

# Organization of the South Dakota Health Education Standards Document

The South Dakota Health Education Standards (SDHES) document displays each indicator (and its supporting information) as follows:

1. The indicator
2. A rationale statement
3. The standards (organized by grade span)

## *The Indicators*

Knowledge of core health concepts and underlying principles of health promotion and disease prevention are included in Indicator 1.

Indicators 2 through 8 identify key processes and skills that are applicable to healthy living. These include identifying the impact of family, peers, culture, media, and technology on health behaviors; knowing how to access valid health information; using interpersonal communication, decision-making, goal-setting, and advocacy skills; and enacting personal health-enhancing practices. (**Table 1.1**).

## *Rationale Statements*

A rationale statement is provided for each indicator. The rationale illustrates the importance of each indicator and is intended to provide additional clarity, direction, and understanding.

## *The Standards*

Standards are provided for each of the indicators, delineated by the following grade spans: pre-kindergarten to grade 2, grades 3 to 5, grades 6 to 8, and grades 9 to 12. Each standard is introduced by this stem: “ As a result of health instruction in [*grade range*], students will be able to . . . . .” The standards are meant to be achieved by the end of the grade span in which they are identified.

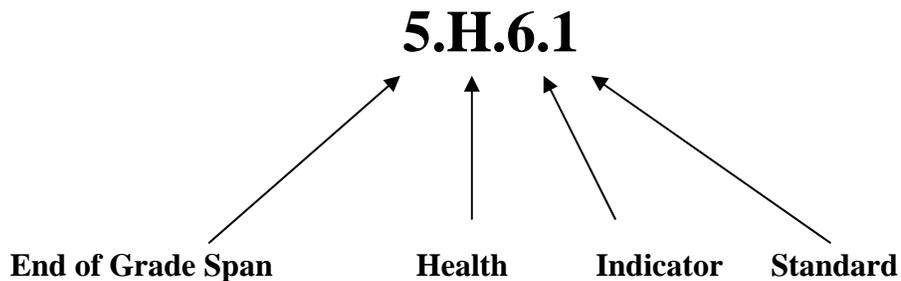
Because learning best occurs when students perform at all levels of the cognitive domain, the standards encompass applying, analyzing, evaluation, and creating, as well as remembering and

understanding. Even primary grade students can learn at the higher levels of the cognitive domain if the concepts and learning activities are developmentally appropriate. Standards are also intended to serve as a blueprint for organizing student assessment. Student achievement of all standards specified for each indicator supports the successful attainment of that indicator, ultimately increasing the likelihood that students will adopt and maintain healthy behaviors.

## **Guide to the Numbering and Symbol System Used in the Standards Document**

The SDHES document is coded to cross-reference the end of grade span, the subject, the indicator, and the standard number.

