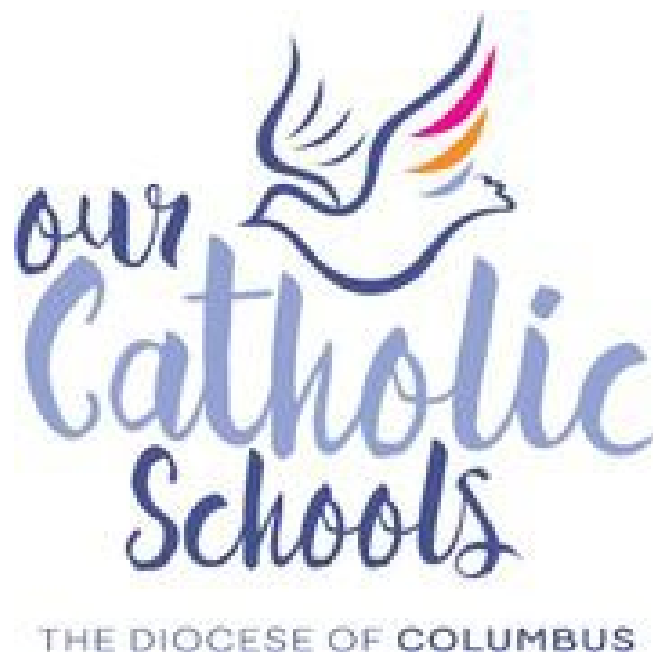


# K-12 Health Course of Study 2022

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## Table of Contents

INTRODUCTION .....	7
OVERVIEW .....	7
PHILOSOPHY AND GUIDING ASSUMPTIONS .....	7
HEALTH EDUCATION.....	7
PHILOSOPHY - CATHOLICISM .....	8
SOCIAL AND EMOTIONAL CONNECTIONS .....	9
STANDARDS FORMAT AND DEVELOPMENT .....	10
TRANSITION PERIOD.....	11
CURRICULAR RESOURCES .....	11
PRINCIPLES OF COURSES OF STUDY- DIOCESE OF COLUMBUS CATHOLIC SCHOOLS .....	11
STANDARD AND BENCHMARKS .....	12
STANDARD 1: .....	12
STANDARD #2: .....	13
STANDARD #3: .....	15
STANDARD #4: .....	16
STANDARD #5: .....	17
STANDARD #6: .....	18
STANDARD #7: .....	19
STANDARD #8: .....	20
CONTENT ELABORATIONS BY TOPIC AND GRADE BAND .....	21
Kindergarten.....	28
Alcohol, Tobacco, And Other Drug Prevention (ATOD).....	28
Healthy Eating (HE).....	30
Human Growth and Development (HGD).....	32

Mental and Emotional Health (MEH/HR).....	32
Personal Health and Wellness (PHW).....	36
Safety (SAFE).....	39
Violence Prevention (VP).....	42
Grade 1 .....	45
Alcohol, Tobacco, And Other Drug Prevention (ATOD).....	45
Healthy Eating (HE).....	47
Human Growth and Development (HGD).....	49
Mental and Emotional Health (MEH/HR).....	49
Physical Health and Wellness (PHW) .....	53
Safety (SAFE).....	56
Violence Prevention (VP).....	59
Grade 2 .....	62
Alcohol, Tobacco, And Other Drug Prevention (ATOD).....	62
Healthy Eating (HE).....	64
Human Growth and Development (HGD).....	66
Mental and Emotional Health (MEH/HR).....	66
Personal Health and Wellness (PHW).....	70
Safety (SAFE).....	73
Violence Prevention (VP).....	76
Grade 3 .....	79
Alcohol, Tobacco, And Other Drug Prevention (ATOD).....	79
Healthy Eating (HE) .....	84
Human Growth and Development (HGD).....	87
Mental and Emotional Health/Healthy Relationships (MEH/HR).....	89
Personal Health and Wellness (PHW).....	94
Safety (SAFE).....	97

Violence Prevention (VP) .....	101
Grade 4 .....	104
Alcohol, Tobacco, And Other Drug Prevention (ATOD) .....	104
Healthy Eating (HE) .....	107
Human Growth And Development (HGD) .....	111
Mental and Emotional Health / Healthy Relationships (MEH/HR) .....	114
Personal Health and Wellness (PHW) .....	120
Safety (SAFE) .....	124
Violence Prevention (VP) .....	128
Grade 5 .....	132
Alcohol, Tobacco, And Other Drug Prevention (ATOD) .....	132
Healthy Eating (HE) .....	135
Human Growth Development (HGD) .....	138
Mental and Emotional Health / Healthy Relationships (MEH/HR) .....	141
Personal Health and Wellness (PHW) .....	148
Safety (SAFE) .....	153
Violence Prevention (VP) .....	157
Grade 6 .....	161
Alcohol, Tobacco, And Other Drug Prevention(ATOD) .....	161
Healthy Eating (HE) .....	164
Mental and Emotional Health / Healthy Relationships (MEH/HR) .....	168
Personal Health and Wellness (PHW) .....	178
Safety(SAFE) .....	183
Violence Prevention (VP) .....	187
Grade 7 .....	192
Alcohol, Tobacco, And Other Drug Prevention(ATOD) .....	192
Healthy Eating(HE) .....	196

Mental and Emotional Health / Healthy Relationships (MEH/HR).....	201
Personal Health and Wellness (PHW).....	211
Safety (SAFE).....	215
Violence Prevention (VP).....	220
Grade 8 .....	225
Alcohol, Tobacco, And Other Drug Prevention (ATOD).....	225
Healthy Eating (HE) .....	229
Mental and Emotional Health / Healthy Relationships (MEH/HR).....	234
Personal Health and Wellness (PHW).....	242
Safety (SAFE).....	247
Violence Prevention (VP).....	251

## INTRODUCTION

### OVERVIEW

This overview restates the visions and goals of the Columbus Diocese 2021 Health Course of Study. Many resources were used in the development of these standards. Some of these include the *National Health Standards*, the *Health Education Curriculum Analysis Tool (HECAT)* and the *Model Curriculum for Health* from the Ohio Association for Health, Physical Education, Recreation and Dance (OAHPERD). It also includes elements from *Ohio's Social-Emotional Learning standards* and information from the Collaborative for Academic, Social and Emotional Learning (CASEL) and the *Standards of Christian Anthropology* by the Cardinal Newman Society, which are based upon Pope John Paul II's *Theology of the Body*.

### PHILOSOPHY AND GUIDING ASSUMPTIONS

Ohio faces multiple health crises, including unintentional drug overdose deaths, mental health, and chronic disease. In 2017, 13 Ohioans died each day from an unintentional overdose (Ohio Department of Health 2018). Suicide rates have more than doubled for children aged 8 to 17 and increased nearly 1.5 times for those aged 18–25 (Ohio Alliance for Innovation in Population Health 2019). Approximately five people per day take their own lives in Ohio (Ohio Alliance for Innovation in Population Health 2019). Obesity and chronic disease are the most common causes of death and disability, with an economic impact of approximately \$56.8 billion per year (Robert Wood Johnson Foundation 2018). One-third of 10–17-year-olds are overweight, and 18.6% are obese (Robert Wood Johnson Foundation 2018). Ohio is one of six states to experience a significant increase in obesity rates from 2016 to 2017, and it has the 11th -highest obesity rate, at 33.8% in 2018 (Robert Wood Johnson Foundation 2018).

While these statistics paint a bleak picture for the health of Ohio, in particularly for our youth, there has been a renewed emphasis on health as we have come to understand the clear connections between education and health in achieving our full potential. A strong relationship exists between education and health. People with higher levels of education live in healthier communities, practice health behaviors, have better health outcomes, and live longer lives than those with less education (Health Policy Institute of Ohio 2019). Education can impact health by supporting healthy communities, improving access to health care, and improving health literacy and health behaviors. Health impacts education outcomes through attendance, health-related learning obstacles, and school engagement.<sup>1</sup>

Health education is one aspect that cuts across both health and education and is one component of a school's approach to educating the whole child. The catholic schools in the Diocese of Columbus have long adopted the philosophy of teaching the whole-child. A whole-child approach is a focus on meeting students' comprehensive needs including the cognitive, emotional, mental and spiritual needs and is one that involves the whole school and community.

### HEALTH EDUCATION

The goal of K–12 health education is to help students adopt and maintain healthy behaviors. The development of health literacy is presently considered to be essential for students to obtain the goal of adopting and maintaining healthy behaviors. Health literacy is the degree to which individuals have the capacity to obtain, process, and understand the basic health information needed to adopt healthy behaviors (Joint Committee on National Health Education Standards 2007). Health education builds on students' knowledge, skills, and attitudes around health. Students must have opportunities in Grades K–12, within a health education class led by a licensed health education teacher, to gain the content knowledge and practice

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<sup>1</sup> OAHPERD Health Education Model Curriculum

the skills that will lead to the adoption and maintenance of health-promoting behaviors. Effective school health education can motivate students to improve and maintain their health, prevent disease, and reduce risky behaviors.

Previously, health education was information-based; however, today's approach to health education prioritizes the health-related skills needed for students to adopt and maintain healthy behaviors. This focus is a deliberate change from the direction the Diocesan committee took while developing the 2015 Health standards. This year's committee decided to focus on developing a comprehensive, skill-based approach to health education. This course of study emphasizes this skills-based approach to help students practice and advocate for the health needs of themselves, their families, and their communities. It is also comprehensive, focusing on the physical, mental, social, emotional, and spiritual aspects of health. Instruction should encompass planned learning experiences that provide the opportunity for students to acquire functional knowledge and skills needed to make healthy decisions. This approach will provide our students with the knowledge and skills needed to develop health literacy and become healthy, productive adults. The standards provide direction and are grade-level appropriate and reflect current research. The standards provide the Columbus Diocese educators with the content and expectations for learning they can use to as they develop units and lessons at each grade level.

## PHILOSOPHY - CATHOLICISM

In *Amoris Laetitia*, Pope Francis frequently quotes his predecessor Pope John Paul II, who gave a series of papal addresses that came to be known as *Theology of the Body* (TOB, 1979-1984). These addresses speak to our inherent worth as individuals and of our bodies. According to the *Catechism of the Catholic Church*, our souls and bodies are profoundly united (CCC 365). Furthermore, each of us has a “sacred and inviolable dignity” (AL 151). *Theology of the Body* can teach us how to love our bodies, how to treat others with respect, and how to love.<sup>2</sup> (Manuel P Santos, 2017). In 2020, the *Standards of Christian Anthropology* were developed by the Cardinal Newman Society to provide a solid basis for incrementally transmitting (K-8) a vision of the human person according to God's loving design. These are not standards for teaching sexuality as such. Instead, they go deeper, to the foundations of personal identity. Our students need to be deeply convinced of their personal self-worth, dignity and purpose, knowing that they are infinitely and unconditionally loved by God and called to live in a communion of persons in his image.<sup>3</sup> We cannot have a Health Course of Study for the Diocese without incorporation of these principles and standards. It is the foundation of healthy relationships, interpersonal communications, personal health and well-being and mental health. We have incorporated these standards, written in red text, where they apply.

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<sup>2</sup> Santos, Manuel P, and Karee Santos. “Catholic Update.” Apr. 2017.

<sup>3</sup> Kingsland, Joan, and Denise Donohue. “Standards for Christian Anthropology - Cardinal Newman Society.” *Cardinal Newman Society*, 2 June 2020, [newmansociety.org/standards-christian-anthropology/](http://newmansociety.org/standards-christian-anthropology/). Accessed 7 May 2021.



In addition, the Church's social teaching embodies the following seven themes:

**LIFE AND DIGNITY OF THE HUMAN PERSON** – People are more important than things, and the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

**CALL TO FAMILY, COMMUNITY, AND PARTICIPATION** - How we organize our society, in economics, politics, law and policy, directly affects human dignity and the capacity of individuals to grow in community.

**RIGHTS AND RESPONSIBILITIES** - Human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met.

**OPTION FOR THE POOR AND VULNERABLE** - In a society marred by deepening divisions between rich and poor, we are instructed to put the needs of the poor and vulnerable first.

**DIGNITY OF WORK AND RIGHTS OF WORKERS** - If the dignity of work is to be protected, then the rights of workers, to decent wages, to organize and join unions, and to private property, must be respected. **SOLIDARITY** - We are one human family, whatever our national, racial, ethnic, economic, and ideological differences.

**CARE FOR GOD'S CREATION** - We are called to protect people and the planet, living our faith in relationship with all of God's creation.

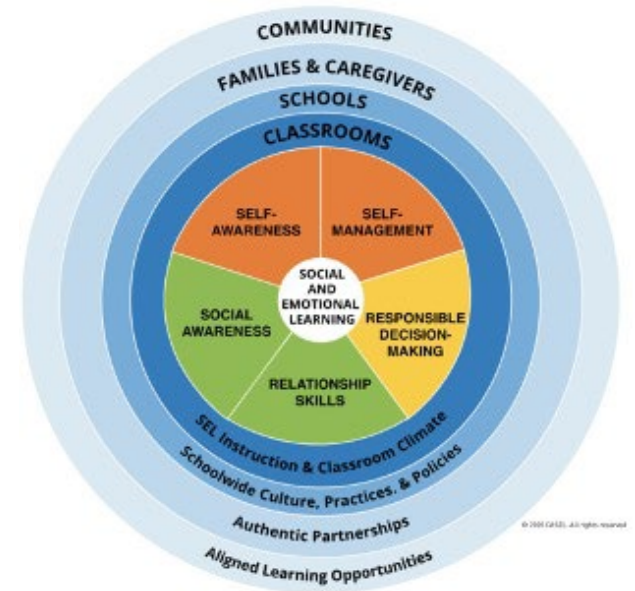
These key themes are at the heart of our Catholic social tradition. The *Standards of Christian Anthropology* incorporate these key themes.

## SOCIAL AND EMOTIONAL CONNECTIONS

In addition, there has been a renewed emphasis on the social and emotional aspects of our students.

The state of Ohio has developed and approved a set of social and emotional learning (SEL) standards which were used in the development of this course of study. According to the Collaborative for Academic, Social and Emotional Learning (CASEL), social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.<sup>4</sup>

The CASEL 5 is a framework that shows at a glance what is meant by social and emotional learning. It can be applied at developmental stages from childhood to adulthood and across cultural contexts. Many school districts, states, and countries have used the CASEL 5 to establish preschool to high school learning standards that articulate what students should know and be able to do for



<sup>4</sup> CASEL powerpoint presentation, 2021.6.29-SEL-101-Sample-Presentation, <https://schoolguide.casel.org/focus-area-1a/foundational-learning/>

academic success, school and civic engagement, health and wellness, and fulfilling careers.

This Health course of study is aligned to the CASEL framework. Listed below are the five broad and interrelated areas of competence and how they connect to the Health standards:

Area of Competence	Description	Health Standard(s)
A. Self-Awareness	The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.	Standard #2 – Analyzing Influences, Standard #7 – Practicing Healthy Behaviors, Standard #5 – Decision-making
B. Self-Management	The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.	Standard #2 – Analyzing Influences, Standard #7 – Practicing Healthy Behaviors, Standard #6 – Goal-setting
C. Social Awareness	The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.	Standard #4 – Interpersonal Communication, Standard #8 - Advocacy
D. Relationship Skills	The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.	Standard #4 – Interpersonal Communication Standard #7 – Practicing Healthy Behaviors
E. Responsible Decision Making	The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.	Standard #5 – Decision-making

## STANDARDS FORMAT AND DEVELOPMENT

### Standards

Standards are outcomes to be achieved by the end of the K–12 curriculum.

### Benchmarks

Learning outcomes to be achieved by the end of the grade band. Benchmarks are common learning outcomes across topics as well as building blocks for meeting the standards. Grade Bands include K–2, 3–5, 6–8, and High School. Benchmarks are general in nature and do not address specific health topics. Benchmarks provide a useful framework to show the alignment of the learning outcomes across health topics.

