**Health Education Standards**

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| **Strand Health Education** |
| Standard HE 1 - Health Concepts |
| Standard HE 2 - Health Information, Products, and Services |
| Standard HE 3 - Health Promotion and Risk Reduction |
| Standard HE 4 - Influences on Health |
| Standard HE 5 - Communication and Advocacy Skills |
| Standard HE 6 - Decision-Making and Goal-Setting Skills |

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| **Standard HE 1** | **Health Concepts: Health literate students comprehend concepts related to health promotion and disease prevention to enhance health.** | | | | | | | | | |
| **Childhood** | | | | | | | | | | |
| **Performance Expectations** | **Kindergarten** | | | **Grade 1** | | | | | **Grade 2** | |
| **1.1 Health Concepts, Behaviors and Personal Health** | Students name basic healthy behaviors, including nutrition; personal health; and safety and injury prevention. | | | Students name basic health terms and behaviors, including healthy relationships; nutrition; personal health; and safety and injury prevention. | | | | | Students recognize healthy behaviors Including healthy relationships; nutrition; personal health; and safety and injury prevention. | |
| **1.2 Dimensions of Health** | Students name the dimensions of health including physical and social health. | | | Students identify dimensions of health including physical, mental, social, emotional and health. | | | | | Students recognize the multiple dimensions of health including physical, mental, social, and emotional. | |
| **1.3 Health Conditions** | Students list prevention strategies for common childhood communicable diseases. | | | Students identify the transmission and prevention of common childhood communicable diseases. | | | | | Students describe the transmission and prevention of common childhood communicable diseases. | |
| **1.4 Environment and Personal Health** | Students list qualities of a safe and healthy school environment. | | | Students identify ways a safe and healthy school environment can promote personal health. | | | | | Students describe ways a safe and healthy school environment can promote personal health. | |
| **1.5 Growth and Development** | Students name personal and public body parts. | | | Students label personal and public body parts. | | | | | Students recognize that the body changes throughout the lifespan. | |
| **Performance Expectations** | **Grade 3** | | | **Grade 4** | | | | | **Grade 5** | |
| **1.1 Health Concepts, Behaviors and Personal Health** | Students describe how healthy behaviors impact personal health, including healthy relationships; nutrition; safety and injury prevention; and substance use prevention. | | | Students describe how healthy and unhealthy behaviors impact personal health, including healthy relationships; nutrition; safety and injury prevention; and substance use prevention. | | | | | Students predict how healthy and unhealthy behaviors affect personal health, including healthy relationships; nutrition; safety and injury prevention; and substance use prevention. | |
| **1.2 Dimensions of Health** | Students recall the dimensions of health including physical, mental, social, and emotional. | | | Students define the dimensions of health including physical, mental, social, and emotional. | | | | | Students explain the dimensions of health including physical, mental, social, and emotional. | |
| **1.3 Health Conditions** | Students identify ways to prevent and detect common childhood health conditions. | | | Students identify ways to prevent, detect, treat, and/or manage common childhood health conditions. | | | | | Students describe ways to prevent, detect, treat, and/or manage common childhood health conditions. | |
| **1.4 Environment and Personal Health** | Students explain ways a safe and healthy environment can promote personal health. | | | Students explain ways a safe and healthy environment can positively and negatively impact personal health. | | | | | Students identify current health issues that relate to one’s environment and the impact on personal health. | |
| **1.5 Growth and Development** | Students recognize that bodies change at different rates. | | | Students explore ways their bodies  grow, change, and develop through adolescence. | | | | | Students describe how their bodies  grow, change, and develop physically, mentally, socially, and emotionally through adolescence. | |
| **Standard HE 2** | **Health Information, Products, and Services: Health literate students can demonstrate the ability to access reliable health information, services, and products to enhance health.** | | | | | | | | | |
| **Childhood** | | | | | | | | | | |
| **Performance Expectations** | **Kindergarten** | **Grade 1** | | | | **Grade 2** | | | | |
| **2.1 Reliability of Resources** | Students label trusted adults and professionals who can help promote health. | Students identify trusted adults and professionals who can help promote health. | | | | Students describe the characteristics of trusted adults and professionals who can help promote health. | | | | |
| **2.2 Locating Health Resources** | Students identify school and community health helpers. | Students identify the locations of school and community health helpers. | | | | Students describe ways to locate school and community health helpers. | | | | |
| **Performance Expectations** | **Grade 3** | **Grade 4** | | | | **Grade 5** | | | | |
| **2.1 Reliability of Resources** | Students identify characteristics of reliable health information, products, and trusted adults. | Students describe characteristics of reliable health information, products, and trusted adults. | | | | Students compare and contrast characteristics of reliable health information, products, and trusted adults. | | | | |
| **2.2 Locating Health Resources** | Students identify resources from home, school, and the community that provide reliable health information. | Students explore resources from home, school, and the community that provide reliable health information. | | | | Students locate resources from home, school, and the community that provide reliable health information. | | | | |
| **Standard HE 3** | **Health Promotion and Risk Reduction: Health literate students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks for self and others.** | | | | | | | | | |
| **Childhood** | | | | | | | | | | |
| **Performance Expectations** | **Kindergarten** | | **Grade 1** | | | | **Grade 2** | | | |