**Example: 5.H.6.1: Set a personal health goal and track progress toward its achievement.**

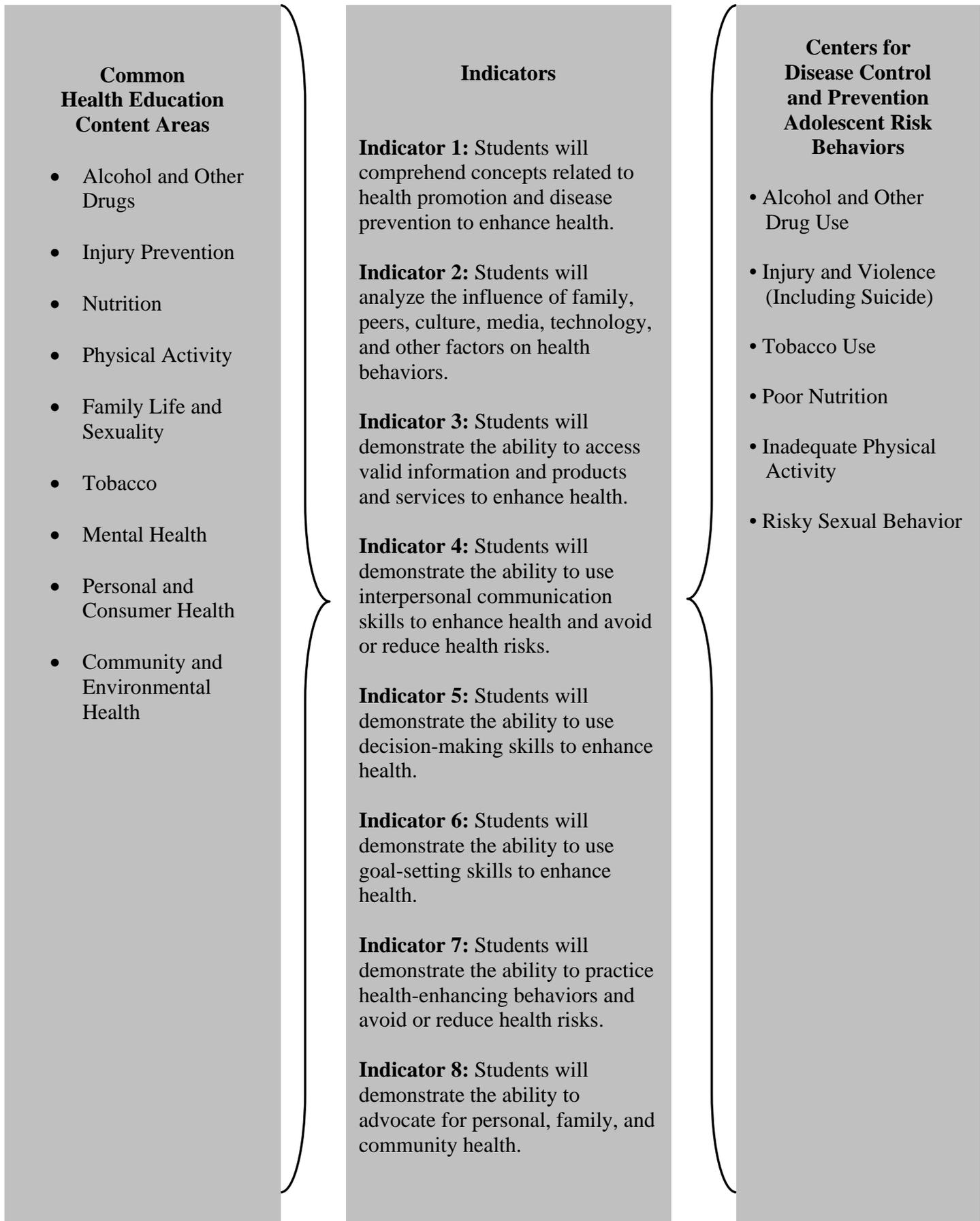


## **Building Curriculum: Integrating Health Content into the Indicators and Standards**

Historically, health education curricula were often organized around health content or topic areas. More recently, many health education curricula reflect the six priority adolescent risk behaviors identified by the U.S. Centers for Disease Control and Prevention. The object of the SDHES is to provide a framework from which curricula can be developed, allowing for the inclusion of health content and concepts that are appropriate for local needs. This approach allows the SDHES to remain relevant over time, and it enables state and local education agencies to determine the curriculum content that best addresses the needs of their students.

**Table 1.2** shows the relationship between the indicators, health content areas, and adolescent risk behaviors. The indicators are designed to encompass a wide range of content areas as well as promote healthy behaviors and decrease risky behaviors.

Many state education agencies will interpret the indicators and provide further direction to local education agencies to assist them with development of specific curricula that meet national and state standards. In recognition of this process, the SDHES document does not address specific health education content areas; instead, it provides a framework from which curricula can be developed independently. The selection of specific health content is left to state and local education agencies.



**Table 1.2** Relationship between the indicators, health content areas, and adolescent risk behaviors.

## Health Education Indicators — At A Glance

This section introduces the South Dakota Health Education Indicators. The eight indicators are presented, along with a rationale for each, and are followed by multiple standards by grade span.

The eight indicators broadly and collectively articulate what students should know and be able to do to adopt or maintain health-enhancing behaviors.

The eight rationale statements support the importance of and provide additional clarity, direction, and understanding of each indicator.