### Indicator Standards

Learning outcomes for each grade level within a topic area. Meeting these indicators would be the first step toward achieving the benchmarks and standards. Indicators are grade-level outcomes specific to the health topic.

### Health Topics

Alcohol, Tobacco and Other Drug Use Prevention (ATOD) – Circulatory, Pulmonary, Immune

Healthy Eating (HE) -Digestive

Mental and Emotional Health (MEH/HR)

Human Growth and Development (Starts at grade 3)/ Healthy Relationships (HGD/HR)

Personal Health and Wellness (PHW)  
Safety (SAFE)  
Violence Prevention (V)

## TRANSITION PERIOD

The Columbus Diocese allows the schools until the 2022-2023 school year for full implementation of the revised Learning Standards in Health to give them time to align instruction and resources to the standards.

## CURRICULAR RESOURCES

The resources that are approved to align with this course of study are available on the Office of Catholic Schools website:

<https://education.columbuscatholic.org/health-textbook-approve-list>

## PRINCIPLES OF COURSES OF STUDY- DIOCESE OF COLUMBUS CATHOLIC SCHOOLS

**Equity.** Excellence in education requires equity – high expectations and assessable content for all students based on the new Ohio Learning Standards.

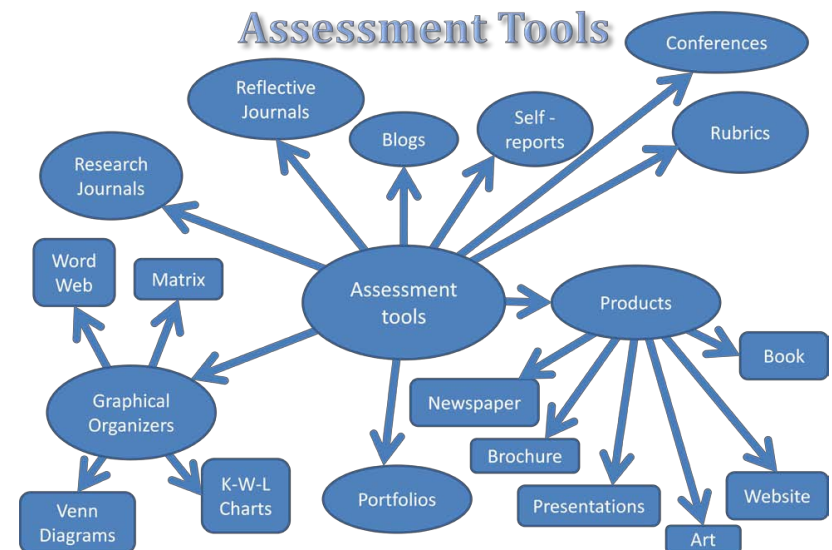
**Curriculum.** A curriculum is more than a collection of activities. It must be coherent, focused, well-articulated, and integrated with our Catholic values.

**Teaching.** Effective teaching requires understanding what students know and need to learn and be able to do while supporting them as they learn.

**Learning.** Students must learn with understanding by actively building new knowledge from prior knowledge and experiences.

**Technology.** Technology is essential in teaching and learning and should be integrated in the teaching and learning process. The technology should influence and enhance students' learning.

**Assessment.** Assessment should support the learning of important skills and content, be formative as well as summative, and furnish useful information to teachers, students and parents. Assessments need to be aligned to the standards in the Course of Study both in what a student needs to know and be able to do. Assessments should match what the student is expected to learn. There are many tools (e.g. portfolios, rubrics, interviews) other than the standard paper and pencil tests to assess a student's understanding of the material. One method that has continued to increase student achievement is involving them in the assessment process. Students should be involved in all steps of this process. At the most basic level, students can simply understand how their grades will be determined. As assessment becomes more student- centered, the students can develop rubrics, maintain their own assessment records, self- assess, and communicate their achievement to others (student-led conferences).



## STANDARD AND BENCHMARKS<sup>5</sup>

### ***STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention (functional knowledge).***

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models.

#### **Benchmarks:**

##### ***Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following expectations:***

PK2.1.1 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Safety, Violence Prevention.

##### ***Grades 3–5. By the end of Grade 5, students will be able to meet the following expectations:***

3-5.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.

##### ***Grades 6–8. By the end of Grade 8, students will be able to meet the following expectations:***

6-8.1.1 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.

##### ***Grades 9–12. By the end of Grade 12, students will be able to meet the following expectations:***

HS.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.

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<sup>5</sup> Source: The Joint Committee on National Health Education Standards. National Health Education Standards: Achieving Excellence (2nd Edition). Atlanta: American Cancer Society; 2007.

## ***STANDARD #2: Students will recognize the influence of family, peers, culture, media, technology and other factors on health behaviors (analyzing influences).***

Health is impacted by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs and perceived norms.

### **Benchmarks:**

#### **Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:**

- PK.2.1 Identify relevant influences of family on health practices and behaviors.
- PK.2.2 Identify relevant influences of school on health practices and behaviors.
- PK.2.3 Identify relevant influences of media and technology on health practices and behaviors.
- PK.2.4 Describe positive and negative influences on personal health practices and behaviors.

#### **Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:**

- 3-5.2.1. Identify relevant influences of culture on health practices and behaviors.
- 3-5.2.2. Identify relevant influences of peers on health practices and behaviors.
- 3-5.2.3. Identify relevant influences of community on health practices and behaviors.
- 3-5.2.4. Describe how relevant influences of family and culture affect personal health practices and behaviors.
- 3-5.2.5. Describe how relevant influences of school and community affect personal health practices and behaviors.
- 3-5.2.6. Describe how relevant influences of media and technology affect personal health practices and behaviors.
- 3-5.2.7. Describe how relevant influences of peers affect personal health practices and behaviors.

#### **Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:**

- 6-8.2.1. Explain the influence of school rules and community laws on health practices and behaviors.
- 6-8.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.
- 6-8.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors.
- 6-8.2.4. Explain how personal values and beliefs influence personal health practices and behaviors.
- 6-8.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
- 6-8.2.6. Analyze how relevant influences of family and culture affect personal health practices and behaviors.
- 6-8.2.7. Analyze how relevant influences of school and community affect personal health practices and behaviors.
- 6-8.2.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.
- 6-8.2.9. Analyze how relevant influences of peers affect personal health practices and behaviors.

**Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:**

- HS.2.1. Explain the influence of public health policies on health practices and behaviors.
- HS.2.2. Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- HS.2.3. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.
- HS.2.4. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.
- HS.2.5. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
- HS.2.6. Analyze how laws, rules, and regulations influence health promotion and disease prevention.
- HS.2.7. Analyze how school and community affect personal health practices and behaviors.
- HS.2.8. Analyze the effect of media and technology on personal, family, and community health.
- HS.2.9. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health practices and behaviors.
- HS.2.10. Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.



### ***STANDARD #3: Students will be able to access valid information and products and services to enhance health (Accessing Resources).***

Accessing valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Applying the skills of analysis, comparison and evaluation of health resources empowers students to achieve health literacy.

#### **Benchmarks:**

##### ***Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:***

- PK2.3.1. Identify trusted adults and professionals who can help promote health.
- PK2.3.2. Identify ways to locate school and community health helpers.
- PK2.3.3. Demonstrate how to locate school or community health helpers to enhance health.

##### ***Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:***

- 3-5.3.1. Describe characteristics of accurate health information.
- 3-5.3.2. Describe characteristics of appropriate and reliable health products.
- 3-5.3.3. Describe characteristics of appropriate and trustworthy health services.
- 3-5.3.4. Demonstrate how to locate sources of accurate health information.

##### ***Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:***

- 6-8.3.1. Analyze the validity and reliability of health information.
- 6-8.3.2. Analyze the validity and reliability of health products.
- 6-8.3.3. Analyze the validity and reliability of health services.
- 6-8.3.4. Describe situations that call for professional health services.
- 6-8.3.5. Determine the availability of valid and reliable health products.
- 6-8.3.6. Access valid and reliable health information from home, school or community.
- 6-8.3.7. Locate valid and reliable health products.
- 6-8.3.8. Locate valid and reliable health services.

##### ***Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:***

- HS.3.1. Evaluate the validity and reliability of health information.
- HS.3.2. Evaluate the validity and reliability of health products.
- HS.3.4. Evaluate the validity and reliability of health services.
- HS.3.5. Determine the accessibility of valid and reliable health products.
- HS.3.6. Determine when professional health services may be required.
- HS.3.7. Determine the accessibility of valid and reliable health services.
- HS.3.8. Use resources that provide valid and reliable health information.
- HS.3.9. Use valid and reliable health products.
- HS.3.10. Use valid and reliable health services.

## ***STANDARD #4: Students will demonstrate interpersonal communication skills to enhance health and avoid or reduce health risks (interpersonal communications skills).***

Responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

### **Benchmarks:**

#### ***Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:***

- PK2.4.1 Demonstrate healthy ways to communicate needs, wants, and feelings.
- PK2.4.2 Demonstrate active listening skills to enhance health.
- PK2.4.3 Demonstrate effective ways to respond in an unwanted, threatening, or dangerous situation.
- PK2.4.4 Demonstrate effective ways to tell a trusted adult if threatened or harmed.
- PK2.4.5 Identify how to communicate care and concern for others.

#### ***Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:***

- 3-5.4.1. Demonstrate effective verbal and nonverbal communication skills.
- 3-5.4.2. Explain how to be empathetic and compassionate toward others.
- 3-5.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risk.
- 3-5.4.4. Demonstrate healthy ways to manage or resolve conflict.
- 3-5.4.5. Demonstrate how to effectively ask for help to improve personal health.
- 3-5.4.6. Demonstrate how to effectively communicate support for others.

#### ***Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:***

- 6-8.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.
- 6-8.4.2. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others.
- 6-8.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risks.
- 6-8.4.4. Demonstrate effective negotiation skills to avoid or reduce health risks.
- 6-8.4.5. Demonstrate healthy ways to manage or resolve conflict.
- 6-8.4.6. Demonstrate how to effectively ask for assistance to improve personal health.
- 6-8.4.7. Demonstrate how to effectively communicate empathy and support for others.

#### ***Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:***

- HS.4.1 Demonstrate effective communication skills to enhance health.
- HS.4.2 Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal health and safety of oneself and others.
- HS.4.3 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.
- HS.4.4 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.
- HS.4.5 Demonstrate how to effectively ask for assistance to improve personal health.
- HS.4.6 Demonstrate how to effectively offer assistance to improve the health of others.



## **STANDARD #5: Students will use decision-making skills to enhance health (decision-making skills).**

This standard includes the essential steps needed to make healthy decisions, which are essential for establishing and maintaining a healthy lifestyle. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve quality of life.

### **Benchmarks:**

#### **Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:**

- PK2.5.1. Identify situations which need a health-related decision.
- PK2.5.2. Identify how family, peers or media influence a health-related decision.
- PK2.5.3. Explain the potential positive and negative outcomes from health-related decisions.
- PK2.5.4. Describe when help is needed and when it is not needed to make a healthy decision.

#### **Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:**

- 3-5.5.1. Identify situations which need a health-related decision.
- 3-5.5.2. Decide when help is needed and when it is not needed to make a healthy decision.
- 3-5.5.3. Explain how family, culture, peers or media influence a health-related decision.
- 3-5.5.4. Identify options and their potential outcomes when making a health-related decision.
- 3-5.5.5. Choose a healthy option when making a decision.
- 3-5.5.6. Describe the final outcome of a health-related decision.

#### **Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:**

- 6-8.5.1. Identify circumstances that help or hinder healthy decision making.
- 6-8.5.2. Determine when situations require a health-related decision.
- 6-8.5.3. Distinguish when health-related decisions should be made individually or with the help of others.
- 6-8.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.
- 6-8.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision.
- 6-8.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.
- 6-8.5.7. Choose a healthy alternative when making a health-related decision.
- 6-8.5.8. Analyze the effectiveness of a final outcome of a health-related decision.

#### **Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:**

- HS.5.1. Examine barriers to healthy decision making.
- HS.5.2. Determine the value of applying thoughtful decision making.
- HS.5.3. Justify when individual or collaborative decision making is appropriate.
- HS.5.4. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.
- HS.5.5. Generate alternatives when making a health-related decision.
- HS.5.6. Predict potential short-term and long-term consequences of alternatives to health-related decisions.
- HS.5.7. Choose a healthy alternative when making a health-related decision.
- HS.5.8. Evaluate the effectiveness of health-related decisions.

## ***STANDARD #6: Students will use goal-setting skills to enhance health (goal setting).***

This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

### **Benchmarks:**

#### **Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:**

- PK2.6.1 Identify a short-term, realistic personal health goal and take action toward achieving the goal.
- PK2.6.2 Identify people who can help achieve a personal health goal.

#### **Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:**

- 3-5.6.1. Set a realistic personal health goal.
- 3-5.6.2. Track progress toward achieving a personal health goal.
- 3-5.6.3. Identify resources that can help achieve a personal health goal.

#### **Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:**

- 6-8.6.1. Assess personal health practices.
- 6-8.6.2. Set a realistic personal health goal.
- 6-8.6.3. Assess the barriers to achieving a personal health goal.
- 6-8.6.4. Apply strategies to overcome barriers to achieving a personal health goal.
- 6-8.6.5. Use strategies and skills to achieve a personal health goal.

#### **Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:**

- HS.6.1 Assess personal health practices and behaviors.
- HS.6.2 Set a realistic personal health goal.
- HS.6.3 Assess the barriers to achieving a personal health goal.
- HS.6.4 Develop a plan to attain a personal health goal.
- HS.6.5 Implement strategies, including self-monitoring, to achieve a personal health goal.
- HS.6.6 Use strategies to overcome barriers to achieving a personal health goal.
- HS.6.7 Formulate an effective long-term plan to achieve a health goal.

## ***STANDARD #7: Students will practice health-enhancing behaviors and avoid or reduce health risks (practicing healthy behaviors).***

Many diseases and injuries can be prevented by avoiding or reducing harmful and risk taking behaviors. This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors.

### **Benchmarks:**

#### ***Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:***

- PK2.7.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- PK2.7.2 Identify and demonstrate healthy practices and behaviors that reduce or prevent health risks.

#### ***Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:***

- 3-5.7.1. Describe practices and behaviors that reduce or prevent health risks.
- 3-5.7.2 Demonstrate healthy practices and behaviors.
- 3-5.7.3. Make a commitment to practice healthy behaviors.

#### ***Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:***

- 6-8.7.1. Explain the importance of being responsible for personal health behaviors.
- 6-8.7.2. Analyze personal practices and behaviors that reduce or prevent health risks.
- 6-8.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others.
- 6-8.7.4. Make a commitment to practice healthy behaviors.

#### ***Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:***

- HS.7.1 Analyze the role of individual responsibility in enhancing personal health.
- HS.7.2 Evaluate personal practices and behaviors that reduce or prevent health risks.
- HS.7.3 Demonstrate healthy practices and behaviors to improve the health of oneself and others.
- HS.7.4 Make a commitment to practice healthy behaviors.

***STANDARD #8: Students will advocate for personal, family, and community health (advocacy skills).***

Advocacy skills help students adopt and promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors.

**Benchmarks:*****Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:***

- PK2.8.1 Make requests to others to promote personal health practices.
- PK2.8.2. Demonstrate how to encourage peers to make positive health choices.

***Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:***

- 3-5.8.1. Give factual information to improve the health of others.
- 3-5.8.2. State personal beliefs to improve the health of others.
- 3-5.8.3. Demonstrate how to persuade others to make positive health choices.

***Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:***

- 3-5.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others.
- 3-5.8.2. Persuade others to make positive health choices.
- 3-5.8.3. Collaborate with others to advocate for healthy individuals, families and schools.
- 3-5.8.4. Demonstrate how to adapt positive health-related messages for different audiences.

***Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:***

- HS.8.1 Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.
- HS.8.2 Persuade and support others to make positive health choices.
- HS.8.3 Collaborate with others to advocate for improving personal, family and community health.
- HS.8.4 Encourage school and community environments to promote the health of others.
- HS.8.5 Adapt health messages and communication techniques for a specific target audience.
- HS.8.6 Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.

## CONTENT ELABORATIONS BY TOPIC AND GRADE BAND

TOPIC	TOPIC DESCRIPTION
<b>Alcohol, Tobacco, and Other Drug Use Prevention</b>	<p><b>K-2 Grade band</b></p> <p>As students focus on the safe use of medicines, kindergarten students learn how to identify trusted adults at home, at school, and in the community. When they fully understand the necessity of always asking a trusted adult to help them take needed medicine, kindergarteners practice distinguishing a safe medicine-related choice from an unsafe choice. Similarly, first and second grade students discuss how medicines can be harmful when used incorrectly and examine their school's medicine-related rules. Both first and second graders learn and practice the basics of decision-making skills relevant to medicines and unknown substances.</p> <p><b>3-5 Grade band</b></p> <p>The students broaden their ATOD functional knowledge to include potential risks associated the inappropriate use of over-the-counter medicines as well as the physical, social, and emotional consequences of all tobacco products (third grade) and alcohol (fourth grade). After examining both positive and negative influences on medicine and tobacco product choices, third and fourth grade students expand their decision-making skills to include: 1. identifying the probable outcomes of several ATOD-related options; 2. choosing the healthy option; and, 3. describing the final outcome of that choice. Beginning in fourth grade and continuing into fifth, students learn and practice interpersonal communication skills such as assertive communication and refusal skills. In addition to examining the inappropriate use and abuse of prescription drugs and the difference between medicines and illicit drugs, fifth graders learn and practice the advocacy skill of using factual information to persuade others to be ATOD-free.</p> <p><b>6-8 Grade band</b></p> <p>ATOD in Grade 6-8 is focused on the functional knowledge that would assist with analyzing influences, developing effective interpersonal communication skills, decision-making, and advocacy skills around prevention of ATOD use. Students in this grade band have several influences on their health behavior. Looking at the role of family, peers, media, personal attitude, values and beliefs as potential influences on health behavior help students to navigate their decisions associated with ATOD. In addition, students in this grade band learn effective communication skills to avoid dangers associated with ATOD. They then use these skills to advocate for themselves and others to avoid the dangers associated with ATOD.</p>

## Healthy Eating

### **K-2 Grade band**

Student learning progresses from naming/ identifying health foods to describing foods and beverages that need to be limited in the daily diet. After students examine the benefits of drinking plenty of water and eating breakfast daily, they are encouraged to express the intention to engage in these two behaviors consistently. Students learn about MyPlate and how to use this tool to create a healthy meal. Beginning in first grade students learn the basic steps of the goal setting skill and then practice identifying realistic personal short-term healthy eating goals and, with the help of others, following a basic plan to achieve those goals.

### **3-5 Grade band**

Students in the 3-5 grade band explore the benefits of eating plenty of fruits and vegetables as well as the benefits of limiting the consumption of solid fats, added sugars, and sodium. While third and fifth graders hone their goal setting skills and healthy eating behaviors, the fourth graders analyze how family, peers, and cultural influences affect their personal food choices/habits and use MyPlate and food label information to design healthy meals.

### **6-8 Grade band**

Healthy Eating in Grades 6-8 is focused on the functional knowledge that would assist with analyzing influences, accessing valid, reliable resources, and goal setting skills regarding healthy eating. Students in this grade band have several influences on their health behavior. Looking at the role of family, peers, media, personal attitude, values and beliefs as potential influences on health behavior help students to navigate their decisions associated with making healthy food choices. In addition, students in this grade band will learn how to access valid, reliable resources for nutrition information. The information they acquire will assist in their ability to set goals to improve or maintain a healthy nutrition plan.

## **Mental and Emotional Health/Healthy Relationships**

Healthy Relationship (HR) Indicators for K-8 are included in the content area of Mental and Emotional Health (MEH/HR). The High School indicators for Healthy Relationships are within their own domain.

### **K-2 Grade band**

Kindergarten students learn to identify a variety of feelings (emotions) and how to express and manage those feelings in appropriate ways. First and second grade students expand their MEH/HR functional knowledge by exploring bullying (first grade) and the benefits of healthy relationships as well as the importance of self-control and anger management (second grade). Students in the K-2 grade band expand their interpersonal communication skills to include demonstrating active listening, asking for help with bullying situations, using I-messages (first grade), and learning basic conflict resolution (second grade). While kindergartners examine possible ways their families can influence their thoughts, feelings, and behaviors related to MEH/HR, first and second graders practice the healthy behaviors of coping skills, self-control strategies, and angry management skills.

### **3-5 Grade band**

In grades 3-5 students continue to investigate feelings and emotions, particularly those related to stress, loss/ grief, as well as feelings of sadness and depressed thoughts. After exploring personal stressors and the effects of stress, students learn and practice healthy stress management skills. In addition to demonstrating how to be empathetic and compassionate, students re-visit how to effectively ask trusted adults for help, especially when they are feeling threatened or harmed. Throughout the grade band student progressively hone the skill of accessing valid resources, including becoming proficient in describing the characteristics of accurate, trustworthy MEH information and services as well as demonstrating how to locate these resources.

In addition to examining the characteristics and benefits of healthy relationships with peers, family members, and others, students in the third, fourth, and fifth grades analyze the negative and positive influences of culture, friends, and family upon these relationships. Third graders practice the advocacy skills of developing fact-based personal beliefs about healthy relationships and using these health-enhancing beliefs to persuade others to engage in positive relationships. While fourth grade students demonstrate healthy ways to express support and appreciation for peers and family members, fifth graders concentrate on applying the five core steps of decision-making to a variety of relevant personal relationship situations.

### **6-8 Grade band**

Mental and Emotional Health in Grades 6-8 is focused on the functional knowledge that would assist with analyzing influences, accessing valid and reliable resources, effective interpersonal communication skills, and practicing healthy behaviors to enhance mental emotional health. Students in this grade band have several influences on their health behavior. Looking at the role of family, peers, media, personal attitude, values and beliefs as potential influences on health behavior help students to identify factors that impact their mental/emotional health. Because information will change from year to year, students will learn to access valid

	<p>and reliable mental/emotional health resources when needed. Additionally, when students need help with their mental/emotional health, it is important they feel comfortable and confident to talk to a trusted adult. Interpersonal communication skills help students in challenging situations and build confidence with what to say if the need should arise. Lastly, practicing healthy behaviors at home to enhance mental/emotional health are essential. Students can identify family bonding activities that can provide opportunities to talk with one another.</p> <p>Healthy Relationships in Grades 6-8 is focused on the functional knowledge that would assist with analyzing influences and developing interpersonal communication skills to facilitate healthy relationships. Students in this grade band have several influences on their health behavior. Looking at the role of family, peers, media, personal attitude, values and beliefs are all potential influences on students as they are developing relationships. In addition, students in this grade band learn effective communication skills to help develop and maintain healthy relationships.</p>
<b>Human Growth and Development</b>	<p><b>Only in Grades 3-5.</b></p> <p>In grade 3 the human growth and development content area introduces the physical and emotional changes that children begin to experience around ages 8 or 9. Third graders explore the general physical and emotional changes they are experiencing, with an emphasis on the fact that different individuals grow and develop at different rates. They also make a commitment to respect the individual growth differences (e.g., height, weight, etc.) of their peers. In Grades 4 and 5, puberty concepts are introduced at the fourth and fifth grade levels. Students learn about the physical and emotional changes that occur during puberty as well as related hygiene practices. To build upon the functional knowledge of puberty, students learn interpersonal communication skills by practicing: how to ask for help with personal puberty changes; how to begin a discussion about puberty with a trusted adult; and, how to verbally express empathy and compassion to peers who are struggling with puberty issues.</p>



## Personal Health and Wellness

### **K-2 Grade band**

Students discover the importance of good hygiene, ranging from proper hand washing and body care to preventing the spread of germs. The K-2 grade band students apply their functional knowledge of physical health and wellness to the process of setting and tracking personal goals relevant to their developmental level. Moreover, they delve into the health value of both proper rest and sleep as well as sun protection. At the second-grade level, students expand their health skills by advocating for their own personal health and wellness behaviors such as sun protection and proper sleep.

### **3-5 Grade band**

In the Grade 3-5 band students acquire functional knowledge about infectious and non-infectious diseases, vision and hearing safety, and taking personal responsibility for individual health and wellness. Throughout the third and fourth grades, students practice the previously learned skills of goal setting and advocacy to improve or maintain their own personal health and wellness as well as that of others. In addition to gathering facts about infectious disease prevention and developing health-enhancing personal health beliefs, fifth graders design a school campaign that persuades others to make healthy PHW choices.

### **6-8 Grade band**

Personal Health and Wellness in Grades 6-8 is focused on the functional knowledge that would assist with accessing valid, reliable resources, effective interpersonal communication skills, decision-making, and setting goals to enhance personal health and wellness. Students in this grade band need experience accessing valid, reliable health information from credible resources and how to navigate through all the information technology provides. It is essential for students to know how to communicate with trusted adults and health care professionals about their personal health and wellness needs using effective interpersonal communication skills. It is also necessary to guide students with the decision-making steps that include identifying influences that impact decisions, distinguishing healthy and unhealthy alternatives, potential outcomes of the alternatives, choosing a healthy alternative, and analyzing the effectiveness of the health decision that was made. Students in this grade band also learn goal setting skills. Goal setting gives students the opportunity to assess personal health practices, set a realistic goal, identify barriers that would prevent achieving the goal, apply strategies to overcome the barriers, and use strategies and skills to achieve the personal health goal.

## Safety

### **K-2 Grade band**

In grades K-2 students not only differentiate between safe and unsafe situations safety issues including; pedestrian and school bus safety; home safety, internet safety, and community safety; including safety rules for swimming, fire, strangers, dangerous objects/weapons and substances. Students learn and practice procedures related to calling 9-1-1 and strategies for how to ask a trusted adult for assistance with a safety situation or emergency. After identifying behaviors that promote safety such as wearing seatbelts and sports equipment, kindergarten students make a commitment to practice a variety of specific safety and injury prevention strategies. Similarly, first and second graders practice applying decision-making skills to make healthy choices about safety and injury prevention scenarios.

### **3-5 Grade band**

Using functional health knowledge of basic safety guidelines, students describe ways to increase safety and decrease risk of injury in a wide range of situations, including fire, accidental poisoning, water and sports safety, internet safety, and dangerous, risky behaviors. After examining how relevant influences of family, peers, and media could affect their thoughts, feelings and behaviors related to safety, students hone their decision-making skills by applying a five-step process to a variety of safety-related situations.

### **6-8 Grade band**

Safety in Grades 6-8 is focused on the functional knowledge that would align with the skills of practicing healthy behaviors and advocating for safety behaviors. While all skills are important, these skills are essential for grades 6-8 because of the developmental age and time available for health education. Students learned about the importance of being responsible for personal health behaviors, and how to analyze their personal practices to reduce or prevent injuries. When students make a commitment to practice safety related behaviors, they increase their awareness about safety. Additionally, advocating for safe choices makes students more likely to practice these behaviors.

## Violence Prevention

### **K-2 Grade band**

Students in the K-2 grade band examine the differences between safe/ appropriate and unsafe/ inappropriate touches, identify trusted adults who can help them in unsafe situations, and practice how to tell a trusted adult when they are threatened or harmed. In addition to understanding why inappropriate/ unsafe touches need to be reported to a trusted adult, students learn how to manage strong disagreements with peers. K-2 students have opportunities to practice specific refusal skills to avoid or prevent violence as well as demonstrate how to communicate personal boundaries to others.

### **3-5 Grade band**

Using their functional knowledge of basic violence prevention guidelines, students describe ways to express anger appropriately, distinguish between safe and unsafe touches, identify bullying, and describe general methods to prevent violence. They progress from identifying examples of self-control to explaining the probable consequences of violence to perpetrators, victims, and bystanders. Along with practicing developmentally appropriately assertiveness skills and resistance skills, student learn and demonstrate healthy ways to manage/ resolve conflict to avoid violence and make a commitment to practice these communication strategies, when needed. Subsequently, fifth graders reinforce their decision-making skills, including comprehensively examining the probable legal, safety, respect/ non-respect factors of relevant violence-related incidents.

### **6-8 Grade band**

Violence Prevention in Grades 6-8 is focused on the functional knowledge that helps students to analyze influences, access valid, reliable resources, practice effective interpersonal communication, decision-making, and advocacy skills regarding violence prevention. Students in this grade band have several influences on their health behavior. Looking at the role of family, peers, media, personal attitude, values and beliefs as potential influences on health behavior help students navigate decisions associated with violence prevention. In addition, students in this grade band will learn how to access valid, reliable violence prevention resources. Practicing effective communication skills is done through various scenarios where students diffuse a situation in a conversation to prevent violence. Providing scenarios or situations where students have the opportunity to make healthy decisions to avoid violence is an effective strategy to enhance this skill. Advocacy is another essential skill. When students advocate for others to make positive health choices regarding violence, this also increases the likelihood of them practicing the healthy behavior.

## Kindergarten

### Alcohol, Tobacco, And Other Drug Prevention (ATOD)

<b>Kindergarten (ATOD) - Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Alcohol, Tobacco, and other Drugs.	K.ATOD.1.1 Identify family rules about medicine use. K.ATOD.1.2 Describe how to use medicines correctly.
<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.3.1. Identify trusted adults and professionals who can help promote health.	K.ATOD.3.1 Identify trusted adults at home who can help with taking medicines. K.ATOD.3.2. Identify trusted adults at school who can help with medicines.
<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.5.1. Identify situations which need a health-related decision.	K.ATOD.5.1. Identify healthy, safe choices involving medicine.

***SUPPORTIVE SKILLS**– To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **Kindergarten (ATOD) - Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
PK2.2.1. Identify relevant influences of family on health practices and behaviors.	K.ATOD.2.1. Identify relevant influences of family on taking medicines safely.

### **Standard 4: Interpersonal Communication Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
PK2.4.3. Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. PK2.4.4. Demonstrate ways to tell a trusted adult when threatened or harmed.	K.ATOD.4.1. Demonstrate effective refusal skills, including firmly saying “no” and getting away, when offered medicine by someone other than a trusted adult. K.ATOD.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medicine by someone other than a trusted adult.

### **Standard 8: Advocacy Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
PK2.8.1. Make requests to others to promote personal health practices.	K.ATOD.8.1 Ask trusted adults for help with taking medicine.

## Healthy Eating (HE)

### Kindergarten (HE) - Essential

#### Standard 1: Functional Knowledge

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

Benchmark	Indicators
PK2.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Healthy Eating.	K.HE.1.1. Name a variety of healthy foods. K.HE.1.2. Explain the importance of trying new foods. K.HE.1.3. Identify healthy foods. K.HE.1.4. Identify the benefits of drinking plenty of water.

#### Standard 7: Practicing Healthy Behaviors

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

Benchmark	Indicators
PK2.7.1. Demonstrate healthy practices and behaviors to maintain or improve personal health.	K.HE.7.1. Express intention to drink plenty of water.

#### Standard 8: Advocacy Skills

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

Benchmark	Indicators
PK2.8.1. Make requests to others to promote personal health practices.	K.HE.8.1. Make requests to others about preferences for healthy eating.

**SUPPORTIVE SKILLS** – To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## Kindergarten (HE) - Supportive

### Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark	Indicators
PK2.2.1. Identify relevant influences of family on health practices and behaviors.	K.HE.2.1. Identify relevant influences of family on food choices and other eating practices and behaviors.
PK2.2.2. Identify relevant influences of school on health practices and behaviors.	K.HE.2.2. Identify relevant influences of <u>school</u> personnel, rules, and peers on food choices and other eating practices and behaviors.
PK2.2.3. Identify relevant influences of media and technology on health practices and behaviors.	K.HE.2.3. Identify relevant influences of media and technology on food choices and other eating practices and behaviors.