| **3.1 Health-Enhancing Behaviors and Self-Management** | Students name health-enhancing behaviors to improve personal health including self-management skills. | | Students describe health-enhancing behaviors to improve personal health including self-management skills. | | | | Students apply health-enhancing behaviors to improve personal health including self-management skills. | | | |
| **3.2 Avoiding/Reducing Health Risks** | Students name behaviors to help avoid or reduce personal health risks. | | Students recognize behaviors to help avoid or reduce personal health risks. | | | | Students explain behaviors to help avoid or reduce personal health risks. | | | |
| **Performance Expectations** | **Grade 3** | | **Grade 4** | | | | **Grade 5** | | | |
| **3.1 Health-Enhancing Behaviors and Self-Management** | Students examine health-enhancing behaviors to improve or maintain personal health including self-management skills. | | Students explain health-enhancing behaviors to improve or maintain personal health including self-management skills. | | | | Students demonstrate health-enhancing behaviors to improve or maintain personal health including self-management skills. | | | |
| **3.2 Avoiding/Reducing Health Risks** | Students examine a variety of behaviors to help avoid or reduce personal health risks to self and others. | | Students explain a variety of behaviors to help avoid or reduce personal health risks to self and others. | | | | Students demonstrate a variety of behaviors to help avoid or reduce health risks to self and others. | | | |
| **Standard HE 4** | **Influences on Health: Health literate students analyze the influences of family, peers, culture, media, technology and other factors on health practices and behaviors.** | | | | | | | | | |
| **Childhood** | | | | | | | | | | |
| **Performance Expectations** | **Kindergarten** | | **Grade 1** | | | | **Grade 2** | | | |
| **4.1 Influences on Health Behaviors** | Students recognize people who influence their health behaviors. | | Students name people who influence their health behaviors. | | | | Students identify multiple influences on personal health behaviors including peers, family, and media. | | | |
| **4.2 Effects of Health Behaviors** | Students recognize factors that influence health behaviors. | | Students identify factors that influence health behaviors. | | | | Students describe factors that influence health behaviors. | | | |
| **Performance Expectations** | **Grade 3** | | **Grade 4** | | | | **Grade 5** | | | |
| **4.1 Influences on Health Behaviors** | Students identify how a variety of factors influence personal health behaviors including peers, family, school, community, media, and technology. | | Students explore how a variety of factors influence personal health behaviors including peers, family, community, culture, media, technology, and social platforms. | | | | Students describe how a variety of factors influence personal health behaviors including peers, family, community, culture, media, technology, and social platforms. | | | |
| **4.2 Effects of Health Behaviors** | Students list health behaviors that could influence future behaviors. | | Students identify how health behaviors could influence future behaviors. | | | | Students describe how health behaviors could influence future behaviors. | | | |
| **Standard HE 5** | **Communication and Advocacy Skills: Health literate students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.** | | | | | | | | | |
| **Childhood** | | | | | | | | | | |
| **Performance Expectations** | **Kindergarten** | | **Grade 1** | | | | | **Grade 2** | | |
| **5.1 Interpersonal Communication Skills** | Students name healthy and unhealthy ways to communicate. | | Students demonstrate healthy ways to communicate. | | | | | Students describe verbal and non-verbal ways to communicate. | | |
| **5.2 Advocacy Skills** | Students name healthy ways to express their needs, wants, and feelings. | | Students recognize ways to ask for help to promote health for self and others. | | | | | Students demonstrate ways to promote health for self and/or others. | | |
| **Performance Expectations** | **Grade 3** | | **Grade 4** | | | | | **Grade 5** | | |
| **5.1 Interpersonal Communication Skills** | Students demonstrate effective communication skills to enhance personal health including written, face-to-face, and safe use of technology. | | Students demonstrate effective communication skills to enhance personal and family health including written, face-to-face, and safe use of technology. | | | | | Students demonstrate effective communication skills to enhance personal, family, and community health including written, face-to-face, and safe use of technology. | | |
| **5.2 Advocacy Skills** | Students explore ways to promote health for self, others, and school. | | Students demonstrate ways to promote health for self, others, and school. | | | | | Students demonstrate ways to share informed opinions to promote health for self and others. | | |
| **Standard HE 6** | **Decision-Making and Goal-Setting Skills: Health literate students demonstrate the ability to make decisions and set goals to enhance health**. | | | | | | | | | |
| **Childhood** | | | | | | | | | | |
| **Performance Expectations** | **Kindergarten** | | | | **Grade 1** | | | | | **Grade 2** |
| **6. 1 Decision-Making Skills** | Students name health situations where a decision is needed. | | | | Students identify health situations where a decision is needed. | | | | | Students identify health situations where decisions can appropriately be made by the individual and when assistance is needed. |
| **6.2 Goal-Setting Skills** | Students identify what health goals are. | | | | Students explore when health goals are useful. | | | | | Students identify resources to help achieve a personal health goal. |
| **Performance Expectations** | **Grade 3** | | | | **Grade 4** | | | | | **Grade 5** |
| **6.1 Decision-Making Skills** | Students identify a decision-making process to enhance health. | | | | Students describe when to use a decision-making process to enhance health. | | | | | Students apply a decision-making process to enhance health. |
| **6.2 Goal-Setting Skills** | Students identify the goal-setting process to enhance health. | | | | Students describe when to use a goal-setting process to enhance health. | | | | | Students practice the goal-setting process to achieve a personal health goal. |