

## *National Health Education Standards Standards and Performance Indicators*

### **Standard 1 - Students will comprehend concepts related to health promotion and disease prevention. (NHE 1. Health Concepts)**

| <i>Grades K-4</i>  | <i>Grades 5-8</i>   | <i>Grades 9-11</i>  |
|--|---|---|
| <ul style="list-style-type: none"> <li>◆ describe relationships between personal health behaviors and individual well being.</li> <li>◆ identify indicators of mental, emotional, social, and physical health during childhood.</li> <li>◆ describe the basic structure and functions of the human body systems.</li> <li>◆ describe how the family influences personal health.</li> <li>◆ describe how physical, social, and emotional environments influence personal health.</li> <li>◆ identify common health problems of children.</li> <li>◆ identify health problems that should be detected and treated early.</li> <li>◆ explain how childhood injuries and illnesses can be prevented or treated.</li> </ul> | <ul style="list-style-type: none"> <li>◆ explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.</li> <li>◆ describe the interrelationship of mental, emotional, social, and physical health during adolescence.</li> <li>◆ explain how health is influenced by the interaction of body systems.</li> <li>◆ describe how family and peers influence the health of adolescents.</li> <li>◆ analyze how environment and personal health are interrelated.</li> <li>◆ describe ways to reduce risks related to adolescent health problems.</li> <li>◆ explain how appropriate health care can prevent premature death and disability.</li> <li>◆ describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.</li> </ul> | <ul style="list-style-type: none"> <li>◆ analyze how behavior can impact health maintenance and disease prevention.</li> <li>◆ describe the interrelationships of mental, emotional, social, and physical health throughout adulthood.</li> <li>◆ explain the impact of personal health behaviors on the functioning of body systems.</li> <li>◆ analyze how the family, peers, and community influence the health of individuals.</li> <li>◆ analyze how the environment influences the health of the community.</li> <li>◆ describe how to delay onset and reduce risks of potential health problems during adulthood.</li> <li>◆ analyze how public health policies and government regulations influence health promotion and disease prevention.</li> <li>◆ analyze how the prevention and control of health problems are influenced by research and medical advances.</li> </ul> |

**Standard 2: Integrated Learning - Students will demonstrate the ability to access valid health information and health-promoting products and services. (NHE 2. Access Health Information & Services)**

| <i>Grades K-4</i>   | <i>Grades 5-8</i>   | <i>Grades 9-11</i>   |
|---|---|--|
| <ul style="list-style-type: none"> <li>◆ identify characteristics of valid health information and health-promoting products and services.</li> <li>◆ demonstrate the ability to locate resources from home, school and community that provide valid health information.</li> <li>◆ explain how media influences the selection of health information, products, and services.</li> <li>◆ demonstrate the ability to locate school and community health helpers.</li> </ul> | <ul style="list-style-type: none"> <li>◆ analyze the validity of health information, products, and services.</li> <li>◆ demonstrate the ability to utilize resources from home, school, and community that provide valid health information.</li> <li>◆ analyze how media influences the selection of health information and products.</li> <li>◆ demonstrate the ability to locate health products and services.</li> <li>◆ compare the costs and validity of health products.</li> <li>◆ describe situations requiring professional health services.</li> </ul> | <ul style="list-style-type: none"> <li>◆ evaluate the validity of health information, products, and services.</li> <li>◆ demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.</li> <li>◆ evaluate factors that influence personal selection of health products and services.</li> <li>◆ demonstrate the ability to access school and community health services for self and others.</li> <li>◆ analyze the cost and accessibility of health care services.</li> <li>◆ analyze situations requiring professional health services.</li> </ul> |