### Standard 3: Accessing Resources

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

Benchmark	Indicators
PK2.3.1. Identify trusted adults and professionals who can help promote health.	K.HE.3.1. Identify trusted adults at home who can help promote healthy eating. K.HE.3.2. Identify trusted adults and professionals in school who can help promote healthy eating.

### Standard 4: Interpersonal Communication Skills

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

Benchmark	Indicators
PK2.4.3 Demonstrate effective ways to respond in an unwanted, threatening, or dangerous situation.	K.HE.4.1. Demonstrate effective refusal skills to avoid unhealthy food choices and promote healthy eating.

### Standard 6: Goal Setting Skills

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

Benchmark	Indicators
PK2.6.1 Identify a short-term, realistic personal health goal and take action toward achieving the goal.	K.HE.6.1. Identify a realistic personal short-term goal to improve healthy eating.
PK2.6.2 Identify people who can help achieve a personal health goal.	K.HE.6.2. Take steps to achieve a personal goal to improve healthy eating. K.HE.6.3. Identify people who can help achieve a personal goal to improve healthy eating.

## Human Growth and Development (HGD)

There are no HGD standards for K-2.

## Mental and Emotional Health (MEH/HR)

Healthy Relationship (HR) Indicators for K-8 are included in the content area of Mental and Emotional Health (MEH/HR).

<b>Kindergarten (MEH/HR) - Essential</b>	
<b>Standard 1: Functional Knowledge</b>	
<b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.1.1 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Mental and Emotional Health.	<p>K.MEH/HR.1.1. Identify a variety of feelings and recognize them as natural and important. (Ohio SEL A1.1a and 2a)</p> <p>K.MEH/HR.1.2. Explain the importance of talking with parents and other trusted adults about feelings. (Ohio SEL A1.3a)</p> <p>K.MEH/HR.1.3. Describe situations or locations that feel safe. (Ohio SEL A3.3a)</p> <p>K.MEH/HR.1.4. Identify appropriate ways to express and deal with feelings. (Ohio SEL A1.3a, Ohio SEL B1.2a)</p> <p>K.MEH/HR.1.5. Identify the purpose for having school-wide expectations and classroom rules. (SEL C2.1a)</p>
<b>Standard 2: Analyzing Influences</b>	
<b>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>PK2.2.1. Identify relevant influences of family on health practices and behaviors.</p> <p>PK2.2.4 Describe positive and negative influences on personal health practices and behaviors.</p>	<p>K.MEH/HR.2.1. Describe how your family influences your thoughts, feelings, and behaviors related to mental and emotional health.</p> <p>K.MEH/HR.2.2. Describe how your friends influence your thoughts, feelings, and behaviors related to mental and emotional health.</p> <p>K.MEH/HR.2.3. Recognize that people may influence each other with words or actions. (Ohio SEL D2.3a)</p>



<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.4.2 Demonstrate active listening skills including paying attention, and verbal and nonverbal feedback to enhance health. PK2.4.4 Demonstrate effective ways to tell a trusted adult if threatened or harmed.	K.MEH/HR.4.1. Demonstrate how to listen attentively. Identify and engage in positive communication skills . (SEL D1.1a). K.MEH/HR.4.2 Identify facial and body cues representing feelings in others. (Ohio SEL C1.1a) K.MEH/HR.4.2. Discuss how people can be the same and different.(Ohio SEL C3.1a) K.MEH/HR.4.3. Discuss the concept of and practice treating others the way you would want to be treated. (Ohio SEL C3.3a)
<b>Standards for Christian Anthropology (Theology of the Body) Alignment</b>	
<b>Standard</b>	<b>Reference</b>
K.5.1 TOB Explain that the human person is made in the image and likeness of God who is one God in three persons.	TOB 5-7, 9:2-9:3, 19:1; CCC 299, 343, 355-357

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## Kindergarten (MEH/HR) - Supportive

### Standard 3: Accessing Resources

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

Benchmark	Indicators
PK2.3.1. Identify trusted adults and professionals who can help promote health.	K.MEH/HR.3.1. Identify trusted adults at home who can help promote mental and emotional health. (Ohio SEL A3.1a)
PK2.3.2. Identify ways to locate school and community health helpers.	K.MEH/HR.3.2. Identify trusted adults and professionals in school who can help promote mental and emotional health. (Ohio SEL A3.1a)
PK2.3.3. Demonstrate how to locate school or community health helpers to enhance health.	K.MEH/HR.3.3. Explain how to locate school health helpers who can help with mental and emotional health. (Ohio SEL A3.1a)
	K.MEH/HR.3.4. Demonstrate how to locate community health helpers to enhance mental and emotional health. (Ohio SEL A3.1a)

### Standard 5: Decision-Making Skills

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

Benchmark	Indicators
PK2.5.1. Identify situations which need a health-related decision.	K.MEH/HR.5.1. Identify situations which need a decision related to mental and emotional health. (Ohio SEL E1.1a)
PK2.5.3 Explain the potential positive and negative outcomes from health-related decisions.	K.MEH/HR.5.2. Explain the potential positive and negative outcomes from decisions related to mental and emotional health. (Ohio SEL A4.1a)
PK2.5.4. Describe when help is needed and when it is not needed to make a healthy decision.	K.MEH/HR.5.3. Describe when help is needed and when it is not needed to make a mentally- and emotionally-healthy decision. (Ohio SEL A3.2a, )
	K.MEH/HR.5.4. Identify factors that can make it hard for a person to make the best decision in the classroom (Ohio SEL E2.1a)
	K.MEH/HR.5.5. Identify reliable sources of adult help in the immediate setting. (Ohio SEL E2.2a)

### Standard 6: Goal Setting Skills

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

Benchmark	Indicators
PK2.6.1 Identify a short-term, realistic personal health goal and take action toward achieving the goal.	K.MEH/HR.6.1. Identify a realistic personal short- term goal to improve or maintain positive mental and emotional health. (Ohio SEL B2.1a)
PK2.6.2 Identify people who can help achieve a personal health goal.	K.MEH/HR.6.2. Take steps to achieve the goal to improve or maintain positive mental and emotional health. (Ohio SEL B2.3a, B2.4a)
	K.MEH/HR.6.3. Identify people who can help achieve a goal to improve or maintain positive mental and emotional health. (Ohio SEL B2.2a)

<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.7.1 Demonstrate healthy practices and behaviors to maintain or improve personal health. PK2.7.2 Identify and demonstrate healthy practices and behaviors that reduce or prevent health risks.	K.MEH/HR.7.1. Identify personal interests and qualities. (Ohio SEL A2.1a) K.MEH/HR.7.2. Demonstrate healthy mental and emotional health practices. K.MEH/HR.7.3. Make a commitment to practice healthy mental and emotional health behaviors. K.MEH/HR.7.4 Recognize that new opportunities may have positive outcomes. (SEL E4.1a)
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.8.1 Make requests to others to promote personal health practices.	K.MEH/HR.8.1. Make requests to others to promote personal mental and emotional health practices. K.MEH/HR.8.2. Identify ways to respectfully advocate for basic personal needs. (Ohio SEL A4.3a) K.MEH/HR.8.3. Identify physical and emotional responses to unfamiliar situations (SEL E4.2a). K.MEH/HR.8.3. Demonstrate how to effectively tell a trusted adult when feeling strong emotions or when being threatened/ harmed. (Ohio SEL A3.2a)

## Personal Health and Wellness (PHW)

### Kindergarten (PHW) - Essential

#### Standard 1: Functional Knowledge

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

##### Benchmark

PK2.1.1 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Personal Health and Wellness.

##### Indicators

K.PHW.1.1. Identify the benefits of personal health care practices such as washing hair and bathing regularly.  
K.PHW.1.2. State the steps for proper hand washing.

#### Standard 6: Goal Setting Skills

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

##### Benchmark

PK2.6.1 Identify a short-term, realistic personal health goal and take action toward achieving the goal.  
PK2.6.2 Identify people who can help achieve a personal health goal.

##### Indicators

K.PHW.6.1. Identify a goal to improve dental care.  
K.PHW.6.2. Identify resources needed to achieve goal.  
K.PHW.6.3. Identify people who can help achieve the goal.

#### Standard 7: Practicing Healthy Behaviors

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

##### Benchmark

PK2.7.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.  
PK2.7.2 Identify and demonstrate healthy practices and behaviors that reduce or prevent health risks.

##### Indicators

K.PHW.7.1. Identify personal health and wellness-related practices that reduce or prevent health risks.  
K.PHW.7.2. Demonstrate positive personal health and wellness practices.

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **Kindergarten (PHW) - Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
PK2.2.1 Identify relevant influences of family on health practices and behaviors.	K.PHW.2.1. Identify relevant influences of family on personal health and wellness practices and behaviors.
PK2.2.2 Identify relevant influences of school on health practices and behaviors.	K.PHW.2.2. Identify relevant influences of <u>school</u> rules, peers, ad professionals on personal health and wellness practices and behaviors.
PK2.2.3 Identify relevant influences of media and technology on health practices and behaviors.	K.PHW.2.3. Identify relevant influences of media and technology on personal health and wellness practices and behaviors.
PK2.2.4 Describe positive and negative influences on personal health practices and behaviors.	K.PHW.2.4. Describe positive influences on personal health and wellness practices and behaviors. K.PHW.2.5. Describe negative influences on personal health and wellness practices and behaviors.

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
PK2.3.1. Identify trusted adults and professionals who can help promote health.	K.PHW.3.1. Identify trusted adults at home who can help promote personal health and wellness.
PK2.3.2. Identify ways to locate school and community health helpers.	K.PHW.3.2. Identify trusted adults and professionals in school who can help promote personal health and wellness.
PK2.3.3. Demonstrate how to locate school or community health helpers to enhance health.	K.PHW.3.3. Identify trusted adults and professionals in the community who can help promote personal health and wellness. K.PHW.3.4. Explain how to locate school health helpers who can help promote personal health and wellness. K.PHW.3.5 Explain how to locate community health helpers who can help promote personal health and wellness. K.PHW.3.6. Demonstrate how to locate school or community health helpers to enhance personal health and wellness.

<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.4.1 Demonstrate healthy ways to communicate needs, wants, and feelings.	K.PHW.4.1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to enhance personal health and wellness.
PK2.4.2 Demonstrate active listening skills to enhance health.	K.PHW.4.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to enhance personal health and wellness.
PK2.4.3 Demonstrate effective ways to respond in an unwanted, threatening, or dangerous situation.	K.PHW.4.3. Demonstrate effective refusal skills, including verbally saying “no”, to avoid participating in behaviors that negatively affect personal health and wellness.
PK2.4.4 Demonstrate effective ways to tell a trusted adult if threatened or harmed.	K.PHW.4.4. Identify how to communicate care and concern for others to enhance their personal health and wellness.
PK2.4.5 Identify how to communicate care and concern for others.	
<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.5.1. Identify situations which need a health-related decision.	K.PHW.5.1. Identify situations which need a decision related to personal health and wellness.
PK2.5.2. Identify how family, peers or media influence a health-related decision.	K.PHW.5.2. Identify how family, peers or media influence a personal health or wellness-related decision.
PK2.5.3 Explain the potential positive and negative outcomes from health-related decisions.	K.PHW.5.3. Explain the potential positive and negative outcomes from personal health or wellness-related decisions.
PK2.5.4. Describe when help is needed and when it is not needed to make a healthy decision.	K.PHW.5.4. Describe when help is needed and when it is not needed to make a personal health or wellness-related decision.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.8.1 Make requests to others to promote personal health practices.	K.PHW.8.1. Make requests to others to promote positive personal health and wellness-related practices.
PK2.8.2. Demonstrate how to encourage peers to make positive health choices.	K.PHW.8.2. Demonstrate how to encourage peers to make positive personal health and wellness-related choices.

## Safety (SAFE)

<b>Kindergarten (SAFE) – Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.1.1 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Safety.	K.SAFE.1.1 Describe how to be a safe pedestrian. K.SAFE.1.2. Describe how to be a responsible bus rider. K.SAFE.1.3. Identify safety rules for playing on playground. <b>K.SAFE.1.4. Recognize safe practices and actions. (Ohio SEL E3.2a)</b>
<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.3.2. Identify ways to locate school and community health helpers.	K.SAFE.3.1 Explain how to locate community health helpers who can help promote safety and injury prevention.
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.7.1 Demonstrate healthy practices and behaviors to maintain or improve personal health. PK2.7.2 Identify and demonstrate healthy practices and behaviors that reduce or prevent health risks.	K.SAFE.7.1. Identify practices that promote safety and reduce or prevent injuries. K.SAFE.7.2. Make a commitment to practice safety and injury prevention behaviors.

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **Kindergarten (SAFE) – Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
PK2.2.1 Identify relevant influences of family on health practices and behaviors.	K.SAFE.2.1. Identify relevant influences of family on safety and injury prevention practices and behaviors.
PK2.2.2 Identify relevant influences of school on health practices and behaviors.	K.SAFE.2.2. Identify relevant influences of <u>school</u> rules, peers, professionals on safety and injury prevention practices and behaviors.
PK2.2.3 Identify relevant influences of media and technology on health practices and behaviors.	K.SAFE.2.3. Describe positive influences on safety and injury prevention practices and behaviors.
PK2.2.4 Describe positive and negative influences on personal health practices and behaviors.	K.SAFE.2.4. Describe negative influences on safety and injury prevention practices and behaviors.

### **Standard 4: Interpersonal Communication Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
PK2.4.1 Demonstrate healthy ways to communicate needs, wants, and feelings.	K.SAFE.4.1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote safety and prevent injury.
PK2.4.2 Demonstrate active listening skills to enhance health.	K.SAFE.4.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to promote safety and avoid or reduce injury.
PK2.4.3 Demonstrate effective ways to respond in an unwanted, threatening, or dangerous situation.	K.SAFE.4.3. Demonstrate effective refusal skills to avoid or reduce injury.
PK2.4.4 Demonstrate effective ways to tell a trusted adult if threatened or harmed.	K.SAFE.4.4. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.



<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.5.1. Identify situations which need a health-related decision. PK2.5.2. Identify how family, peers or media influence a health-related decision. PK2.5.3. Explain the potential positive and negative outcomes from health-related decisions. PK2.5.4. Describe when help is needed and when it is not needed to make a healthy decision.	K.SAFE.5.1. Identify situations which need a decision related to safety and injury prevention. K.SAFE.5.2. Identify how family, peers or media influence a decision related to safety and injury prevention. K.SAFE.5.3. Explain the potential positive and negative outcomes from a decision related to safety and injury prevention. K.SAFE.5.4. Describe when help is needed and when it is not needed to make a decision related to safety and injury prevention.
<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.6.1. Identify a realistic personal short-term health goal. PK2.6.2. Identify people who can help achieve a personal health goal.	K.SAFE.6.1. Identify a realistic personal short-term goal to avoid or reduce injury. K.SAFE.6.2. Identify people who can help achieve a personal goal to avoid or reduce injury.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.8.1. Make requests to others to promote personal health practices. PK2.8.2. Demonstrate how to encourage peers to make healthy choices.	K.SAFE.8.1. Make requests to others to promote safety and avoid or reduce injury. K.SAFE.8.1. Demonstrate how to encourage peers to be safe and avoid or reduce injury.