The standards articulate specifically what students should know or be able to do in support of each indicator by the conclusion of each of the following four grade spans:

- Pre-kindergarten through grade 2
- Grade 3 through grade 5
- Grade 6 through grade 8
- Grade 9 through grade 12

The indicators, rationales, and standards are first presented in order (indicators 1 through 8). For ease of identification, the standards are numbered sequentially. **(See pages 6-21.)**

Next, the indicators and standards are presented by each of the four grade spans. **(See pages 22-38.)**

# South Dakota Health Education Standards By Indicator

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## Health Education Indicator 1

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

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### RATIONALE

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This indicator 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 standards.

### Standards – Indicator 1

#### Pre-K–Grade 2

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- 2.H.1.1 Identify that healthy behaviors affect personal health.
- 2.H.1.2 Identify the multiple dimensions of health.
- 2.H.1.3 Describe ways to prevent communicable diseases.
- 2.H.1.4 List ways to prevent common childhood injuries
- 2.H.1.5 Describe why it is important to seek health care.

#### Grades 3–5

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- 5.H.1.1 Describe the relationship between healthy behaviors and personal health.
- 5.H.1.2 Identify examples of emotional, mental, physical, and social health.
- 5.H.1.3 Describe ways in which safe and healthy school and community environments can promote personal health.
- 5.H.1.4 Describe ways to prevent common childhood injuries and health problems.
- 5.H.1.5 Describe when it is important to seek health care.

*(continued)*

## **Standards – Indicator 1** *(continued)*

### **Grades 6–8**

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- 8.H.1.1 Analyze the relationship between healthy behaviors and personal health.
- 8.H.1.2 Describe the interrelationships of emotional, mental, physical, and social health in adolescence.
- 8.H.1.3 Analyze how the environment affects personal health.
- 8.H.1.4 Describe how family history can affect personal health.
- 8.H.1.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 8.H.1.6 Explain how appropriate health care can promote personal health.
- 8.H.1.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 8.H.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 8.H.1.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.

### **Grades 9–12**

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- 12.H.1.1 Predict how healthy behaviors can affect health status.
- 12.H.1.2 Describe the interrelationships of emotional, mental, physical, and social health.
- 12.H.1.3 Analyze how environment and personal health are interrelated.
- 12.H.1.4 Analyze how genetics and family history can affect personal health.
- 12.H.1.5 Propose ways to reduce or prevent injuries and health problems.
- 12.H.1.6 Analyze the relationship between access to health care and health status.
- 12.H.1.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 12.H.1.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
- 12.H.1.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.

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# Health Education Indicator 2

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

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## RATIONALE

Health is affected by a variety of positive and negative influences within society. This indicator 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.

## Standards – Indicator 2

### Pre-K–Grade 2

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- 2.H.2.1 Identify how the family influences personal health practices and behaviors.
- 2.H.2.2 Identify what the school can do to support personal health practices and behaviors.
- 2.H.2.3 Describe how the media can influence health behaviors.

### Grades 3–5

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- 5.H.2.1 Describe how the family influences personal health practices and behaviors.
- 5.H.2.2 Identify the influence of culture on health practices and behaviors.
- 5.H.2.3 Identify how peers can influence healthy and unhealthy behaviors.
- 5.H.2.4 Describe how the school and community can support personal health practices and behaviors.
- 5.H.2.5 Explain how media influences thoughts, feelings, and health behaviors.
- 5.H.2.6 Describe ways that technology can influence personal health.

*(continued)*

## **Standards – Indicator 2** *(continued)*

### **Grades 6–8**

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- 8.H.2.1 Examine how the family influences the health of adolescents.
- 8.H.2.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 8.H.2.3 Describe how peers influence healthy and unhealthy behaviors.
- 8.H.2.4 Analyze how the school and community can influence personal health practices and behaviors.
- 8.H.2.5 Analyze how messages from media influence health behaviors.
- 8.H.2.6 Analyze the influence of technology on personal and family health.
- 8.H.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors
- 8.H.2.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
- 8.H.2.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 8.H.2.10 Explain how school and public health policies can influence health promotion and disease prevention.

