



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

Pre-K–2	3-5
1.2.1. Identify that healthy behaviors affect personal health.	1.5.1. Describe the relationship between healthy behaviors and personal health.
1.2.2. Recognize that there are multiple dimensions of health.	1.5.2. Identify examples of emotional, intellectual, physical and social health.
1.2.3. Describe ways to prevent communicable diseases.	1.5.3. Describe ways in which a safe and healthy school and community environment can promote personal health.
1.2.4. List ways to prevent common childhood injuries.	1.5.4. Describe ways to prevent common childhood injuries and health problems.
1.2.5. Describe why it is important to seek health care.	1.5.5. Describe when it is important to seek health care.



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

Pre-K–2	3-5
2.2.1. Identify how the family influences personal health practices and behaviors.	2.5.1. Describe how the family influences personal health practices and behaviors.
	2.5.2. Identify the influence of culture on health practices and behaviors.
	2.5.3. Identify how peers can influence healthy and unhealthy behaviors.
2.2.2. Identify what the school can do to support personal health practices and behaviors.	2.5.4. Describe how the school and community can support personal health practices and behaviors.
2.2.3. Describe how the media can influence health behaviors.	2.5.5. Explain how media influences thoughts, feelings, and health behaviors.
	2.5.6. Describe ways that technology can influence personal health.



HEALTH EDUCATION STANDARD 3

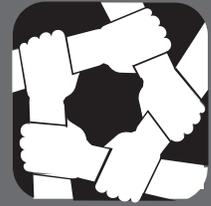
Students will demonstrate the ability to access valid information, products, and services to enhance health.

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

Pre-K–2	3-5
3.2.1. Identify trusted adults and professionals who can help promote health.	3.5.1. Identify characteristics of valid health information, products and services.
3.2.2. Identify ways to locate school and community health helpers.	3.5.2. Locate resources from home, school and community that provide health information.



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

Pre-K–2	3-5
4.2.1. Demonstrate healthy ways to express needs, wants and feelings	4.5.1. Demonstrate effective verbal and non-verbal communication skills to enhance health.
4.2.2. Demonstrate listening skills to enhance health.	4.5.2. Demonstrate refusal skills to avoid or reduce health risks.
4.2.3. Demonstrate ways to respond when in an unwanted, threatening, or dangerous situation.	4.5.3. Demonstrate non-violent strategies to manage or resolve conflict.
4.2.4. Demonstrate ways to tell a trusted adult if threatened or harmed.	4.5.4. Demonstrate how to ask for assistance to enhance personal health.



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

Pre-K–2	3-5
5.2.1. Identify situations when a health-related decision is needed.	5.5.1. Identify health-related situations that might require a thoughtful decision.
5.2.2. Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	5.5.2. Analyze when assistance is needed when making a health-related decision.
	5.5.3. List healthy options to health-related issues or problems.
	5.5.4. Predict the potential outcomes of each option when making a health-related decision.
	5.5.5. Choose a healthy option when making a decision.
	5.5.6. Describe the outcomes of a health-related decision.



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

Pre-K–2	3-5
6.2.1. Identify a short-term personal health goal and take action toward achieving the goal.	6.5.1. Set a personal health goal and track progress toward its achievement.
6.2.2. Identify who can help when assistance is needed to achieve a personal health goal.	6.5.2. Identify resources to assist in achieving a personal health goal.



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

Pre-K–2	3-5
7.2.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.	7.5.1. Identify responsible personal health behaviors.
7.2.2. Demonstrate behaviors that avoid or reduce health risks.	7.5.2. Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
	7.5.3. Demonstrate a variety of behaviors that avoid or reduce health risks.



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

Pre-K–2	3-5
8.2.1. Make request to promote personal health.	8.5.1. Express opinions and give accurate information about health issues.
8.2.2. Encourage peers to make positive health choices.	8.5.2. Encourage others to make positive health choices.