## Violence Prevention (VP)

<b>Kindergarten (VP) - Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas:, Violence Prevention.	K.VP.1.1. Identify “appropriate/safe” and “inappropriate/ unsafe” touches. K.VP.1.2. Explain why inappropriate touches should be reported to a trusted adult. K.VP.1.3. Explain that a child is not at fault if someone touches him or her in an inappropriate way.
<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.3.1. Identify trusted adults and professionals who can help promote health. PK2.3.2 Identify ways to locate school and community health helpers. PK2.3.4. Demonstrate how to locate school or community health helpers to enhance health.	K.VP.3.1. Identify trusted adults at home who can help prevent violence. K.VP.3.2. Identify trusted adults and professionals in school who can help prevent violence. K.VP.3.3. Explain how to locate school health helpers who can help reduce or avoid violence. K.VP.3.4. Demonstrate how to locate school or community health helpers who can help reduce or avoid violence.
<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.4.1. Demonstrate healthy ways to communicate needs, wants, and feelings. PK2.4.3. Demonstrate effective ways to respond in an unwanted, threatening, or dangerous situation. PK2.4.4. Demonstrate effective ways to tell a trusted adult if threatened or harmed.	K.VP.4.1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to prevent violence. K.VP.4.2. Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or prevent violence. K.VP.4.3. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **Kindergarten (VP) - Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

#### **Benchmark**

- PK2.2.1. Identify relevant influences of family on health practices and behaviors.
- PK2.2.2. Identify relevant influences of school on health practices and behaviors.
- PK2.2.3. Identify relevant influences of media and technology on health practices and behaviors.
- PK2.2.4. Describe positive and negative influences on personal health practices and behaviors.

#### **Indicators**

- K.VP.2.1. Identify relevant influences of family on violence prevention practices and behaviors.
- K.VP.2.2. Identify relevant influences of school on violence prevention practices and behaviors.
- K.VP.2.3. Identify relevant influences of media and technology on violence prevention practices and behaviors.
- K.VP.2.4. Describe positive influences on violence prevention practices and behaviors.
- K.VP.2.5. Describe negative influences on violence prevention practices and behavior.

### **Standard 5: Decision-Making Skills**

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

#### **Benchmark**

- PK2.5.1. Identify situations which need a health-related decision.
- PK2.5.2. Identify how family, peers or media influence a health-related decision.
- PK2.5.3. Explain the potential positive and negative outcomes from health-related decisions.
- PK2.5.4. Describe when help is needed and when it is not needed to make a healthy decision.

#### **Indicators**

- K.VP.5.1. Identify situations which need a decision that could lead to violence.
- K.VP.5.2. Describe how family, peers or media influence a decision that could lead to violence. S5.3.VP.3.K. Explain the potential positive and negative outcomes from a decision that could lead to violence.
- K.VP.5.3. Describe when help is needed and when it is not needed to make a decision related to violence prevention.

<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
Benchmark	Indicators
PK2.6.1. Identify a short-term, realistic personal health goal and take action toward achieving the goal.  PK2.6.2. Identify people who can help achieve a personal health goal.	K.VP.6.1. Identify a realistic personal short-term goal to prevent violence. K.VP.6.2. Take steps to achieve the personal goal to prevent violence. K.VP.6.3. Identify people who can help achieve a personal goal to prevent violence.
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
Benchmark	Indicators
PK2.7.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.  PK2.7.2 Identify and demonstrate healthy practices and behaviors that reduce or prevent health risks.	K.VP.7.1. Identify practices that reduce or prevent violence. K.VP.7.2. Demonstrate violence prevention practices. K.VP.7.3. Make a commitment to practice violence prevention behaviors.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
Benchmark	Indicators
PK2.8.1 Make requests to others to promote personal health practices.  PK2.8.2. Demonstrate how to encourage peers to make positive health choices.	K.VP.8.1. Make requests to others to prevent violence. K.VP.8.2. Demonstrate how to encourage peers to prevent violence.

## Grade 1

### Alcohol, Tobacco, And Other Drug Prevention (ATOD)

Grade 1 (ATOD) - Essential	
Standard 1: Functional Knowledge	
Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark	Indicators
PK2.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Alcohol, Tobacco, and other Drugs.	1.ATOD.1.1. Describe family rules about medicine use. 1.ATOD.1.2. Explain the harmful effects of medicines when used incorrectly. 1.ATOD.1.3. Identify school rules about medicine use.
Standard 3: Accessing Resources	
Students will demonstrate the ability to access valid information, products, and services to enhance health.	
Benchmark	Indicators
PK2.3.1. Identify trusted adults and professionals in school who can help promote health.	1.ATOD.3.1. Identify trusted adults and professionals at school who can help with taking medicines.
Standard 5: Decision-Making Skills	
. Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark	Indicators
PK2.5.1. Explain the potential positive and negative outcomes from health-related decisions.	1.ATOD.5.1. Identify healthy, safe choices involving medicine and unknown substances.

**SUPPORTIVE SKILLS** – To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## Grade 1 (ATOD) - Supportive

### Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark	Indicators
PK2.2.1. Identify relevant influences of family on health practices and behaviors.	1.ATOD.2.1. Identify relevant influences of family on taking medicines safely.
PK2.2.2. Identify relevant influences of school on health practices and behaviors.	1.ATOD.2.2. Identify relevant influences of <u>school</u> peers/ friends on taking medicines safely.

### Standard 4: Interpersonal Communication Skills

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

Benchmark	Indicators
PK2.4.1. Demonstrate effective refusal skills including firmly saying “no” and getting away.	1.ATOD.4.1. Demonstrate effective refusal skills, including firmly saying “no” and getting away, when offered medicine by someone other than a trusted adult.
PK2.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	1.ATOD.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medicine by someone other than a trusted adult.

### Standard 8: Advocacy Skills

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

Benchmark	Indicators
PK2.8.1. Make requests to others to promote personal health practices.	1.ATOD.8.1. Make requests of others to ask trusted adults for help with taking medicine.

## Healthy Eating (HE)

### Grade 1 (HE) - Essential

#### Standard 1: Functional Knowledge

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

Benchmark	Indicators
PK2.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Healthy Eating.	1.HE.1.1. Explain the importance/ benefits of choosing healthy foods and beverages. 1.HE.1.2. Identify a healthy food from each food group. 1.HE.1.3. Identify a variety of healthy snacks. 1.HE.1.4. Describe the benefits of eating breakfast every day.

#### Standard 6: Goal Setting Skills

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

Benchmark	Indicators
PK2.6.1. Identify a realistic personal short-term health goal. PK2.6.2. Take steps to achieve the personal health goal. PK2.6.3. Identify people who can help achieve a personal health goal.	1.HE.6.1. Identify a realistic personal short-term goal to improve healthy eating. 1.HE.6.2. Take steps to achieve a personal goal to improve healthy eating. 1.HE.6.3. Identify people who can help achieve a personal goal to improve healthy eating.

#### Standard 7: Practicing Healthy Behaviors

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

Benchmark	Indicators
PK2.7.1. Make a commitment to practice healthy behaviors.	1.HE.7.1. Express the intention of eating a healthy breakfast daily.

**SUPPORTIVE SKILLS** – To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## Grade 1 (HE) - Supportive

### Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark	Indicators
PK2.2.1. Identify relevant influences of family on health practices and behaviors.	1.HE.2.1. Identify relevant influences of family on food choices and other eating practices and behaviors.
PK2.2.2. Identify relevant influences of school on health practices and behaviors.	1.HE.2.2. Identify relevant influences of <u>school</u> personnel and peers on food choices and other eating practices and behaviors.
PK2.2.3. Identify relevant influences of media and technology on health practices and behaviors.	1.HE.2.3. Identify relevant influences of media and technology on food choices and other eating practices and behaviors.
PK2.2.4. Describe positive influences on personal health practices and behaviors.	1.HE.2.4. Describe positive influences on personal food choices and other eating practices and behaviors.
PK2.2.5. Describe negative influences on personal health practices and behaviors.	1.HE.2.5. Describe negative influences on personal food choices and other eating practices and behaviors.

### Standard 3: Accessing Resources

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

Benchmark	Indicators
PK2.3.1. Identify trusted adults at home who can help promote health.	1.HE.3.1. Identify trusted adults at home who can help promote healthy eating.
PK2.3.2. Identify trusted adults and professionals in school who can help promote health.	1.HE.3.2. Identify trusted adults and professionals in school who can help promote healthy eating.

### Standard 8: Advocacy Skills

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

Benchmark	Indicators
PK2.8.1. Make requests to others to promote personal health practices.	1.HE.8.1. Make requests to others about preferences for healthy eating.
PK2.8.2. Demonstrate how to encourage peers to make healthy choices.	1.HE.8.2. Demonstrate how to encourage peers to make healthy food and beverage choices.



## Human Growth and Development (HGD)

There are no HGD or standards for K-2.

## Mental and Emotional Health (MEH/HR)

Healthy Relationship (HR) Indicators for K-8 are included in the content area of Mental and Emotional Health (MEH/HR).

<b>Grade 1 (MEH/HR) - Essential</b>	
<b>Standard 1: Functional Knowledge</b>	
<b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.1.1 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Healthy Relationships and Mental and Emotional Health.	1.MEH/HR.1.1. Explain the relationship between feelings and behavior. (Ohio SEL B1.1a) 1.MEH/HR.1.2. Identify personal behaviors or reactions when experiencing basic emotions. (Ohio SEL B1.1a) 1.MEH/HR.1.3. Identify characteristics of a responsible friend. 1.MEH/HR.1.4. Describe the difference between bullying and teasing. 1.MEH/HR.1.5. Explain why it is wrong to bully or tease others.
<b>Standard 4: Interpersonal Communication Skills</b>	
<b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.4.1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.	1.MEH/HR.4.1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. <ul style="list-style-type: none"> <li>Practice giving and receiving feedback in a respectful way (SEL D1.2a)</li> <li>Identify words and actions that may support or hurt the feelings of others (Ohio SEL C1.2.a)</li> </ul> 1.MEH/HR.4.2 Demonstrate an awareness of roles in various relationships. (Ohio SEL D2.1a) 1.MEH/HR.4.3 Recognize the need for inclusiveness. (Ohio SEL D2.2a)

<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.7.1. Demonstrate healthy practices.	1.MEH/HR.7.1. Demonstrate healthy coping skills to manage strong feelings. (Ohio SEL B1.3.a) 1.MEH/HR.7.2. Explore opportunities to develop skills and talents. (Ohio SEL A2.2a) 1.MEH/HR.7.3. Participate in cross-cultural activities and discuss differences, similarities and positive qualities across all cultures and groups. (Ohio C3.2a)
<b>Standards for Christian Anthropology (Theology of the Body) Alignment</b>	
<b>Standard</b>	<b>Reference</b>
1.1.3 TOB Express that every person is a gift from God. 1.7.1 TOB Recognize that human beings manifest their inner life through their body language. 1.10.1 TOB Recognize that true freedom comes by choosing the good. 1.11.1 TOB Recognize that each person is unique and unrepeatable.	TOB 13:2-4, 14:4, 15, 16:3-4, 17, 18:3-19:1, 19:3; CCC 356-358, 371-372  TOB 19:4-5; CCC 2521 - 2524  TOB 13:3; CCC 1696, 1730, 1733 TOB 20:5; CCC 357, 366

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## Grade 1 (MEH/HR) - Supportive

### Standard 2: Analyzing Influences

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

Benchmark	Indicators
PK2.2.1. Identify relevant influences of family on health practices and behaviors.	1.MEH/HR.2.1. Recognize that current events can impact emotions. (Ohio SEL A1.4a)
PL2.2.2. Identify relevant influences of school on health practices and behaviors.	1.MEH/HR.2.2. Identify relevant influences of family on mental and emotional health practices and behaviors.
PK2.2.3. Identify relevant influences of media and technology on health practices and behaviors.	1.MEH/HR.2.3. Identify relevant influences of <u>school</u> rules and peers on mental and emotional health practices and behaviors. (Ohio SEL D2.3.a)
PK2.2.4. Describe positive influences on personal health practices and behaviors.	1.MEH/HR.2.4. Identify relevant influences of media and technology on mental and emotional health practices and behaviors.
PK2.2.5. Describe negative influences on personal health practices and behaviors.	1.MEH/HR.2.5. Describe positive influences on mental and emotional health practices and behaviors. 1.MEH/HR.2.6. Describe negative influences on mental and emotional health practices and behaviors.

### Standard 3: Accessing Resources

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

Benchmark	Indicators
PK2.3.1. Identify trusted adults at home who can help promote health.	1.MEH/HR.3.1. Identify trusted adults at home who can help promote mental and emotional health.
PK2.3.2. Identify trusted adults and professionals in school who can help promote health.	1.MEH/HR.3.2. Identify trusted adults and professionals in school who can help promote mental and emotional health. (Ohio SEL A3.1.a)
PK2.3.3. Identify trusted adults and professionals in the community who can help promote health.	1.MEH/HR.3.3. Identify trusted adults and professionals in the community who can help promote mental and emotional health. (Ohio SEL A3.1.a)
PK2.3.4. Explain how to locate school health helpers.	1.MEH/HR.3.4. Explain how to locate school health helpers who can help with mental and emotional health. (Ohio SEL A3.1.a)
PK2.3.5. Explain how to locate community health helpers.	1.MEH/HR.3.5. Explain how to locate community health helpers who can help promote mental and emotional health. (Ohio SEL A3.1.a)
PK2.3.6. Demonstrate how to locate school or community health helpers to enhance health.	1.MEH/HR.3.6. Demonstrate how to locate school health helpers to enhance mental and emotional health. (Ohio SEL A3.1.a)

<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
Benchmark	Indicators
PK2.5.1. Explain the potential positive and negative outcomes from health-related decisions.	1.MEH/HR.5.1. Explain the potential positive and negative outcomes related to mental and emotional health. (Ohio SEL A4.1.a) 1.MEH/HR.5.2. Identify a problem or needed decision and recognize that there may be multiple responses. (Ohio SEL E1.1a) 1.MEH/HR.5.3. Identify how personal choices will impact the outcome of a situation. (Ohio SEL E2.3a)
<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
Benchmark	Indicators
PK2.6.1. Identify a realistic personal short-term health goal. PK2.6.2. Take steps to achieve the personal health goal. PK2.6.3. Identify people who can help achieve a personal health goal.	1.MEH/HR.6.1. Identify a realistic personal short-term goal to improve or maintain positive mental and emotional health. (Ohio SEL B2.1.a) 1.MEH/HR.6.2. Describe a time when you kept trying in a challenging situation (SEL B3.1a) 1.MEH/HR.6.3. Take steps to achieve the goal to improve or maintain positive mental and emotional health. (Ohio SEL B2.2.a) 1.MEH/HR.6.4. Identify people who can help achieve a goal to improve or maintain positive mental and emotional health. (Ohio SEL B2.2.a)
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
Benchmark	Indicators
PK2.8.1. Make requests to others to promote personal health practices.	1.MEH/HR.8.1. Make requests to others to promote personal mental and emotional health practices. (Ohio SEL A4.3a) 1.MEH/HR.8.2. Identify characteristics of positive citizenship in the classroom and school. (Ohio SEL C2.2a) 1.MEH/HR.8.3. Perform activities that contribute to the well-being of the classroom, school and home, with adult involvement as necessary. (Ohio SEL C2.3a)

## Physical Health and Wellness (PHW)

<b>Grade 1 (PHW) - Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.1.1 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Personal Health and Wellness.	1.PHW.1.1. Identify the proper steps for daily brushing and flossing of teeth. 1.PHW.1.2. Describe what it means to be healthy. 1.PHW.1.3. State why hygiene is important to good health. 1.PHW.1.4. Explain importance of regular visits to doctor and dentist.
<b>Standard 2: Analyzing Influences</b> <b>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.2.1. Identify relevant influences of family on health practices and behaviors.	1.PHW.2.1. Identify how family and friends influence personal health and wellness.
<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.6.1. Identify a realistic personal short-term health goal. PK2.6.2. Take steps to achieve the personal health goal. PK2.6.3. Identify people who can help achieve a personal health goal.	1.PHW.6.1. Identify a goal to improve disease prevention. 1.PHW.6.2. Identify resources needed to achieve goal. 1.PHW.6.3. Identify people who can help achieve the goal.
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
PK2.7.1. Demonstrate healthy practices. PK2.7.2. Make a commitment to practice healthy behaviors.	1.PHW.7.1. Demonstrate positive personal health and wellness practices. 1.PHW.7.2. Make a commitment to practice positive personal health and wellness-related behaviors.

