhance health.
4.8.2. Demonstrate refusal and negotiation skills to avoid or reduce health risks.	4.12.2. Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
4.8.3. Demonstrate effective conflict management or resolution strategies.	4.12.3. Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others.
4.8.4. Demonstrate how to ask for assistance to enhance the health of self and others.	4.12.4. Demonstrate how to ask for and offer assistance to enhance the health of self and others.



HEALTH EDUCATION STANDARD 5

Students will demonstrate the ability to use decision-making skills to enhance health.

Rationale

Decision-making skills are needed in order to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve quality of life.

Performance Indicators

6-8	9-12
5.8.1. Identify circumstances that can help or hinder healthy decision making.	5.12.1. Examine barriers that can hinder healthy decision making.
5.8.2. Determine when health-related situations require the application of a thoughtful decision-making process.	5.12.2. Determine the value of applying a thoughtful decision-making process in health related situations.
5.8.3. Distinguish when individual or collaborative decision making is appropriate.	5.12.3. Justify when individual or collaborative decision making is appropriate.
5.8.4. Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	5.12.4. Generate alternatives to health-related issues or problems.
5.8.5. Predict the potential short-term impact of each alternative on self and others.	5.12.5. Predict the potential short and long-term impact of each alternative on self and others.
5.8.6. Choose healthy alternatives over unhealthy alternatives when making a decision.	5.12.6. Defend the healthy choice when making decisions.
5.8.7. Analyze the outcomes of a health-related decision.	5.12.7. Evaluate the effectiveness of health-related decisions.



HEALTH EDUCATION STANDARD 6

Students will demonstrate the ability to use goal-setting skills to enhance health.

Rationale

Goal-setting skills are essential to help students identify, adopt and maintain healthy behaviors. This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

Performance Indicators

6-8	9-12
6.8.1. Assess personal health practices.	6.12.1. Assess personal health practices and overall health status.
6.8.2. Develop a goal to adopt, maintain, or improve a personal health practice.	6.12.2. Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
6.8.3. Apply strategies and skills needed to attain a personal health goal.	6.12.3. Implement strategies and monitor progress in achieving a personal health goal.
6.8.4. Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	6.12.4. Formulate an effective long-term personal health plan.



HEALTH EDUCATION STANDARD 7

Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Rationale

Research confirms that the practice of health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

Performance Indicators

6-8	9-12
7.8.1. Explain the importance of assuming responsibility for personal health behaviors.	7.12.1. Analyze the role of individual responsibility in enhancing health.
7.8.2. Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.	7.12.2. Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
7.8.3. Demonstrate behaviors that avoid or reduce health risks to self and others.	7.12.3. Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.



HEALTH EDUCATION STANDARD 8

Students will demonstrate the ability to advocate for personal, family and community health.

Rationale

Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

Performance Indicators

6-8	9-12
8.8.1. State a health enhancing position on a topic and support it with accurate information.	8.12.1. Utilize accurate peer and societal norms to formulate a health-enhancing message.
8.8.2. Demonstrate how to influence and support others to make positive health choices.	8.12.2. Demonstrate how to influence and support others to make positive health choices.
8.8.3. Work cooperatively to advocate for healthy individuals, families, and schools.	8.12.3. Work cooperatively as an advocate for improving personal, family and community health.
8.8.4. Identify ways that health messages and communication techniques can be altered for different audiences.	8.12.4. Adapt health messages and communication techniques to a specific target audience.