**Standard 3 - Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. (NHE 3. Practice Health Behaviors)**

| <i>Grades K-4</i>  | <i>Grades 5-8</i>  | <i>Grades 9-11</i>   |
|--|--|--|
| <ul style="list-style-type: none"> <li>◆ identify responsible health behaviors.</li> <li>◆ identify personal health needs.</li> <li>◆ compare behaviors that are safe to those that are risky or harmful.</li> <li>◆ demonstrate strategies to improve or maintain personal health.</li> <li>◆ develop injury prevention and management strategies for personal health.</li> <li>◆ demonstrate ways to avoid and reduce threatening situations.</li> <li>◆ apply skills to manage stress.</li> </ul> | <ul style="list-style-type: none"> <li>◆ explain the importance of assuming responsibility for personal health behaviors.</li> <li>◆ analyze a personal health assessment to determine health strengths and risks.</li> <li>◆ distinguish between safe and risky or harmful behaviors in relationships.</li> <li>◆ demonstrate strategies to improve or maintain personal and family health.</li> <li>◆ develop injury prevention and management strategies for personal and family health.</li> <li>◆ demonstrate ways to avoid and reduce threatening situations.</li> <li>◆ demonstrate strategies to manage stress.</li> </ul> | <ul style="list-style-type: none"> <li>◆ analyze the role of individual responsibility for enhancing health.</li> <li>◆ evaluate a personal health assessment to determine strategies for health enhancement and risk reduction.</li> <li>◆ analyze the short-term and long-term consequences of safe, risky and harmful behaviors.</li> <li>◆ develop strategies to improve or maintain personal, family and community health.</li> <li>◆ develop injury prevention and management strategies for personal, family, and community health.</li> <li>◆ demonstrate ways to avoid and reduce threatening situations.</li> <li>◆ evaluate strategies to manage stress.</li> </ul> |

**Standard 4 - Students will analyze the influence of culture, media, technology, and other factors on health. (NHE 4. Analyze Health Factors)**

| <i>Grades K-4</i>  | <i>Grades 5-8</i>  | <i>Grades 9-11</i>   |
|--|--|--|
| <ul style="list-style-type: none"> <li>◆ describe how culture influences personal health behaviors.</li> <li>◆ explain how media influences thoughts, feelings, and health behaviors.</li> <li>◆ describe ways technology can influence personal health.</li> <li>◆ explain how information from school and family influences health.</li> </ul> | <ul style="list-style-type: none"> <li>◆ describe the influence of cultural beliefs on health behaviors and the use of health services.</li> <li>◆ analyze how messages from media and other sources influence health behaviors.</li> <li>◆ analyze the influence of technology on personal and family health.</li> <li>◆ analyze how information from peers influences health.</li> </ul> | <ul style="list-style-type: none"> <li>◆ analyze how cultural diversity enriches and challenges health behaviors.</li> <li>◆ evaluate the effect of media and other factors on personal, family, and community health.</li> <li>◆ evaluate the impact of technology on personal, family, and community health.</li> <li>◆ analyze how information from the community influences health.</li> </ul> |

**Standard 5 - Students will demonstrate the ability to use interpersonal communication skills to enhance health. (NHE 5. Communication)**

| <i>Grades K-4</i>   | <i>Grades 5-8</i>   | <i>Grades 9-11</i>   |
|---|---|--|
| <ul style="list-style-type: none"> <li>◆ distinguish between verbal and non-verbal communication.</li> <li>◆ describe characteristics needed to be a responsible friend and family member.</li> <li>◆ demonstrate healthy ways to express needs, wants, and feelings.</li> <li>◆ demonstrate ways to communicate care, consideration, and respect of self and others.</li> <li>◆ demonstrate attentive listening skills to build and maintain healthy relationships.</li> <li>◆ demonstrate refusal skills to enhance health.</li> <li>◆ differentiate between negative and positive behavior used in conflict situations.</li> <li>◆ demonstrate non-violent strategies to resolve conflicts.</li> </ul> | <ul style="list-style-type: none"> <li>◆ demonstrate effective verbal and non-verbal communication skills to enhance health.</li> <li>◆ describe how the behavior of family and peers affects interpersonal communication.</li> <li>◆ demonstrate healthy ways to express needs, wants and feelings.</li> <li>◆ demonstrate ways to communicate care, consideration, and respect of self and others.</li> <li>◆ demonstrate communication skills to build and maintain healthy relationships.</li> <li>◆ demonstrate refusal and negotiation skills to enhance health.</li> <li>◆ analyze the possible causes of conflict among; youth in schools and communities.</li> <li>◆ demonstrate strategies to manage conflict in healthy ways.</li> </ul> | <ul style="list-style-type: none"> <li>◆ demonstrate skills for communicating effectively with family, peers, and others.</li> <li>◆ analyze how interpersonal communication affects relationships.</li> <li>◆ demonstrate healthy ways to express needs, wants, and feelings.</li> <li>◆ demonstrate ways to communicate care, consideration, and respect of self and others.</li> <li>◆ demonstrate strategies for solving interpersonal conflicts without harming self or others.</li> <li>◆ demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.</li> <li>◆ analyze the possible causes of conflict in schools, families, and communities.</li> <li>◆ demonstrate strategies used to prevent conflict.</li> </ul> |