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **(PHW) - Supportive**

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
PK2.3.1. Identify trusted adults at home who can help promote health. PK2.3.2. Identify trusted adults and professionals in school who can help promote health. PK2.3.3. Identify trusted adults and professionals in the community who can help promote health. PK2.3.4. Explain how to locate school health helpers. PK2.3.5. Explain how to locate community health helpers. PK2.3.6. Demonstrate how to locate school or community health helpers to enhance health.	1.PHW.3.1. Identify trusted adults at home who can help promote personal health and wellness. 1.PHW.3.2. Identify trusted adults and professionals in school who can help promote personal health and wellness. 1.PHW.3.3. Identify trusted adults and professionals in the community who can help promote personal health and wellness. 1.PHW.3.4. Explain how to locate school health helpers who can help promote personal health and wellness. 1.PHW.3.5. Explain how to locate community health helpers who can help promote personal health and wellness. 1.PHW.3.6. Demonstrate how to locate school or community health helpers to enhance personal health and wellness.

### **Standard 4: Interpersonal Communication Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
PK2.4.1. Demonstrate how to communicate needs, wants, and feelings in healthy and effective ways. PK2.4.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback. PK2.4.3. Demonstrate effective refusal skills including firmly saying “no” and getting away. PK2.4.4. Identify how to communicate care and concern for others.	1.PHW.4.1. Demonstrate how to communicate needs, wants, and feelings in healthy and effective ways to enhance personal health and wellness. 1.PHW.4.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to enhance personal health and wellness. 1.PHW.4.3. Demonstrate effective refusal skills, including verbally saying “no”, to avoid participating in behaviors that negatively affect personal health and wellness. 1.PHW.4.4. Identify how to communicate care and concern for others to enhance their personal health and wellness.

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
PK2.5.1. Identify situations that need a health- related decision.	1.PHW.5.1. Identify situations that need a decision related to personal health and wellness.
PK2.5.2. Identify how family, peers or media influence a health-related decision.	1.PHW.5.2. Identify how family, peers or media influence a personal health or wellness-related decision.
PK2.5.3. Explain the potential positive and negative outcomes from health-related decisions.	1.PHW.5.3. Explain the potential positive and negative outcomes from personal health or wellness-related decisions.
PK2.5.4. Describe when help is needed and when it is not needed to make a healthy decision.	1.PHW.5.4. Describe when help is needed and when it is not needed to make a personal health or wellness-related decision.

**Standard 8: Advocacy Skills****Students will demonstrate the ability to advocate for personal, family, and community health.**

<b>Benchmark</b>	<b>Indicators</b>
PK2.8.1. Make requests to others to promote personal health practices.	1.PHW.8.1. Make requests to others to promote positive personal health and wellness-related practices.
PK2.8.2. Demonstrate how to encourage peers to make healthy choices.	1.PHW.8.2. Demonstrate how to encourage peers to make positive personal health and wellness-related choices.

**Safety (SAFE)**

<b>(SAFE) – Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.1.1 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Safety.	1.SAFE.1.1. Identify safety hazards in the home. 1.SAFE.1.2. Identify how household products are harmful if ingested, inhaled, or used improperly. 1.SAFE.1.3. Identify safety rules for swimming and playing sports. 1.SAFE.1.4. Identify safety rules around fire. 1.SAFE.1.5. Identify people who can help when someone is injured or suddenly ill. 1.SAFE.1.6. Identify situations or locations that feel safe. (Ohio SEL A3.3a)
<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.3.1. Demonstrate how to locate school or community health helpers to enhance health.	1.SAFE.3.1. Demonstrate how to locate school or community health helpers to enhance safety and injury prevention.
<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.4.1. Demonstrate how to communicate needs, wants, and feelings in healthy and effective ways.	1.SAFE.4.1. Demonstrate what to say and how to respond when calling 911. 1.SAFE.4.2. Demonstrate how to ask a trusted adult for help with an injury or illness.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.8.1. Make requests to others to promote personal health practices. PK2.8.2. Demonstrate how to encourage peers to make healthy choices.	1.SAFE.8.1. Make requests of others to promote safety and reduce or prevent injuries. 1.SAFE.8.2. Demonstrate how to encourage peers to be safe and avoid or reduce injury.



***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **(SAFE) – Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
PK2.2.1. Identify relevant influences of family on health practices and behaviors. PK2.2.2. Identify relevant influences of school on health practices and behaviors. PK2.2.3. Identify relevant influences of media and technology on health practices and behaviors. PK2.2.4. Describe positive influences on personal health practices and behaviors. PK2.2.5. Describe negative influences on personal health practices and behaviors.	1.SAFE.2.1. Identify relevant influences of family on safety and injury prevention practices and behaviors. 1.SAFE.2.2. Identify relevant influences of school rules, peers, and professionals on safety and injury prevention practices and behaviors. 1.SAFE.2.3. Identify relevant influences of media and technology on safety and injury prevention practices and behaviors. 1.SAFE.2.4. Describe positive influences on safety and injury prevention practices and behaviors. 1.SAFE.2.5. Describe negative influences on safety and injury prevention practices and behaviors.

### **Standard 5: Decision-Making Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
PK2.5.1. Identify situations which need a health- related decision. PK2.5.2. Identify how family, peers or media influence a health-related decision. PK2.5.3. Explain the potential positive and negative outcomes from health-related decisions. PK2.5.4. Describe when help is needed and when it is not needed to make a healthy decision.	1.SAFE.5.1. Identify situations which need a decision related to safety and injury prevention. 1.SAFE.5.2. Identify how family, peers or media influence a decision related to safety and injury prevention. 1.SAFE.5.3. Explain the potential positive and negative outcomes from a decision related to safety and injury prevention. 1.SAFE.5.4. Describe when help is needed and when it is not needed to make a decision related to safety and injury prevention.

<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.6.1. Identify a realistic personal short-term health goal. PK2.6.2. Take steps to achieve the personal health goal. PK2.6.3. Identify people who can help achieve a personal health goal.	1.SAFE.6.1. Identify a realistic personal short- term goal to avoid or reduce injury. 1.SAFE.6.2. Take steps to achieve a personal goal to avoid or reduce injury. 1.SAFE.6.3. Identify people who can help achieve a personal goal to avoid or reduce injury.
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.7.1. Identify practices that reduce or prevent health risks. PK2.7.2. Make a commitment to practice healthy behaviors.	1.SAFE.7.1. Identify practices that promote safety and reduce or prevent injuries 1.SAFE.7.2. Make a commitment to practice safety and injury prevention behaviors.

## Violence Prevention (VP)

<b>Grade 1 (VP) - Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Violence Prevention.	1.VP.1.1. Distinguish “appropriate” and “inappropriate” or “safe” and “unsafe” touches or interactions. 1.VP.1.2. Explain why inappropriate touches should be reported to a trusted adult.
<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.4.1 Demonstrate effective refusal skills including firmly saying “no” and getting away. PK2.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	1.VP.4.1. Demonstrate how to use effective refusal skills when feeling threatened or harmed. 1.VP.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed or when a peer is feeling threatened or harmed.
<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.5.1. Identify situations which need a health- related decision. PK2.5.2. Identify how family, peers or media influence a health-related decision. PK2.5.3. Explain the potential positive and negative outcomes from health-related decisions. PK2.5.4. Describe when help is needed and when it is not needed to make a healthy decision.	1.VP.5.1. Identify situations which need a decision that could lead to violence. 1.VP.5.2. Describe how family, peers or media influence a decision that could lead to violence. 1.VP.5.3. Explain the potential positive and negative outcomes from a decision that could lead to violence. 1.VP.5.4. Describe when help is needed and when it is not needed to make a decision related to violence prevention.

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **Grade 1 (VP) - Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
PK2.2.1. Identify relevant influences of family on health practices and behaviors.	1.VP.2.1. Identify relevant influences of family on violence prevention practices and behaviors.
PK2.2.2. Identify relevant influences of school on health practices and behaviors.	1.VP.2.2. Identify relevant influences of school on violence prevention practices and behaviors.
PK2.2.3. Identify relevant influences of media and technology on health practices and behaviors.	1.VP.2.3. Identify relevant influences of media and technology on violence prevention practices and behaviors.
PK2.2.4. Describe positive influences on personal health practices and behaviors.	1.VP.2.4. Describe positive influences on violence prevention practices and behaviors.
PK2.2.5. Describe negative influences on personal health practices and behaviors.	1.VP.2.5. Describe negative influences on violence prevention practices and behavior.

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
PK2.3.1. Identify trusted adults at home who can help promote health.	1.VP.3.1. Identify trusted adults at home who can help prevent violence.
PK2.3.2. Identify trusted adults and professionals in school who can help promote health..	1.VP.3.2. Identify trusted adults and professionals in school who can help prevent violence.
PK2.3.3. Explain how to locate school health helpers.	1.VP.3.3. Explain how to locate school health helpers who can help reduce or avoid violence.
PK2.3.4. Demonstrate how to locate school or community health helpers to enhance health.	1.VP.3.4. Demonstrate how to locate school or community health helpers who can help reduce or avoid violence.

<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.6.1. Identify a realistic personal short-term health goal. PK2.6.2. Take steps to achieve the personal health goal. PK2.6.3. Identify people who can help achieve a personal health goal.	1.VP.6.1. Identify a realistic personal short-term goal to prevent violence. 1.VP.6.2. Take steps to achieve the personal goal to prevent violence. 1.VP.6.3. Identify people who can help achieve a personal goal to prevent violence.
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.7.1. Identify practices that reduce or prevent health risks. PK2.7.2. Demonstrate healthy practices. PK2.7.3. Make a commitment to practice healthy behaviors.	1.VP.7.1. Identify practices that reduce or prevent violence. 1.VP.7.2. Demonstrate violence prevention practices. 1.VP.7.3. Make a commitment to practice violence prevention behaviors.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.8.1. Make requests to others to promote personal health practices. PK2.8.2. Demonstrate how to encourage peers to make healthy choices.	1.VP.8.1. Make requests to others to prevent violence. 1.VP.8.2. Demonstrate how to encourage peers to prevent violence.

## Grade 2

### Alcohol, Tobacco, And Other Drug Prevention (ATOD)

#### Grade 2 (ATOD) - Essential

##### Standard 1: Functional Knowledge

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

###### Benchmark

PK2.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Alcohol, Tobacco, and other Drugs.

###### Indicators

2.ATOD.1.1. Explain the harmful effects of medicines when used incorrectly.  
2.ATOD.1.2. Identify school rules about the use of medicine.

##### Standard 3: Accessing Resources

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

###### Benchmark

PK2.3.1. Identify trusted adults and professionals in school who can help promote health.  
PK2.3.2 Explain how to locate school health helpers.

###### Indicators

2.ATOD.3.1. Identify trusted adults and professionals in school who can help with taking prescription and over-the-counter medicines.  
2.ATOD.3.2. Explain how to locate trusted adults and professionals in school who can help with information about prescriptions and over-the-counter medicines.

##### Standard 5: Decision-Making Skills

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

###### Benchmark

PK2.5.1 Explain the potential positive and negative outcomes from health-related decisions.

###### Indicators

2.ATOD.5.1 Identify healthy, safe choices involving medicines or other substances.

**SUPPORTIVE SKILLS** – To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## Grade 2 (ATOD) - Supportive

### Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark	Indicators
PK2.2.1 Identify relevant influences of family on health practices and behaviors.	2.ATOD.2.1. Identify relevant influences of family on taking medicines safely.
PK2.2.2 Identify relevant influences of school on health practices and behaviors.	2.ATOD.2.2 Identify relevant influences of <u>school</u> professionals, rules, and peers on taking medicines safely.
PK2.2.3 Describe positive influences on personal health practices and behaviors.	2.ATOD.2.3 Describe positive influences on choices about medicines.
PK2.2.4 Describe negative influences on personal health practices and behaviors.	2.ATOD.2.4 Describe negative influences on choices about medicines.

### Standard 4: Interpersonal Communication Skills

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

Benchmark	Indicators
PK2.4.1 Demonstrate effective refusal skills including firmly saying “no” and getting away.	2.ATOD.4.1 Demonstrate effective refusal skills, including firmly saying “no” and getting away, when offered medicine by someone other than a trusted adult.
PK2.4.2 Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	2.ATOD.4.2 Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed when offered medicine by someone other than a trusted adult.

### Standard 8: Advocacy Skills

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

Benchmark	Indicators
PK2.8.1 Make requests to others to promote personal health practices.	2.ATOD.8.1 Make requests of others to ask trusted adults for help with taking medicine.

## Healthy Eating (HE)

### Grade 2 (HE) - Essential

#### Standard 1: Functional Knowledge

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

Benchmark	Indicators
PK2.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Healthy Eating.	2.HE.1.1. Describe the types of foods and beverages that should be limited. 2.HE.1.2. Identify healthy eating patterns that provide energy and help the body grow and develop. 2.HE.1.3. Explain how to use MyPlate to create a healthy meal.

#### Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark	Indicators
PK2.2.1 Identify relevant influences of family on health practices and behaviors. PK2.2.2 Identify relevant influences of media and technology on health practices and behaviors.	2.HE.2.1. Identify relevant influences of family on food choices and other eating practices and behaviors. 2.HE.2.2. Describe how advertising influences food choices.

#### Standard 6: Goal Setting Skills

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

Benchmark	Indicators
PK2.6.1 Identify a realistic personal short-term health goal. PK2.6.2 Take steps to achieve the personal health goal. PK2.6.3 Identify people who can help achieve a personal health goal.	2.HE.6.1. Identify a realistic personal short-term goal to improve healthy eating. 2.HE.6.2. Take steps to achieve a personal goal to improve healthy eating. 2.HE.6.3. Identify people who can help achieve a personal goal to improve healthy eating.



***SUPPORTIVE SKILLS** – To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **Grade 2 (HE) - Supportive**

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
PK2.3.1. Identify trusted adults at home who can help promote health.	2.HE.3.1. Identify trusted adults at home who can help promote healthy eating.
PK2.3.2. Identify trusted adults and professionals in school who can help promote health.	2.HE.3.2. Identify trusted adults and professionals in who can help promote healthy eating.
PK2.3.3. Identify trusted adults and professionals in the community who can help promote health.	2.HE.3.3. Identify trusted adults and professionals in the community who can help promote healthy eating.

### **Standard 4: Interpersonal Communication Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
PK2.4.1. Demonstrate effective refusal skills including firmly saying “no” and getting away.	2.HE.4.1. Demonstrate effective refusal skills to avoid unhealthy food choices and promote healthy eating.

### **Standard 7: Practicing Healthy Behaviors**

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

<b>Benchmark</b>	<b>Indicators</b>
PK2.7.1. Identify practices that reduce or prevent health risks.	2.HE.7.1. Identify practices that reduce or prevent unhealthy eating behaviors.
PK2.7.2. Demonstrate healthy practices.	2.HE.7.2. Demonstrate healthy eating practices.
PK2.7.3. Make a commitment to practice healthy behaviors.	2.HE.7.3. Make a commitment to practice healthy eating behaviors.

### **Standard 8: Advocacy Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
PK2.8.1. Make requests to others to promote personal health practices.	2.HE.8.1. Make requests to others about preferences for healthy eating.
PK2.8.2. Demonstrate how to encourage peers to make healthy choices.	2.HE.8.2. Demonstrate how to encourage peers to make healthy food and beverage choices.

## Human Growth and Development (HGD)

There are no HGD or standards for K-2.

## Mental and Emotional Health (MEH/HR)

Healthy Relationship (HR) Indicators for K-8 are included in the content area of Mental and Emotional Health (MEH/HR).

