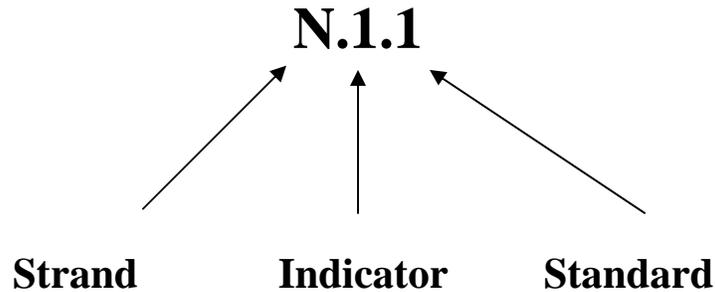


Health Education Course Standards for High School Graduation Requirement

Approved by the SD Board of Education
July 10, 2006

Guide to the Numbering and Symbol System Used in the Document

Standards are coded to cross-reference strands, indicators, and standards.



Strand refers to the major area of health education this group of standards address.

These strands are coded:

- CC** for Core Concepts
- INF** for Analyzing Influences
- AI** for Accessing Information
- IC** for Interpersonal Communication
- DM** for Decision Making
- GS** for Goal Setting
- SM** for Self Management
- AV** for Advocacy

Indicator refers to the number of the indicator for this strand. Each strand has one indicator that describes key aspects of the strand.

Standard refers to the number of the grade-level standard for the indicator. Each indicator has one or more standard(s) that describes what students will know and be able to do related to the indicator.

Supporting Skills and Examples These include enabling skills students may need to be taught in order to achieve the standards. Examples provide clarification and represent possible activities or sub-skills classroom instructors could use in teaching the supporting skills.

Health Education Course Content Standards

Strand: Core Concepts

Indicator 1: Students will evaluate concepts related to health promotion and disease prevention to enhance health.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
Creating	<p>CC.1.1 Students will predict how healthy behaviors can impact health status.</p> <p><i>For example, to meet this standard, students may:</i></p> <ul style="list-style-type: none"> • Evaluate and model a variety of health-enhancing behaviors. • Formulate a plan to prevent, reduce or delay health problems.
Understanding	<p>CC.1.2 Students will describe the interrelationships of the dimensions of health.</p> <p><i>For example, to meet this standard, students may:</i></p> <ul style="list-style-type: none"> • Model practices which enhance emotional, intellectual, physical, spiritual, environmental, social and mental health. • Describe how environmental health and interpersonal health are interrelated. • Analyze how mental health and overall well-being are interrelated.
Analyzing	<p>CC.1.3 Students will analyze how genetics and family history can impact personal health problems.</p> <p><i>For example, to meet this standard, students may:</i></p> <ul style="list-style-type: none"> • Investigate various genetic conditions and health practices which may influence the cause or prevention of diseases.

Strand: Analyzing Influences

Indicator 1: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
Analyzing	<p>INF.1.1 Students will analyze how family, culture, and personal beliefs influence health practices and behaviors.</p> <p><i>For example, to meet this standard, students may:</i></p> <ul style="list-style-type: none">• Describe how family, culture, and personal beliefs influence health behaviors.• Evaluate how cultural diversity enriches and challenges health behaviors.
Evaluating	<p>INF.1.2 Students will evaluate the impact of technology and media on personal, family, and community health.</p> <p><i>For example, to meet this standard, students may:</i></p> <ul style="list-style-type: none">• Compare and contrast the positive and negative effects of technology and media on health choices and practices.
Analyzing	<p>INF.1.3 Students will analyze how peers influence healthy and unhealthy behaviors.</p> <p><i>For example, to meet this standard, students may:</i></p> <ul style="list-style-type: none">• Evaluate examples of social pressure which result in risky behaviors.• Evaluate examples of social pressure which result in health enhancing behaviors.
Understanding	<p>INF.1.4 Students will examine school and public health policies and government regulations that influence health promotion and disease prevention.</p> <p><i>For example, to meet this standard, students may:</i></p> <ul style="list-style-type: none">• Describe how laws and policies protect personal and public health in a global society.

Strand: Accessing Information

Indicator 1: Students will demonstrate the ability to access valid information, and products and services to enhance health.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
Remembering	<p>AI.1.1 Students will access valid and reliable health information, and products and services.</p> <p><i>For example, to meet this standard, students may:</i></p> <ul style="list-style-type: none">• Research home, school, community, regional and global resources that provide valid health information, and products and services• Classify the health information, and products and services available in the community.• Identify and cite sources, examine validity of sources and provide rationale for appropriateness of sources.• Demonstrate ability to access appropriate community resources to meet specific needs.