### **Grades 9–12**

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- 12.H.2.1 Analyze how the family influences the health of individuals.
- 12.H.2.2 Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- 12.H.2.3 Analyze how peers influence healthy and unhealthy behaviors.
- 12.H.2.4 Evaluate how the school and community can influence personal health practice and behaviors.
- 12.H.2.5 Evaluate the influence of media on personal and family health.
- 12.H.2.6 Evaluate the impact of technology on personal, family, and community health.
- 12.H.2.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 12.H.2.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 12.H.2.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 12.H.2.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

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# Health Education Indicator 3

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

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## RATIONALE

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

## Standards – Indicator 3

### Pre-K–Grade 2

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- 2.H.3.1 Identify trusted adults and professionals who can help promote health.
- 2.H.3.2 Identify ways to locate school and community health helpers.
- 2.H.3.3 Explain the type of help provided by school and community health helpers.

### Grades 3–5

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- 5.H.3.1 Identify characteristics of valid health information, products, and services.
- 5.H.3.2 Locate resources from home, school, and community that provide valid health information.

### Grades 6–8

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- 8.H.3.1 Locate valid and reliable health information products and services.
- 8.H.3.2 Analyze the validity of health information, products, and services.
- 8.H.3.3 Access valid health information from home, school, and community.
- 8.H.3.4 Determine the accessibility of products that enhance health.
- 8.H.3.5 Describe situations that may require professional health services.

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## **Standards – Indicator 3** *(continued)*

### **Grades 9–12**

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- 12.H.3.1 Access valid and reliable health information products and services.
- 12.H.3.2 Evaluate the validity of health information, products, and services.
- 12.H.3.3 Use resources from home, school, and community that provide valid health information.
- 12.H.3.4 Determine the accessibility of products and services that enhance health.
- 12.H.3.5 Determine when professional health services may be required.

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# Health Education Indicator 4

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

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## RATIONALE

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

## Standards – Indicator 4

### Pre-K–Grade 2

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- 2.H.4.1 Demonstrate healthy ways to express needs, wants, and feelings.
- 2.H.4.2 Demonstrate listening skills to enhance health.
- 2.H.4.3 Demonstrate ways to respond to an unwanted, threatening, or dangerous situation.
- 2.H.4.4 Demonstrate ways to tell a trusted adult if threatening or harmful behaviors affect self or others.

### Grades 3–5

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- 5.H.4.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 5.H.4.2 Demonstrate refusal skills that avoid or reduce health risks.
- 5.H.4.3 Demonstrate nonviolent strategies to manage or resolve conflict.
- 5.H.4.4 Demonstrate how to ask for assistance to enhance personal health.

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## **Standards – Indicator 4** *(continued)*

### **Grades 6–8**

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- 8.H.4.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 8.H.4.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 8.H.4.3 Demonstrate effective conflict management or resolution strategies.
- 8.H.4.4 Demonstrate how to ask for assistance to enhance the health of self and others.

### **Grades 9–12**

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- 12.H.4.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 12.H.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 12.H.4.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 12.H.4.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
- 12.H.4.5 Analyze refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.

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# Health Education Indicator 5

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

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## **RATIONALE**

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

## **Standards – Indicator 5**

### **Pre-K–Grade 2**

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- 2.H.5.1 Identify situations when a health-related decision is needed.
- 2.H.5.2 Differentiate between situations when a health-related decision can be made independently or when assistance is needed.
- 2.H.5.3 Describe potential consequences of health-related decisions.

### **Grades 3–5**

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- 5.H.5.1 Identify health-related situations that might require a thoughtful decision.
- 5.H.5.2 Analyze when assistance is needed in making a health-related decision.
- 5.H.5.3 List healthy options to health-related issues or problems.
- 5.H.5.4 Predict the potential outcomes of each option when making a health-related decision.
- 5.H.5.5 Choose a healthy option when making a decision.
- 5.H.5.6 Describe the outcomes of a health-related decision.

*(continued)*

## **Standards – Indicator 5** *(continued)*

### **Grades 6–8**

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- 8.H.5.1 Identify circumstances that can help or hinder healthy decision making.
- 8.H.5.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 8.H.5.3 Distinguish when individual or collaborative decision making is appropriate.
- 8.H.5.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
- 8.H.5.5 Predict the potential short-term impact of each alternative on self and others.
- 8.H.5.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 8.H.5.7 Analyze the outcomes of a health-related decision.

