

## Health Education Overarching Statements and Standards

**Use decision making skills to lead to healthy and productive lives, develop healthy relationships and stay safe.**

Descriptor: Students develop and use decision making skills to make thoughtful, healthy and safe decisions, avoid unhealthy behaviors and situations, engage in positive and health promoting relationships and life situations.

Childhood (K-5)	Early Adolescence (6-8)	Adolescence (9-diploma)
<b>1.1</b>	<b>1.1</b>	<b>1.1</b>
<b>1.3</b>	<b>1.3</b>	<b>1.3</b>
<b>1.4</b>	<b>1.4</b>	<b>1.4</b>
<b>2.1</b>	<b>2.1</b>	<b>2.1</b>
<b>2.2</b>	<b>2.2</b>	<b>2.2</b>
<b>3.1</b>	<b>3.1</b>	<b>3.1</b>
<b>3.2</b>	<b>3.2</b>	<b>3.2</b>
<b>4.1</b>	<b>4.1</b>	<b>4.1</b>
<b>4.2</b>	<b>4.2</b>	<b>4.2</b>
<b>6.1</b>	<b>5.2</b>	<b>5.2</b>
	<b>6.1</b>	<b>6.1</b>

**Use positive and effective communication and advocacy skills that lead to healthier lifestyles and well-being.**

Descriptor: Students use positive and effective communication and advocacy skills that lead to healthier life practices and behaviors in a variety of situations including safety, relationships, mental health, and social interactions.

Childhood (K-5)	Early Adolescence (6-8)	Adolescence (9-diploma)
<b>1.1</b>	<b>1.1</b>	<b>1.1</b>
<b>1.2</b>	<b>1.2</b>	<b>1.2</b>
<b>1.4</b>	<b>1.4</b>	<b>1.4</b>
<b>1.5</b>	<b>3.1</b>	<b>3.1</b>
<b>3.1</b>	<b>3.2</b>	<b>3.2</b>
<b>3.2</b>	<b>4.1</b>	<b>4.1</b>
<b>4.1</b>	<b>4.2</b>	<b>4.2</b>
<b>4.2</b>	<b>5.1</b>	<b>5.1</b>
<b>5.1</b>	<b>5.2</b>	<b>5.2</b>
<b>5.2</b>	<b>6.1</b>	

## Health Education Overarching Statements and Standards

**Engage in responsible, health promoting behaviors that enhance life-long health and well-being of self and others.**

Descriptor: Students practice health promoting behaviors for their own wellness and advocate for and support the health and well-being of their families, friends, community and beyond. For example, not using tobacco, alcohol and other drugs; eating healthy; engaging in a fitness programs, using stress management strategies, using safety gear, etc.

Childhood (K-5)	Early Adolescence (6-8)	Adolescence (9-diploma)
1.1	1.1	1.1
1.2	1.2	1.2
1.3	1.3	1.3
1.4	1.4	1.4
1.5	2.1	2.1
2.1	2.2	2.2
2.2	3.1	3.1
3.1	3.2	3.2
3.2	4.1	4.1
4.1	4.2	4.2
4.2	5.1	5.1
5.1	5.2	5.2
5.2	6.1	6.1
6.1	6.2	6.2
6.2		

**Use health promoting and risk-reducing practices, safety equipment and safety skills that reduce risks and/or prevent injuries and diseases.**

Descriptor: Students utilize health promoting and risk-reducing practices that keep oneself and others safe, including safety equipment, following safety rules, using safety skills that prevent injuries, and disease prevention.

Childhood (K-5)	Early Adolescence (6-8)	Adolescence (9-diploma)
1.1	1.1	1.1
1.3	1.3	1.3
1.4	1.4	1.4
2.1	2.1	2.1
2.2	2.2	2.2
3.1	3.1	3.1
3.2	3.2	3.2
4.1	4.1	4.1
4.2	4.2	4.2
5.1	5.1	5.1
5.2	5.2	5.2
6.1	6.1	6.1
6.2	6.2	6.2

## Health Education Overarching Statements and Standards

**Show compassion for self and others to support overall health including positive mental health, safety and well-being, and a sense of belonging.**

Descriptor: Students demonstrate compassion for self and others through positive and effective communication, accessing community resources, making connections with helping people and the environment leading to feelings of safety, positive or enhanced mental health and well-being.

Childhood (K-5)	Early Adolescence (6-8)	Adolescence (9-diploma)
1.1	1.1	1.1
1.2	1.2	1.2
1.4	1.3	1.3
1.5	1.4	1.4
2.1	2.1	2.1
2.2	2.2	2.2
3.1	3.1	3.1
3.2	3.2	3.2
4.1	4.1	4.1
4.2	4.2	4.2
5.1	5.1	5.1
5.2	5.2	5.2

**Use goal setting to live healthier lives.**

Descriptor: Students demonstrate goal setting skills to help them achieve healthy lifestyles and practices.

Childhood (K-5)	Early Adolescence (6-8)	Adolescence (9-diploma)
1.1	1.1	1.1
1.2	1.2	1.2
1.3	1.3	1.3
1.4	1.4	1.4
1.5	2.1	2.1
2.1	2.2	2.2
2.2	3.1	3.1
3.1	3.2	3.2
3.2	4.1	4.1
4.1	4.2	4.2
4.2	5.1	5.1
5.1	6.1	6.1
6.1	6.2	6.2
6.2		