Strand: Interpersonal Communication

Indicator 1: Students will use interpersonal communication skills to positively impact health.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
Applying	<p>IC.1.1 Students will utilize skills for communicating effectively with family, peers, and others to enhance health.</p> <p><i>For example, to meet this standard, students may:</i></p> <ul style="list-style-type: none">• Model effective communication techniques when interacting with family peers and community.• Analyze how communication skills are used to build and maintain healthy relationships.
Applying	<p>IC.1.2 Students will demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p><i>For example, to meet this standard, students may:</i></p> <ul style="list-style-type: none">• Model refusal, negotiation, and collaboration skills to avoid and reduce potentially harmful situations.• Analyze and select appropriate resolution strategies.
Applying	<p>IC.1.3 Students will demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others.</p> <p><i>For example, to meet this standard, students may:</i></p> <ul style="list-style-type: none">• Model healthy ways to express needs, wants and feelings.• Assess effectiveness of interpersonal communication skills and adjust appropriately.
Applying	<p>IC.1.4 Students will demonstrate how to ask for and offer assistance to enhance the health of self and others.</p> <p><i>For example, to meet this standard, students may:</i></p> <ul style="list-style-type: none">• Analyze behaviors/situations which create bridges and barriers to effective communication.• Demonstrate skill in expressing personal problems and in seeking assistance.• Identify situations and methods to assist others with health-related issues.

Strand: Decision Making

Indicator 1: Students will demonstrate the ability to use decision-making skills to enhance health.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
Evaluating	<p>DM.1.1 Students will evaluate the role of personal responsibility in health-related decisions.</p> <p><i>For example, to meet this standard, students may:</i></p> <ul style="list-style-type: none">• Examine barriers that can hinder healthy decision making.• Predict short and long-term benefits and consequences of decisions.• Determine when individual or collaborative decision making is appropriate.
Evaluating	<p>DM.1.2 Students will assess the effectiveness of health-related decisions.</p> <p><i>For example, to meet this standard, students may:</i></p> <ul style="list-style-type: none">• Defend healthy choices when making decisions.• Generate alternatives to health-related issues or problems.• Model personal responsibility in health-related choices/decisions.

Strand: Goal Setting

Indicator 1: Students will demonstrate the ability to use goal setting skills to enhance health.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
Creating	<p>GS.1.1 Students will formulate strategies for achieving and maintaining personal goals.</p> <p><i>For example, to meet this standard, students may:</i></p> <ul style="list-style-type: none">• Assess personal health practices and overall health goals.• Design a plan to attain personal health goals.• Implement strategies to achieve personal health goals.• Monitor and make appropriate adjustments to the personal health plan.

Strand: Self Management

Indicator 1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce risks.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
Analyzing	<p>SM.1.1 Analyze the role of individual responsibility for enhancing health.</p> <p><i>For example, to meet this standard, students may:</i></p> <ul style="list-style-type: none">• Examine personal values and beliefs for healthy behaviors.• Identify a variety of behaviors to avoid or reduce health risks.• Put into practice behaviors that will improve individual health.

Strand: Advocacy

Indicator 1: Students will demonstrate the ability to advocate for personal, family and community health.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
Understanding	<p>AV.1.1 Students will demonstrate how to influence others to make positive health choices.</p> <p><i>For example, to meet this standard, students may:</i></p> <ul style="list-style-type: none">• Model positive behaviors which influence others to make healthy choices.• Persuade others to adopt healthy behaviors.
Understanding	<p>AV.1.2 Students will demonstrate how to support others to make positive health choices.</p> <p><i>For example, to meet this standard, students may:</i></p> <ul style="list-style-type: none">• Work individually or cooperatively as advocates for improving personal, family and community health.• Advocate to dispel stigma that prevents people from accessing health services.

Acknowledgements

The health education course standards are a result of the contributions of educators from across the state. The committee members represent individuals from across South Dakota dedicated to their profession and to high quality health education for all South Dakota students. The South Dakota Department of Education wishes to express appreciation and gratitude to the individuals and the organizations they represent who contributed expertise and time to the development of the health education course standards.

South Dakota Health Education Course Standards Development Committee

Benda Berseth, Physical Education Teacher, Medary Elementary School, Brookings School District

Brenda Gomarko, High School Health and Physical Education Teacher, Sisseton School District

Marilyn Jensen, Health Instructor, University of South Dakota

Maggie Kennedy, High School Physical Education and Health Teacher, Academies, Rapid City Area Schools

Sandy Klarenbeek, Health Educator, Black Hills State University

Erin Larsen, High School Health and Physical Education Teacher, Pierre School District

Jeanne Sinclair, High School Physical Education Teacher, Milbank School District

Sharon Thyen, High School Health and Wellness Teacher, Watertown School District