### **Grades 9–12**

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- 12.H.5.1 Examine barriers that can hinder healthy decision making.
- 12.H.5.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 12.H.5.3 Justify when individual or collaborative decision making is appropriate.
- 12.H.5.4 Generate alternatives to health-related issues or problems.
- 12.H.5.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 12.H.5.6 Defend the healthy choice when making decisions.
- 12.H.5.7 Evaluate the effectiveness of health-related decisions.

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# Health Education Indicator 6

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

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## RATIONALE

Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This indicator includes the critical steps that are 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.

## Standards – Indicator 6

### Pre-K–Grade 2

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- 2.H.6.1 Identify a short-term personal health goal and take action toward achieving the goal.
- 2.H.6.2 Identify who can help when assistance is needed to achieve a personal health goal.

### Grades 3–5

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- 5.H.6.1 Set a personal health goal and track progress toward its achievement.
- 5.H.6.2 Identify resources to assist in achieving a personal health goal.

### Grades 6–8

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- 8.H.6.1 Assess personal health practices.
- 8.H.6.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 8.H.6.3 Apply strategies and skills needed to attain a personal health goal.
- 8.H.6.4 Describe how personal health goals can vary with changing abilities, priorities, resources and responsibilities.

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## **Standards – Indicator 6** *(continued)*

### **Grades 9–12**

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12.H.6.1 Assess personal health practices and overall health status.

12.H.6.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.

12.H.6.3 Implement strategies and monitor progress in achieving a personal health goal.

12.H.6.4 Formulate an effective long-term personal health plan.

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# Health Education Indicator 7

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

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## 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 indicator promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

## Standards – Indicator 7

### Pre-K–Grade 2

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2.H.7.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.

2.H.7.2 Demonstrate behaviors that avoid or reduce health risks.

### Grades 3–5

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5.H.7.1 Identify responsible personal health behaviors.

5.H.7.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

5.H.7.3 Demonstrate a variety of behaviors that avoid or reduce health risks.

### Grades 6–8

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8.H.7.1 Explain the importance of assuming responsibility for personal health behaviors.

8.H.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

8.H.7.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

*(continued)*

## **Standards – Indicator 7** *(continued)*

### **Grades 9–12**

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- 12.H.7.1 Analyze the role of individual responsibility in enhancing health.
- 12.H.7.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- 12.H.7.3 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

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# Health Education Indicator 8

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

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## RATIONALE

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

## Standards – Indicator 8

### Pre-K–Grade 2

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- 2.H.8.1 Make requests to promote personal health.
- 2.H.8.2 Encourage others to make positive health choices.

### Grades 3–5

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- 5.H.8.1 Express opinions and give accurate information about health issues.
- 5.H.8.2 Support others in making positive health choices.

### Grades 6–8

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- 8.H.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.H.8.2 Demonstrate how to influence and support others to make positive health choices.
- 8.H.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.
- 8.H.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

*(continued)*

## **Standards – Indicator 8** *(continued)*

### **Grades 9–12**

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- 12.H.8.1 Use accurate peer and societal norms to formulate a health-enhancing message.
- 12.H.8.2 Demonstrate how to persuade and support others to make positive health choices.
- 12.H.8.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 12.H.8.4 Adapt health messages and communication techniques to a specific target audience.

# South Dakota Health Education Standards By Grade Span

## PRE-KINDERGARTEN – GRADE 2

For all eight indicators, the standards are the specific concepts and skills that students *should know* and *be able to do* by the end of grade 2.

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### Health Education Indicator 1

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

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As a result of health instruction in pre-kindergarten through grade 2, students will

- 2.H.1.1 Identify that healthy behaviors affect personal health.
  - 2.H.1.2 Identify the multiple dimensions of health.
  - 2.H.1.3 Describe ways to prevent communicable diseases.
  - 2.H.1.4 List ways to prevent common childhood injuries.
  - 2.H.1.5 Describe why it is important to seek health care.
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### Health Education Indicator 2

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

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As a result of health instruction in pre-kindergarten through grade 2, students will

- 2.H.2.1 Identify how the family influences personal health practices and behaviors.
- 2.H.2.2 Identify what the school can do to support personal health practices and behaviors.
- 2.H.2.3 Describe how the media can influence health behaviors.

