

# South Dakota Health Education Standards

## By Grade Span

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### **Pre-Kindergarten – Grade 2**

For all eight standards, the performance indicators 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 Standard 1**

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

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

- 1.2.1 Identify that healthy behaviors affect personal health.
- 1.2.2 Identify the multiple dimensions of health.
- 1.2.3 Describe ways to prevent communicable diseases.
- 1.2.4 List ways to prevent common childhood injuries.
- 1.2.5 Describe why 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.*

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

- 2.2.1 Identify how the family influences personal health practices and behaviors.
- 2.2.2 Identify what the school can do to support personal health practices and behaviors.
- 2.2.3 Describe how the media can influence health behaviors.

#### **Health Education Standard 3**

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

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

- 3.2.1 Identify trusted adults and professionals who can help promote health.
- 3.2.2 Identify ways to locate school and community health helpers.
- 3.2.3 Explain the type of help provided by school and community health helpers.

## **Health Education Standard 4**

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

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

- 4.2.1 Demonstrate healthy ways to express needs, wants, and feelings.
- 4.2.2 Demonstrate listening skills to enhance health.
- 4.2.3 Demonstrate ways to respond to an unwanted, threatening or dangerous situation.
- 4.2.4 Demonstrate ways to tell a trusted adult if threatening or harmful behaviors affect self or others.

## **Health Education Standard 5**

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

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

- 5.2.1 Identify situations when a health-related decision is needed.
- 5.2.2 Differentiate between situations when a health-related decision can be made independently or when assistance is needed.
- 5.2.3 Describe potential consequences of health related decisions.

## **Health Education Standard 6**

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

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

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

## **Health Education Standard 7**

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

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

- 7.2.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- 7.2.2 Demonstrate behaviors that avoid or reduce health risks.

## **Health Education Standard 8**

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

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

- 8.2.1 Make requests to promote personal health.
- 8.2.2 Encourage others to make positive health choices.

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## **Grades 3-5**

For all eight standards, the performance indicators 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 Standard 1**

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

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

- 1.5.1 Describe the relationship between healthy behaviors and personal health.
- 1.5.2 Identify examples of emotional, mental, physical, and social health.
- 1.5.3 Describe ways in which safe and health school and community environment can promote personal health.
- 1.5.4 Describe ways to prevent common childhood injuries and health problems.
- 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.*

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

- 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.
- 2.5.4 Describe how the school and community can support personal health practices and 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.*

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

- 3.5.1 Identify characteristics of valid health information, products, and services.
- 3.5.2 Locate resources from home, school, and community that provide valid 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.*

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

- 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
- 4.5.2 Demonstrate refusal skills that avoid or reduce health risks.
- 4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.
- 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.*

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

- 5.5.1 Identify health-related situations that might require a thoughtful decision.
- 5.5.2 Analyze when assistance is needed in 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.*

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

- 6.5.1 Set a personal health goal and track progress toward its achievement.
- 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.*

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

- 7.5.1 Identify responsible personal health behaviors.

- 7.5.2 Demonstrate a variety of health 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.*

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

- 8.5.1 Express opinions and give accurate information about health issues.
- 8.5.2 Support others to make positive health choices.

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## **Grades 6-8**

For all eight standards, the performance indicators 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 Standard 1**

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

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

- 1.8.1 Analyze the relationship between healthy behaviors and personal health.
- 1.8.2 Describe the interrelationships of emotional, mental, physical and social health in adolescence.
- 1.8.3 Analyze how the environment affects personal health.
- 1.8.4 Describe how family history can affect personal health.
- 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.
- 1.8.6 Explain how appropriate health care can promote personal health.
- 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.
- 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
- 1.8.9 Examine the potential seriousness 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.*

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

- 2.8.1 Examine how the family influences the health of adolescents.
- 2.8.2 Describe the influence of culture on health beliefs, practices, and behaviors.
- 2.8.3 Describe how peers influence healthy and unhealthy behaviors.
- 2.8.4 Analyze how the school and community can influence personal health practices and behaviors.
- 2.8.5 Analyze how messages from media influence health behaviors.
- 2.8.6 Analyze the influence of technology on personal and family health.
- 2.8.7 Explain 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.