<b>Grade 2 (MEH/HR) - Essential</b>	
<b>Standard 1: Functional Knowledge</b>	
<b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.1.1 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Healthy Relationships and Mental and Emotional Health.	2.MEH/HR.1.1. Explain the importance of respecting the personal space and boundaries of others. (Ohio SEL C4.3.a) 2.MEH/HR.1.2. Identify the benefits of healthy family relationships. 2.MEH/HR.1.3. Identify the benefits of healthy peer relationships. 2.MEH/HR.1.4. Explain the importance of self-control and anger management.
<b>Standard 4: Interpersonal Communication Skills</b>	
<b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.4.1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. PK2.4.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.	2.MEH/HR.4.1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. Define empathy and identify empathetic reactions in others(SEL C1.3a). 2.MEH/HR.4.2. Demonstrate healthy ways to manage or resolve interpersonal conflict.(Ohio SEL D3.1a, 2a) 2.MEH/HR.4.3. Describe how to effectively communicate respect for others. (Ohio SEL D1.1.a) 2.MEH/HR.4.4. Practice giving and receiving feedback in a respectful way( Ohio SEL D1.2.a) 2.MEH/HR.4.5. Recognize social cues in different settings. (Ohio SEL C.4.1a) 2.MEH/HR.4.6. Identify norms for various family and social situations. (Ohio SEL C4.2a) 2.MEH/HR.4.7. Develop an awareness that people communicate through social and digital media. (Ohio SEL.D1.3a) 2.MEH/HR.4.8. Apply listening and attention skills to identify the feelings and perspectives of others. (Ohio SEL.D3.3a)

<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
Benchmark	Indicators
PK2.5.1. Identify situations which need a health-related decision. PK2.5.2. Explain the potential positive and negative outcomes from health-related decisions. PK2.5.3. Describe when help is needed and when it is not needed to make a healthy decision.	2.MEH/HR.5.1. Identify mental and emotional health situations that need a decision to be made. 2.MEH/HR.5.2. List 2-3 possible ways to handle the situation. (Ohio SEL E1.2.a) 2.MEH/HR.5.3. Explain the possible positive and negative outcomes for each of these 2-3 ways. 2.MEH/HR.5.4. Describe when help is needed and when it is not needed to make a decision related to mental and emotional health. 2.MEH/HR.5.5. Identify how certain actions impact others( Ohio SEL E3.1.a) 2.MEH/HR.5.6. Recognize the need for group decisions that support a common goal. (Ohio SEL E3.3a)
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
Benchmark	Indicators
PK2.7.1. Demonstrate healthy practices to maintain or improve personal health.	2.MEH/HR.7.1. Demonstrate healthy mental and emotional health practices. 2.MEH/HR7.2. Demonstrate confidence in the ability to complete simple tasks and challenges independently, while expressing positive attitudes towards self. (Ohio SEL A4.2.a) 2.MEH/HR.7.3. Identify examples of transitions and how they are a necessary and appropriate part of school and life. (Ohio SEL E4.3a)
<b>Standards for Christian Anthropology (Theology of the Body) Alignment</b>	
Standard	Reference
2.3.2 TOB Discuss reasons why God made man male and female in Gen. 1:27 and Gen. 2:18-22a. 2.5.1 TOB Discuss how we are created in the image and likeness of the Trinitarian God. 2.6.1 TOB Express that man is called to give himself through love as "Gift." 2.7.1 TOB Discuss how the character of a person is embodied in their comportment.	TOB 2-3; 13:2; CCC 371-372  TOB 9:2 - 9:3, 13:2, 19:1; CCC 355-357  TOB 15:1; CCC 357, 1878, 2196; <i>Gaudium et Spes</i> 24:3 TOB 90:5-6; CCC 519-520 cf. 1Cor. 6:19-20, 1Thess. 4:4, TOB 57:1-3; CCC 2521-2524

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **Grade 2 (MEH/HR) - Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
PK2.2.1. Identify relevant influences of family on health practices and behaviors.	2.MEH/HR.2.1. Describe how your family influences your thoughts, feelings, and behaviors related to mental and emotional health.
PK2.2.2. Identify relevant influences of school on health practices and behaviors.	2.MEH/HR.2.2. Identify relevant influences of <u>school</u> peers and professionals on mental and emotional health practices and behaviors.
PK2.2.3. Identify relevant influences of media and technology on health practices and behaviors.	2.MEH/HR.2.3. Identify relevant influences of media and technology on mental and emotional health practices and behaviors.
PK2.2.4. Describe positive influences on personal health practices and behaviors.	2.MEH/HR.2.4. Describe positive influences on mental and emotional health practices and behaviors.
PK2.2.5. Describe negative influences on personal health practices and behaviors.	2.MEH/HR.2.5. Describe negative influences on mental and emotional health practices and behaviors.

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
PK2.3.1. Identify trusted adults at home who can help promote health.	2.MEH/HR.3.1. Identify trusted adults at home who can help promote mental and emotional health.
PK2.3.2. Identify trusted adults and professionals in school who can help promote health.	2.MEH/HR.3.2. Identify trusted adults and professionals in school who can help promote mental and emotional health.
PK2.3.3. Identify trusted adults and professionals in the community who can help promote health.	2.MEH/HR.3.3. Identify trusted adults and professionals in the community who can help promote mental and emotional health.
PK2.3.4. Explain how to locate school health helpers.	2.MEH/HR.3.4. Explain how to locate school health helpers who can help with mental and emotional health.
PK2.3.5. Explain how to locate community health helpers.	2.MEH/HR.3.5. Explain how to locate community health helpers who can help promote mental and emotional health.
PK2.3.6. Demonstrate how to locate school or community health helpers to enhance health.	2.MEH/HR.3.6. Demonstrate how to locate school health helpers to enhance mental and emotional health.

**Standard 6: Goal Setting Skills****Students will demonstrate the ability to use goal-setting skills to enhance health.**

Benchmark	Indicators
PK2.6.1. Identify a realistic personal short-term health goal. PK2.6.2. Take steps to achieve the personal health goal. PK2.6.3. Identify people who can help achieve a personal health goal.	2.MEH/HR.6.1. Identify a realistic personal short-term goal to improve or maintain positive mental and emotional health. 2.MEH/HR.6.2 Identify goals for classroom behavior and academic success. (SEL.B2.1a) 2.MEH/HR.6.3. Take steps to achieve the goal to improve or maintain positive mental and emotional health. (SEL.B2.3a) 2.MEH/HR.6.4. Explain how practice improves performance of a skill and can help in overcoming a challenge or setback. (SEL B3.2a) 2.MEH/HR.6.5. Identify people who can help achieve a goal and how they can help. (SEL.B2.2a) 2.MEH/HR.6.6. Discuss obstacles that can get in the way of reaching a goal and ideas for handling these obstacles. (SEL.B2.4a)

**Standard 8: Advocacy Skills****Students will demonstrate the ability to advocate for personal, family, and community health.**

Benchmark	Indicators
PK2.8.1. Make requests to others to promote personal health practices.	2.MEH/HR.8.1. Make requests to others to promote personal mental and emotional health practices. 2.MEH/HR.8.2. Identify and participate in activities to improve school or home. (Ohio SEL C.2.4a)

## Personal Health and Wellness (PHW)

<b>Grade 2 (PHW) – Essential</b>	
<b>Standard 1: Functional Knowledge</b>	
<b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.1.1 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Personal Health and Wellness.	2.PHW.1.1. State why hygiene is important to good health. 2.PHW.1.2. Identify different ways that disease- causing germs are transmitted. 2.PHW.1.3. Identify ways to prevent the spread of germs that cause common infectious diseases. 2.PHW.1.4. Explain why sleep and rest are important for proper growth and good health. 2.PHW.1.5. List ways to prevent the harmful effects of the sun.
<b>Standard 6: Goal Setting Skills</b>	
<b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.6.1. Identify a realistic personal short-term health goal. PK2.6.2. Take steps to achieve the personal health goal. PK2.6.3. Identify people who can help achieve a personal health goal.	2.PHW.6.1. Identify goal to improve disease prevention. 2.PHW.6.2. Identify resources needed to achieve goal. 2.PHW.6.3. Identify people who can achieve the goal.
<b>Standard 7: Practicing Healthy Behaviors</b>	
<b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.7.1. Make a commitment to practice healthy behaviors.	2.PHW.7.1. Make a commitment to practice positive personal health and wellness-related behaviors.

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **(PHW) - Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
PK2.2.1. Identify relevant influences of family on health practices and behaviors.	2.PHW.2.1. Identify relevant influences of family on personal health and wellness practices and behaviors.
PK2.2.2. Identify relevant influences of school on health practices and behaviors.	2.PHW.2.2. Identify relevant influences of school on personal health and wellness practices and behaviors.
PK2.2.3. Identify relevant influences of media and technology on health practices and behaviors.	2.PHW.2.3. Identify relevant influences of media and technology on personal health and wellness practices and behaviors.
PK2.2.4. Describe positive influences on personal health practices and behaviors.	2.PHW.2.4. Describe positive influences on personal health and wellness practices and behaviors.
PK2.2.5. Describe negative influences on personal health practices and behaviors.	2.PHW.2.5. Describe negative influences on personal health and wellness practices and behaviors.

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
PK2.3.1. Identify trusted adults at home who can help promote health.	2.PHW.3.1. Identify trusted adults at home who can help promote personal health and wellness.
PK2.3.2. Identify trusted adults and professionals in school who can help promote health.	2.PHW.3.2. Identify trusted adults and professionals in school who can help promote personal health and wellness.
PK2.3.3. Identify trusted adults and professionals in the community who can help promote health	2.PHW.3.3. Identify trusted adults and professionals in the community who can help promote personal health and wellness.
PK2.3.4. Explain ow to locate school health helpers.	2.PHW.3.4. Explain how to locate school health helpers who can help promote personal health and wellness.
PK2.3.5. Explain ow to locate community health helpers.	2.PHW.3.5. Explain how to locate community health helpers who can help promote personal health and wellness.
PK2.3.6. Demonstrate how to locate school or community health helpers to enhance health.	2.PHW.3.6. Demonstrate how to locate school or community health helpers to enhance personal health and wellness.

**Standard 4: Interpersonal Communication Skills****Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

<b>Benchmark</b>	<b>Indicators</b>
PK2.4.1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.	2.PHW.4.1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to enhance personal health and wellness.
PK2.4.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.	2.PHW.4.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to enhance personal health and wellness.
PK2.4.3. Demonstrate effective refusal skills including firmly saying “no” and getting away.	2.PHW.4.3. Demonstrate effective refusal skills, including verbally saying “no”, to avoid participating in behaviors that negatively affect personal health and wellness.
PK2.4.4. Identify how to communicate care and concern for others.	2.PHW.4.4. Identify how to communicate care and concern for others to enhance their personal health and wellness.

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
PK2.5.1. Identify situations which need a health-related decision.	2.PHW.5.1. Identify situations which need a decision related to personal health and wellness.
PK2.5.2. Identify how family, peers or media influence a health-related decision.	2.PHW.5.2. Identify how family, peers or media influence a personal health or wellness-related decision.
PK2.5.3. Explain the potential positive and negative outcomes from health-related decisions.	2.PHW.5.3. Explain the potential positive and negative outcomes from personal health or wellness-related decisions.
PK2.5.4. Describe when help is needed and when it is not needed to make a healthy decision.	2.PHW.5.4. Describe when help is needed and when it is not needed to make a personal health or wellness-related decision.



## Safety (SAFE)

<b>Grade 2 (SAFE) – Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.1.1 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Safety.	2.SAFE.1.1. Identify safety hazards in the home. 2.SAFE.1.2. Describe how injuries can be prevented. 2.SAFE.1.3. Describe what to do if an unsafe object or substance is found. 2.SAFE.1.4. Identify safety hazards in the community. 2.SAFE.1.5. Identify people who can help when someone is injured or suddenly ill. 2.SAFE.1.6. Describe internet safety rules.
<b>Standard 2: Analyzing Influences</b> <b>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.2.1. Identify relevant influences of family on health practices and behaviors. PK2.2.2. Identify relevant influences of school on health practices and behaviors. PK2.2.3. Identify relevant influences of media and technology on health practices and behaviors.	2.SAFE.2.1. Describe how family influences safety choices. 2.SAFE.2.2. Describe how peers can influence safety choices. 2.SAFE.2.3. Describe how the internet influences safety choices.
<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.5.1. Identify situations which need a health-related decision. PK2.5.2. Explain the potential positive and negative outcomes from health-related decisions. PK2.5.3. Describe when help is needed and when it is not needed to make a healthy decision.	2.SAFE.5.1. Identify situations which need a decision related to safety and injury prevention. 2.SAFE.5.2. Explain the potential positive and negative outcomes from a decision related to safety and injury prevention. 2.SAFE.5.3. Describe when help is needed and when it is not needed to make a decision related to safety and injury prevention.

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **Grade 2 (SAFE) – Supportive**

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
PK2.3.1. Identify trusted adults at home who can help promote health.	2.SAFE.3.1. Identify trusted adults at home who can help promote safety and injury prevention.
PK2.3.2. Identify trusted adults and professionals in school who can help promote health.	2.SAFE.3.2. Identify trusted adults and professionals in school who can help promote safety and injury prevention.
PK2.3.3. Identify trusted adults and professionals in the community who can help promote health.	2.SAFE.3.3. Identify trusted adults and professionals in the community who can help promote safety and injury prevention.
PK2.3.4. Explain how to locate school health helpers.	2.SAFE.3.4. Explain how to locate school health helpers who can help promote safety and injury prevention.
PK2.3.5. Explain how to locate community health helpers.	2.SAFE.3.5. Explain how to locate community health helpers who can help promote safety and injury prevention.
PK2.3.6. Demonstrate how to locate school or community health helpers to enhance health.	2.SAFE.3.6. Demonstrate how to locate school or community health helpers to enhance safety and injury prevention.

### **Standard 4: Interpersonal Communication Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
PK2.4.1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.	2.SAFE.4.1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote safety and prevent injury.
PK2.4.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.	2.SAFE.4.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback to promote safety and avoid or reduce injury.
PK2.4.3. Demonstrate effective refusal skills including firmly saying “no” and getting away.	2.SAFE.4.3. Demonstrate effective refusal skills to avoid or reduce injury.
PK2.4.4. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.	2.SAFE.4.4. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.

<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.6.1. Identify a realistic personal short-term health goal. PK2.6.2. Take steps to achieve the personal health goal. PK2.6.3. Identify people who can help achieve a personal health goal.	2.SAFE.6.1. Identify a realistic personal short- term goal to avoid or reduce injury. 2.SAFE.6.2. Take steps to achieve a personal goal to avoid or reduce injury. 2.SAFE.6.3. Identify people who can help achieve a personal goal to avoid or reduce injury.
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.7.1. Identify practices that reduce or prevent health risks. PK2.7.2. Make a commitment to practice healthy behaviors.	2.SAFE.7.1. Identify practices that promote safety and reduce or prevent injuries. 2.SAFE.7.2. Make a commitment to practice safety and injury prevention behaviors.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
PK2.8.1. Make requests to others to promote personal health practices. PK2.8.2. Demonstrate how to encourage peers to make healthy choices.	2.SAFE.8.1. Make requests to others to promote safety and avoid or reduce injury. 2.SAFE.8.2. Demonstrate how to encourage peers to be safe and avoid or reduce injury.

## Violence Prevention (VP)

Grade 2 (VP) – Essential	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
Benchmark	Indicators
PK2.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Violence Prevention.	2.VP.1.1. Explain why everyone has the right to tell others not to touch his or her body. 2.VP.1.2. Explain that a child is not at fault if someone touches him or her in an inappropriate way. 2.1.VP.3. Explain what to do if you and a friend have a strong disagreement.
<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
Benchmark	Indicators
PK2.3.1. Explain how to locate school health helpers. PK2.3.2. Explain how to locate community health helpers. PK2.3.3. Demonstrate how to locate school or community health helpers to enhance health.	2.VP.3.1. Explain how to locate school health helpers who can help reduce or avoid violence. 2.VP.3.2. Explain how to locate community health helpers who can help reduce or avoid violence. 2.VP.3.3. Demonstrate how to locate school or community health helpers who can help reduce or avoid violence.
<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
Benchmark	Indicators
PK2.4.1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. PK2.4.2. Demonstrate effective refusal skills including firmly saying “no” and getting away.	2.VP.4.1. Demonstrate healthy ways to manage or resolve conflict to prevent violence. 2.VP.4.2. Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or prevent violence.