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## Health Education Indicator 3

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

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As a result of health instruction in pre-kindergarten through grade 2, students will

- 2.H.3.1 Identify trusted adults and professionals who can help promote health.
  - 2.H.3.2 Identify ways to locate school and community health helpers.
  - 2.H.3.3 Explain the type of help provided by school and community health helpers.
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## Health Education Indicator 4

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

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As a result of health instruction in pre-kindergarten through grade 2, students will

- 2.H.4.1 Demonstrate healthy ways to express needs, wants, and feelings.
  - 2.H.4.2 Demonstrate listening skills to enhance health.
  - 2.H.4.3 Demonstrate ways to respond to an unwanted, threatening, or dangerous situation.
  - 2.H.4.4 Demonstrate ways to tell a trusted adult if threatening or harmful behaviors affect self or others.
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## Health Education Indicator 5

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

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As a result of health instruction in pre-kindergarten through grade 2, students will

- 2.H.5.1 Identify situations when a health-related decision is needed.
  - 2.H.5.2 Differentiate between situations when a health-related decision can be made independently or when assistance is needed.
  - 2.H.5.3 Describe potential consequences of health-related decisions.
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## **Health Education Indicator 6**

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

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As a result of health instruction in pre-kindergarten through grade 2, students will

- 2.H.6.1 Identify a short-term personal health goal and take action toward achieving the goal.
  - 2.H.6.2 Identify who can help when assistance is needed to achieve a personal health goal.
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## **Health Education Indicator 7**

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

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As a result of health instruction in grades pre-kindergarten through 2, students will

- 2.H.7.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
  - 2.H.7.2 Demonstrate behaviors that avoid or reduce health risks.
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## **Health Education Indicator 8**

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

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As a result of health instruction in pre-kindergarten through grade 2, students will

2.H.8.1 Make requests to promote personal health.

2.H.8.2 Encourage others to make positive health choices.

# GRADES 3-5

For all eight indicators, the standards are the specific concepts and skills that students *should know* and *be able to do* by the end of grade 5.

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## Health Education Indicator 1

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

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As a result of health instruction in grades 3 through 5, students will

- 5.H.1.1 Describe the relationship between healthy behaviors and personal health.
  - 5.H.1.2 Identify examples of emotional, mental, physical, and social health.
  - 5.H.1.3 Describe ways in which safe and healthy school and community environments can promote personal health.
  - 5.H.1.4 Describe ways to prevent common childhood injuries and health problems.
  - 5.H.1.5 Describe when it is important to seek health care.
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## Health Education Indicator 2

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

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As a result of health instruction in grades 3 through 5, students will

- 5.H.2.1 Describe how the family influences personal health practices and behaviors.
- 5.H.2.2 Identify the influence of culture on health practices and behaviors.
- 5.H.2.3 Identify how peers can influence healthy and unhealthy behaviors.
- 5.H.2.4 Describe how the school and community can support personal health practices and behaviors.
- 5.H.2.5 Explain how media influences thoughts, feelings, and health behaviors.

5.H.2.6 Describe ways that technology can influence personal health.

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## Health Education Indicator 3

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

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As a result of health instruction in grades 3 through 5, students will

5.H.3.1 Identify characteristics of valid health information, products, and services.

5.H.3.2 Locate resources from home, school, and community that provide valid health information.

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## Health Education Indicator 4

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

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As a result of health instruction in grades 3 through 5, students will

5.H.4.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.

5.H.4.2 Demonstrate refusal skills that avoid or reduce health risks.

5.H.4.3 Demonstrate nonviolent strategies to manage or resolve conflict.

5.H.4.4 Demonstrate how to ask for assistance to enhance personal health.

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## Health Education Indicator 5

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

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As a result of health instruction in grades 3 through 5, students will

5.H.5.1 Identify health-related situations that might require a thoughtful decision.