- 2.8.9 Describe 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.

### **Health Education Standard 3**

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

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

- 3.8.1 Locate valid and reliable health information, products and services.
- 3.8.2 Analyze the validity of health information, products, and services.
- 3.8.3 Access valid health information from home, school, and community.
- 3.8.4 Determine the accessibility of products that enhance health.
- 3.8.5 Describe situations that may require professional health services.

### **Health Education Standard 4**

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

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

- 4.8.1 Apply effective verbal and nonverbal communication skills to enhance health.
- 4.8.2 Demonstrate refusal and negotiation skills that avoid or reduce health risks.
- 4.8.3 Demonstrate effective conflict management or resolution strategies.
- 4.8.4 Demonstrate how to ask for 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.*

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

- 5.8.1 Identify circumstances that can help or hinder healthy decision making.
- 5.8.2 Determine when health-related situations require the application of a thoughtful decision-making process.
- 5.8.3 Distinguish when individual or collaborative decision making is appropriate.
- 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.

- 5.8.5 Predict the potential short-term impact of each alternative on self and others.
- 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
- 5.8.7 Analyze the outcomes of a health-related decision.

## **Health Education Standard 6**

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

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

- 6.8.1 Assess personal health practices.
- 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.
- 6.8.3 Apply strategies and skills needed to attain a personal health goal.
- 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, resources and responsibilities.

## **Health Education Standard 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 6 through 8, students will:

- 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.
- 7.8.2 Demonstrate 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.

## **Health Education Standard 8**

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

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

- 8.8.1 State a health-enhancing position on a topic and support it with accurate information.
- 8.8.2 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.
- 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences.

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## **Grades 9-12**

For all eight standards, the performance indicators 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 Standard 1**

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

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

- 1.12.1 Predict how healthy behaviors can affect health status.
- 1.12.2 Describe the interrelationships of emotional, mental, physical and social health in adolescence.
- 1.12.3 Analyze how the environment affects personal health.
- 1.12.4 Analyze how genetics and family history can affect personal health.
- 1.12.5 Propose ways to reduce or prevent injuries and health problems
- 1.12.6 Analyze the relationship between access to health care and health status.
- 1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.
- 1.12.8 Analyze personal susceptibility to injury, illness, or death 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 healthy behaviors.*

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

- 2.12.1 Analyze how the family influences the health of individuals.
- 2.12.2 Analyze how culture supports and challenges health beliefs, practices and behaviors.
- 2.12.3 Analyze how peers influence healthy and unhealthy behaviors.
- 2.12.4 Evaluate how the school and community can influence personal health practice and behaviors.
- 2.12.5 Evaluate the influence of media on personal and family health.
- 2.12.6 Evaluate the impact of technology on personal, family, and community health.

- 2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.
- 2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.
- 2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
- 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.*

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

- 3.12.1 Access valid and reliable health information, products and services.
- 3.12.2 Evaluate the validity of health information, products, and services.
- 3.12.3 Use resources from home, school, and community that provide valid health information.
- 3.12.4 Determine the accessibility of products and services that enhance health.
- 3.12.5 Determine when professional health services may be required.

### **Health Education Standard 4**

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

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

- 4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.
- 4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
- 4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
- 4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.
- 4.12.5 Analyze refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risk.

### **Health Education Standard 5**

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

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

- 5.12.1 Examine barriers that can hinder healthy decision making.
- 5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.
- 5.12.3 Justify when individual or collaborative decision making is appropriate.
- 5.12.4 Generate alternatives to health-related issues or problems.
- 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.
- 5.12.6 Defend the healthy choice when making decisions
- 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.*

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

- 6.12.1 Assess personal health practices and overall health status.
- 6.12.2 Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- 6.12.3 Implement strategies and monitor progress in achieving a personal health goal.
- 6.12.4 Formulate an effective long-term personal health plan.

## **Health Education Standard 7**

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

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

- 7.12.1 Analyze the role of individual responsibility in enhancing health.
- 7.12.2 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of 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.*

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

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