**Standard 6 - Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. (NHE 6. Goal Setting and Decision Making)**

| <i>Grades K-4</i>   | <i>Grades 5-8</i>  | <i>Grades 9-11</i>   |
|---|--|--|
| <ul style="list-style-type: none"> <li>◆ demonstrate the ability to apply a decision-making process to health issues and problems.</li> <li>◆ explain when to ask for assistance in making health-related decisions and setting health goals.</li> <li>◆ predict outcomes of positive health decisions.</li> <li>◆ set a personal health goal and track progress toward its achievement.</li> </ul> | <ul style="list-style-type: none"> <li>◆ demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.</li> <li>◆ analyze how health-related decisions are influenced by individuals, family, and community values.</li> <li>◆ predict how decisions regarding health behaviors have consequences for self and others.</li> <li>◆ apply strategies and skills needed to attain personal health goals.</li> <li>◆ describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.</li> <li>◆ develop a plan that addresses personal strengths, needs, and health risks.</li> </ul> | <ul style="list-style-type: none"> <li>◆ demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.</li> <li>◆ analyze health concerns that require collaborative decision making.</li> <li>◆ predict immediate and long-term impact of health decisions on the individual, family, and community.</li> <li>◆ implement a plan for attaining a personal health goal.</li> <li>◆ evaluate progress toward achieving personal health goals.</li> <li>◆ formulate an effective plan for lifelong health.</li> </ul> |

**Standard 7 - Students will demonstrate the ability to advocate for personal, family, and community health. (NHE 7. Advocacy)**

| <i>Grades K-4</i>  | <i>Grades 5-8</i>  | <i>Grades 9-11</i>   |
|--|--|--|
| <ul style="list-style-type: none"> <li>◆ describe a variety of methods to convey accurate health information and ideas.</li> <li>◆ express information and opinions about health issues.</li> <li>◆ identify community agencies that advocate for healthy individuals, families, and communities.</li> <li>◆ demonstrate the ability to influence and support others in making positive health choices.</li> </ul> | <ul style="list-style-type: none"> <li>◆ analyze various communication methods to accurately express health information and ideas.</li> <li>◆ express information and opinions about health issues.</li> <li>◆ identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.</li> <li>◆ demonstrate the ability to influence and support others in making positive health choices.</li> <li>◆ demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and schools.</li> </ul> | <ul style="list-style-type: none"> <li>◆ evaluate the effectiveness of communication methods for accurately expressing health information and ideas.</li> <li>◆ express information and opinions about health issues.</li> <li>◆ utilize strategies to overcome barriers when communicating information, ideas, feelings, and opinions about health issues.</li> <li>◆ demonstrate the ability to influence and support others in making positive health choices.</li> <li>◆ demonstrate the ability to work cooperatively when advocating for healthy communities.</li> <li>◆ demonstrate the ability to adapt health messages and communication techniques to the characteristics of a particular audience.</li> </ul> |