- 5.H.5.2 Analyze when assistance is needed in making a health-related decision.
  - 5.H.5.3 List healthy options to health-related issues or problems.
  - 5.H.5.4 Predict the potential outcomes of each option when making a health-related decision.
  - 5.H.5.5 Choose a healthy option when making a decision.
  - 5.H.5.6 Describe the outcomes of a health-related decision.
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## Health Education Indicator 6

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

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As a result of health instruction in grades 3 through 5, students will

- 5.H.6.1 Set a personal health goal and track progress toward its achievement.
  - 5.H.6.2 Identify resources to assist in achieving a personal health goal.
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## Health Education Indicator 7

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

---

As a result of health instruction in grades 3 through 5, students will

- 5.H.7.1 Identify responsible personal health behaviors.
- 5.H.7.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
- 5.H.7.3 Demonstrate a variety of behaviors that avoid or reduce health risks.

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# Health Education Indicator 8

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

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As a result of health instruction in grades 3 through 5, students will

5.H.8.1 Express opinions and give accurate information about health issues.

5.H.8.2 Support others to make positive health choices.

# GRADES 6-8

For all eight indicators, the standards are the specific concepts and skills that students *should know* and *be able to do* by the end of grade 8.

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## Health Education Indicator 1

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

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As a result of health instruction in grades 6 through 8, students will

- 8.H.1.1 Analyze the relationship between healthy behaviors and personal health.
  - 8.H.1.2 Describe the interrelationships of emotional, mental, physical, and social health in adolescence.
  - 8.H.1.3 Analyze how the environment affects personal health.
  - 8.H.1.4 Describe how family history can affect personal health.
  - 8.H.1.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
  - 8.H.1.6 Explain how appropriate health care can promote personal health.
  - 8.H.1.7 Describe the benefits of and barriers to practicing healthy behaviors.
  - 8.H.1.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
  - 8.H.1.9 Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
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## Health Education Indicator 2

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

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As a result of health instruction in grades 6 through 8, students will

- 8.H.2.1 Examine how the family influences the health of adolescents.
- 8.H.2.2 Describe the influence of culture on health beliefs, practices, and behaviors.

- 8.H.2.3 Describe how peers influence healthy and unhealthy behaviors.
  - 8.H.2.4 Analyze how the school and community can influence personal health practices and behaviors.
  - 8.H.2.5 Analyze how messages from media influence health behaviors.
  - 8.H.2.6 Analyze the influence of technology on personal and family health.
  - 8.H.2.7 Explain how the perceptions of norms influence healthy and unhealthy behaviors.
  - 8.H.2.8 Explain the influence of personal values and beliefs on individual health practices and behaviors.
  - 8.H.2.9 Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
  - 8.H.2.10 Explain how school and public health policies can influence health promotion and disease prevention.
- 

## Health Education Indicator 3

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

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As a result of health instruction in grades 6 through 8, students will

- 8.H.3.1 Locate valid and reliable health information, products and services.
  - 8.H.3.2 Analyze the validity of health information, products, and services.
  - 8.H.3.3 Access valid health information from home, school, and community.
  - 8.H.3.4 Determine the accessibility of products that enhance health.
  - 8.H.3.5 Describe situations that may require professional health services.
- 

## Health Education Indicator 4

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

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As a result of health instruction in grades 6 through 8, students will

- 8.H.4.1 Apply effective verbal and nonverbal communication skills to enhance health.
  - 8.H.4.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
  - 8.H.4.3 Demonstrate effective conflict management or resolution strategies.
  - 8.H.4.4 Demonstrate how to ask for assistance to enhance the health of self and others.
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## Health Education Indicator 5

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

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As a result of health instruction in grades 6 through 8, students will

- 8.H.5.1 Identify circumstances that can help or hinder healthy decision making.
  - 8.H.5.2 Determine when health-related situations require the application of a thoughtful decision-making process.
  - 8.H.5.3 Distinguish when individual or collaborative decision making is appropriate.
  - 8.H.5.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
  - 8.H.5.5 Predict the potential short-term impact of each alternative on self and others.
  - 8.H.5.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
  - 8.H.5.7 Analyze the outcomes of a health-related decision.
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## Health Education Indicator 6

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

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As a result of health instruction in grades 6 through 8, students will

- 8.H.6.1 Assess personal health practices.
- 8.H.6.2 Develop a goal to adopt, maintain, or improve a personal health practice.

8.H.6.3 Apply strategies and skills needed to attain a personal health goal.

8.H.6.4 Describe how personal health goals can vary with changing abilities, priorities, resources and responsibilities.

