**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.** |
|  **Early Adolescence** |
| **Performance Expectation** | **Grades 6 - 8** |
| **1.1 Health Concepts, Behaviors and Personal Health** | Students explain the importance of assuming responsibility for behaviors and the impact it has on personal health related to healthy sexuality; nutrition; safety and injury prevention; and substance use prevention. |
| **1.2 Dimensions of Health** | Students explain the interrelationship of the dimensions of health including physical, mental, social, and emotional. |
| **1.3 Health Conditions** | Students investigate causes of health conditions and ways to reduce, prevent, treat, and/or manage them. |
| **1.4 Environment and Personal Health** | Students determine how the environment and other factors impact personal health. |
| **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.** |
|  **Early Adolescence** |
| **Performance Expectation**  |  **Grades 6 – 8** |
| **2.1 Reliability of Resources** | Students analyze the reliability of health information, products, and services. |
| **2.2 Accessing Health Resources**  | Students locate reliable health information, products, and services.  |
| **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.**  |
|  **Early Adolescence** |
| **Performance Expectation**  |  **Grades 6 – 8** |
| **3.1 Health-Enhancing Behaviors and Self-Management** | **3.1.6-8a** - Students explain the importance of assuming responsibility for personal health behaviors.  |
| **3.1.6-8b** - Students apply health-enhancing behaviors to improve or maintain the health of self and others, including self-management skills.  |
| **3.2 Avoiding/Reducing Health Risks** | Students demonstrate health-enhancing behaviors to 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.** |
|  **Early Adolescence** |
| **Performance Expectation**  | **Grades 6 - 8**  |
| **4.1 Influences on Health Behaviors** | Students analyze positive and negative influences on adolescent health practices and behaviors including peers, family, media, culture, community, technology, and social platforms. |
| **4.2 Compound Effects of Health Behaviors** | Students examine how health-enhancing and risky behaviors can influence the likelihood of engaging in more of the same 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.** |
|  **Early Adolescence** |
| **Performance Expectation**  | **Grades 6 – 8** |
| **5.1 Interpersonal Communication Skills** | Students apply effective interpersonal communication skills including affirmative consent, refusal, and negotiation skills to enhance health and build relationships including written, face-to-face, and safe use of technology. |
| **5.2 Advocacy Skills**  | Students utilize advocacy skills for self and others to make positive health choices. |
| **Standard HE 6** | **Decision-Making and Goal-Setting Skills: Health literate students demonstrate the ability to make decisions and set goals to enhance health**. |
|  **Early Adolescence** |
| **Performance Expectation**  |  **Grades 6 – 8** |
| **6.1 Decision-Making Skills** | Students apply decision-making skills to enhance health as an individual and through collaboration.  |
| **6.2 Goal-Setting Skills** | Students apply goal-setting skills to achieve a personal short-term health goal. |