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## Health Education Indicator 7

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

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As a result of health instruction in grades 6 through 8, students will

8.H.7.1 Explain the importance of assuming responsibility for personal health behaviors.

8.H.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.

8.H.7.3 Demonstrate behaviors that avoid or reduce health risks to self and others.

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## Health Education Indicator 8

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

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As a result of health instruction in grades 6 through 8, students will

8.H.8.1 State a health-enhancing position on a topic and support it with accurate information.

8.H.8.2 Demonstrate how to influence and support others to make positive health choices.

8.H.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.

8.H.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

# GRADES 9-12

For all eight indicators, the standards are the specific concepts and skills that students *should know* and *be able to do* by the end of grade 12.

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## Health Education Indicator 1

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

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As a result of health instruction in grades 9 through 12, students will

- 12.H.1.1 Predict how healthy behaviors can affect health status.
  - 12.H.1.2 Describe the interrelationships of emotional, mental, physical, and social health.
  - 12.H.1.3 Analyze how environment and personal health are interrelated.
  - 12.H.1.4 Analyze how genetics and family history can affect personal health.
  - 12.H.1.5 Propose ways to reduce or prevent injuries and health problems.
  - 12.H.1.6 Analyze the relationship between access to health care and health status.
  - 12.H.1.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
  - 12.H.1.8 Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.
  - 12.H.1.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.
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## Health Education Indicator 2

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

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As a result of health instruction in grades 9 through 12, students will

- 12.H.2.1 Analyze how the family influences the health of individuals.
  - 12.H.2.2 Analyze how culture supports and challenges health beliefs, practices, and behaviors.
  - 12.H.2.3 Analyze how peers influence healthy and unhealthy behaviors.
  - 12.H.2.4 Evaluate how the school and community can influence personal health practice and behaviors.
  - 12.H.2.5 Evaluate the influence of media on personal and family health.
  - 12.H.2.6 Evaluate the impact of technology on personal, family, and community health.
  - 12.H.2.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
  - 12.H.2.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
  - 12.H.2.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
  - 12.H.2.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.
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## Health Education Indicator 3

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

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As a result of health instruction in grades 9 through 12, students will

- 12.H.3.1 Access valid and reliable health information, products and services.
- 12.H.3.2 Evaluate the validity of health information, products, and services.
- 12.H.3.3 Use resources from home, school, and community that provide valid health information.
- 12.H.3.4 Determine the accessibility of products and services that enhance health.
- 12.H.3.5 Determine when professional health services may be required.

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## Health Education Indicator 4

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

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As a result of health instruction in grades 9 through 12, students will

- 12.H.4.1 Use skills for communicating effectively with family, peers, and others to enhance health.
  - 12.H.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
  - 12.H.4.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
  - 12.H.4.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
  - 12.H.4.5 Analyze refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risk.
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## Health Education Indicator 5

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

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As a result of health instruction in grades 9 through 12, students will

- 12.H.5.1 Examine barriers that can hinder healthy decision making.
- 12.H.5.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 12.H.5.3 Justify when individual or collaborative decision making is appropriate.
- 12.H.5.4 Generate alternatives to health-related issues or problems.
- 12.H.5.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 12.H.5.6 Defend the healthy choice when making decisions.

12.H.5.7 Evaluate the effectiveness of health-related decisions.

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## Health Education Indicator 6

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

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As a result of health instruction in grades 9 through 12, students will

12.H.6.1 Assess personal health practices and overall health status.

12.H.6.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.

12.H.6.3 Implement strategies and monitor progress in achieving a personal health goal.

12.H.6.4 Formulate an effective long-term personal health plan.

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## Health Education Indicator 7

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

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As a result of health instruction in grades 9 through 12, students will

12.H.7.1 Analyze the role of individual responsibility in enhancing health.

12.H.7.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

12.H.7.3 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

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# Health Education Indicator 8

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

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As a result of health instruction in grades 9 through 12, students will

- 12.H.8.1 Use accurate peer and societal norms to formulate a health-enhancing message.
- 12.H.8.2 Demonstrate how to persuade and support others to make positive health choices.
- 12.H.8.3 Work cooperatively as an advocate for improving personal, family, and community health.
- 12.H.8.4 Adapt health messages and communication techniques to a specific target audience.