## Grade 2 (VP)– Supportive

### Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark	Indicators
PK2.2.1. Identify relevant influences of family on health practices and behaviors.	2.VP.2.1. Identify relevant influences of family on violence prevention practices and behaviors.
PK2.2.2. Identify relevant influences of school on health practices and behaviors.	2.VP.2.2. Identify relevant influences of school on violence prevention practices and behaviors.
PK2.2.3. Identify relevant influences of media and technology on health practices and behaviors.	2.VP.2.3. Identify relevant influences of media and technology on violence prevention practices and behaviors.
PK2.2.4. Describe positive influences on personal health practices and behaviors.	2.VP.2.4. Describe positive influences on violence prevention practices and behaviors.
PK2.2.5. Describe negative influences on personal health practices and behaviors.	2.VP.2.5. Describe negative influences on violence prevention practices and behavior.

### Standard 5: Decision-Making Skills

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

Benchmark	Indicators
PK2.5.1. Identify situations which need a health- related decision.	2.VP.5.1. Identify situations which need a decision that could lead to violence.
PK2.5.2. Identify how family, peers or media influence a health-related decision.	2.VP.5.2. Describe how family, peers or media influence a decision that could lead to violence.
PK2.5.3. Explain the potential positive and negative outcomes from health-related decisions.	2.VP.5.3. Explain the potential positive and negative outcomes from a decision that could lead to violence.
PK2.5.4. Describe when help is needed and when it is not needed to make a healthy decision.	2.VP.5.4. Describe when help is needed and when it is not needed to make a decision related to violence prevention.

**Standard 6: Goal Setting Skills****Students will demonstrate the ability to use goal-setting skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
PK2.6.1. Identify a realistic personal short-term health goal.	2.VP.6.1. Identify a realistic personal short-term goal to prevent violence.
PK2.6.2. Take steps to achieve the personal health goal.	2.VP.6.2. Take steps to achieve the personal goal to prevent violence.
PK2.6.3. Identify people who can help achieve a personal health goal.	2.VP.6.3. Identify people who can help achieve a personal goal to prevent violence.

**Standard 7: Practicing Healthy Behaviors****Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

<b>Benchmark</b>	<b>Indicators</b>
PK2.7.1. Identify practices that reduce or prevent health risks.	2.VP.7.1. Identify practices that reduce or prevent violence.
PK2.7.2. Demonstrate healthy practices.	2.VP.7.2. Demonstrate violence prevention practices.
PK2.7.3. Make a commitment to practice healthy behaviors.	2.VP.7.3. Make a commitment to practice violence prevention behaviors.

**Standard 8: Advocacy Skills****Students will demonstrate the ability to advocate for personal, family, and community health.**

<b>Benchmark</b>	<b>Indicators</b>
PK2.8.1. Make requests to others to promote personal health practices.	2.VP.8.1. Make requests to others to prevent violence.
PK2.8.2. Demonstrate how to encourage peers to make healthy choices.	2.VP.8.2. Demonstrate how to encourage peers to prevent violence.

**Grade 3****Alcohol, Tobacco, And Other Drug Prevention (ATOD)****Grade 3 (ATOD) - Essential****Standard 1: Functional Knowledge****Students will comprehend concepts related to health promotion and disease prevention to enhance health.****Benchmark**

G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to alcohol, tobacco and other drugs.

**Indicators**

3.ATOD.1.1. Explain the benefits of medicines when used correctly.  
 3.ATOD.1.2. Explain how to use medicines correctly.  
 3.ATOD.1.3. Describe potential risks associated with inappropriate use of over-the-counter medicines.  
 3.ATOD.1.4. Identify negative short- and long-term physical, social, emotional effects of using tobacco or other nicotine products (vaping).  
 3.ATOD.1.5. Describe the benefits of abstaining from tobacco use or other nicotine products (*e.g., vaping, e-cigarettes, etc.*).  
 3. ATOD.1.6. Explain the short- and long-term physical effects of being exposed to others' tobacco use.

**Standard 2: Analyzing Influences****Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.****Benchmark**

G35.2.3. Identify relevant influences of community on health practices and behaviors.  
 G35.2.4. Describe how relevant influences of family and culture affect personal health practices and behaviors.  
 G35.2.7. Describe how relevant influences of peers affect personal health practices and behaviors.

**Indicators**

3.ATOD.2.1. Identify relevant influences of community on the use of tobacco and nicotine delivery products, practices, and behaviors.  
 3.ATOD.2.2. Describe how relevant influences of family affect use of tobacco and nicotine delivery products, practices, and behaviors.  
 3.ATOD.2.3. Describe how relevant influences of peers affect use of tobacco and nicotine delivery products, practices, and behaviors.

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
G35.5.1. Identify situations which need a health-related decision. G35.5.4. Identify options and their potential outcomes when making a health-related decision. G35.5.5. Choose a healthy option when making a decision. G35.5.6. Describe the final outcome of a health-related decision.	3..ATOD.5.1. Identify situations which need a decision related to medicines including prescription drugs, or tobacco and nicotine delivery products ( <i>e.g., vaping, e-cigarettes, etc.</i> ). 3.ATOD.5.2. Identify options and their potential outcomes when making a decision related to medicines including prescription drugs, or tobacco/ nicotine delivery products ( <i>e.g., vaping, e-cigarettes, etc.</i> ). 3.ATOD.5.3. Choose a healthy option when making a decision about medicines including prescription drugs, or tobacco/ nicotine delivery products ( <i>e.g., vaping, e-cigarettes, etc.</i> ). 3.ATOD.5.4. Describe the final outcome of a decision about medicines including prescription drugs, or tobacco/ nicotine delivery products. ( <i>e.g., vaping, e-cigarettes, etc.</i> )



***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

### **Grade 3 (ATOD) - Supportive**

#### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.3.1. Describe characteristics of accurate health information. G35.3.2. Describe characteristics of appropriate and reliable health products. G35.3.3. Describe characteristics of appropriate and trustworthy health services. G35.3.4. Demonstrate how to locate sources of accurate health information.	3.ATOD.3.1. Describe characteristics of accurate information for over-the counter and prescription medicines. 3.ATOD.3.2. Describe characteristics of accurate alcohol- and tobacco- prevention information. 3.ATOD.3.3. Describe characteristics of appropriate and reliable over-the-counter and prescription medicines. 3.ATOD.3.4. Describe characteristics of appropriate and trustworthy alcohol-use prevention services. 3.ATOD.3.5. Demonstrate how to locate sources of accurate information for over-the-counter and prescription medicines. 3.ATOD.3.6. Describe how to locate sources of accurate information for alcohol- and tobacco-use prevention.

#### **Standard 4: Interpersonal Communication Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.4.1. Demonstrate effective verbal and nonverbal communication skills. G35.4.2. Explain how to be empathetic and compassionate toward others. G35.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risk.	3.ATOD.4.1. Demonstrate effective verbal and nonverbal communication skills to avoid taking another's prescription medication. 3.ATOD.4.2. Explain how to be empathetic and compassionate towards a family member who is trying to quit alcohol, tobacco or other drug use. 3.ATOD.4.3. Demonstrate effective peer resistance skills to avoid or reduce exposure to secondhand smoke.

<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.8.1. Give factual information to improve the health of others. G35.8.2. State personal beliefs to improve the health of others. G35.8.3. Demonstrate how to persuade others to make positive health choices.	3.ATOD.8.1. Give factual information about the benefits of being alcohol- and other drug-free. 3.ATOD.8.2. State personal beliefs about the dangers related to alcohol and other drug use. 3.ATOD.8.3. Demonstrate how to persuade others to be alcohol- and other drug-free. 3.ATOD.8.4. Demonstrate how to persuade others to avoid driving while under the influence of alcohol or other drugs. 3.ATOD.8.5. Demonstrate how to persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.
<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.3.1. Describe characteristics of accurate health information. G53.3.2. Describe characteristics of appropriate and reliable health products. G35.3.3. Describe characteristics of appropriate and trustworthy health services. G35.3.4. Demonstrate how to locate sources of accurate health information.	3.ATOD.3.1. Describe characteristics of accurate information for over-the counter and prescription medicines. 3.ATOD.3.2. Describe characteristics of accurate alcohol- and tobacco- prevention information. 3.ATOD.3.3. Describe characteristics of appropriate and reliable over-the-counter and prescription medicines. 3.ATOD.3.4. Describe characteristics of appropriate and trustworthy alcohol-use prevention services. 3.ATOD.3.5. Demonstrate how to locate sources of accurate information for over-the- counter and prescription medicines. 3.ATOD.3.6. Demonstrate how to locate sources of accurate information for alcohol- and tobacco-use prevention.

<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.5.1. Identify situations which need a health-related decision.	3.ATOD.5.1. Identify situations which need a decision related to medicines or alcohol (including prescription drugs).
G35.5.2. Decide when help is needed and when it is not needed to make a healthy decision.	3.ATOD.5.2. Decide when help is needed and when it is not needed to make a decision to not use alcohol, tobacco or other drugs.
G35.5.4. Identify options and their potential outcomes when making a health-related decision.	3.ATOD.5.3. Identify options and their potential outcomes when making a decision related to medicines or alcohol (including prescription drugs).
G35.5.5. Choose a healthy option when making a decision.	3.ATOD.5.4. Choose a healthy option when making a decision about medicines or alcohol (including prescription drugs).
G35.5.6. Describe the final outcome of a health-related decision.	3.ATOD.5.5. Describe the final outcome of a decision about medicines or alcohol (including prescription drugs).

## Healthy Eating (HE)

<b>Grade 3 (HE) - Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in Healthy Eating.	3.HE.1.1. Name the food groups and variety of nutritious food choices for each food group. 3.HE.1.2. Identify the amount of food from each food group that a child needs daily. 3.HE.1.3. Explain the importance of eating a variety of foods from all the food groups. 3.HE.1.4. Describe the benefits of eating plenty of fruits and vegetables.
<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.6.1. Set a realistic personal health goal. G35.6.2. Track progress toward achieving a personal health goal. G35.6.3. Identify resources that can help achieve a personal health goal.	3.HE.6.1. Set a realistic personal goal related to improve healthy eating behaviors. 3.HE.6.2. Track progress toward achieving a personal goal to improve healthy eating behaviors. 3.HE.6.3. Identify resources that can help achieve a personal goal to improve healthy eating behaviors.
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.7.1. Describe practices and behaviors that reduce or prevent health risks. G35.7.3. Make a commitment to practice healthy behaviors.	3.HE.7.1. Describe practices that encourage healthy eating behaviors. 3.HE.7.2. Make a commitment to practice healthy eating behaviors.

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **Grade 3 (HE) - Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
G35.2.1. Identify relevant influences of culture on health practices and behaviors.	3.HE.2.1. Identify relevant influences of culture on food choices and other eating practices and behaviors.
G35.2.2. Identify relevant influences of peers on health practices and behaviors.	3.HE.2.2. Identify relevant influences of peers on food choices and other eating practices and behaviors.
G35.2.4. Describe how relevant influences of family and culture affect personal health practices and behaviors.	3.HE.2.3. Describe how relevant influences of family and culture affect personal food choices and other eating practices and behaviors.
G35.2.6. Describe how relevant influences of media and technology affect personal health practices and behaviors.	3.HE.2.4. Describe how relevant influences of media and technology affect food choices and other eating practices and behaviors.
G35.2.7. Describe how relevant influences of peers affect personal health practices and behaviors.	3.HE.2.5. Describe how relevant influences of peers affect food choices and other eating practices and behaviors.

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.3.1. Describe characteristics of accurate health information.	3.HE.3.1. Describe characteristics of accurate nutrition information.
G35.3.2. Describe characteristics of appropriate and reliable health products.	3.HE.3.2. Describe characteristics of appropriate and reliable nutrition products.
G35.3.3. Describe characteristics of appropriate and trustworthy health services.	3.HE.3.3. Describe characteristics of appropriate and trustworthy nutrition services.
G35.3.5. Demonstrate how to locate sources of accurate health information.	3.HE.3.4. Demonstrate how to locate sources of accurate nutrition information.

<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.4.1. Demonstrate effective verbal and nonverbal communication skills.	3.HE.4.1. Demonstrate effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy eating.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.8.1. Give factual information to improve the health of others.	3.HE.8.1. Give factual information to improve the food and beverage selections of others.
G35.8.2. State personal beliefs to improve the health of others.	3.HE.8.2. State personal beliefs to improve the food and beverage selections of others.
G35.8.3. Demonstrate how to persuade others to make positive health choices.	3.HE.8.3. Demonstrate how to persuade others to make healthy food and beverage choices.

## Human Growth and Development (HGD)

<b>Grade 3 (HGD) - Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Human Growth and Development	3.HGD.1.1. Explain how the body is changing physically and emotionally. 3.HGD.1.2. Describe how individuals develop physically at different rates.
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.7.1. Make a commitment to practice healthy behaviors.	3.HGD.7.1. Make a commitment to respect individual differences. ( <i>e.g., height, weight, other body change or individual differences that occur as a person grows and gets older</i> ).

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

### **Grade 3 (HGD) - Supportive**

#### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
G35.2.1. Identify relevant influences of culture on health practices and behaviors.	3.HGD.2.1 Identify relevant influences of culture on human growth and development.
G35.2.2. Identify relevant influences of peers on health practices and behaviors.	3.HGD.2.2 Identify relevant influences of peers on human growth and development.
G35.2.4. Describe how relevant influences of family and culture affect personal health practices and behaviors.	3.HGD.2.3 Describe how relevant influences of family and culture affect human growth and development.
G35.2.6. Describe how relevant influences of media and technology affect personal health practices and behaviors.	3.HGD.2.4 Describe how relevant influences of media and technology affect human growth and development.
G35.2.7. Describe how relevant influences of peers affect personal health practices and behaviors.	3.HGD.2.5 Describe how relevant influences of peers affect human growth and development.

#### **Standard 8: Advocacy Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.8.1. Give factual information to improve the health of others.	3.HGD.8.1. Give factual information to improve the understanding of the individual differences in mental, emotional, and physical growth and development.
G35.8.2. State personal beliefs to improve the health of others.	3.HGD.8.2. State personal beliefs that help improve the understanding of the individual differences in mental, emotional, and physical growth and development.
G35.8.3. Demonstrate how to persuade others to make positive health choices.	3.HGD.8.3. Demonstrate how to persuade others to respect the individual differences in their peers' mental, emotional, and physical growth and development.



## Mental and Emotional Health/Healthy Relationships (MEH/HR)

Healthy Relationship (HR) Indicators for K-8 are included in the content area of Mental and Emotional Health (MEH/HR).

### Grade 3 (Mental and Emotional Health) - Essential

#### Standard 1: Functional Knowledge

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

Benchmark	Indicators
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Mental and Emotional Health, Healthy Relationships.	3.MEH/HR.1.1. Describe characteristics of healthy relationships. 3.MEH/HR.1.2. Identify characteristics of a mentally and emotionally healthy person. 3.MEH/HR.1.3. Give examples of pro-social behaviors 3.MEH/HR.1.4. Describe the relationship between feelings and behavior. 3.MEH/HR.1.5. Identify role models who demonstrate positive emotional health. 3.MEH/HR.1.6. Describe appropriate ways to express and deal with emotions. Consider when it is necessary to process emotions in a safe place, independently, or with the guidance of a trusted adult. (SEL A.1.3b) 3.MEH/HR.1.7 Identify a range of personal emotions. (SEL A1.1.b) 3.MEH/HR.1.8 Identify that emotions are valid, even if others feel differently. (SEL A1.2.b) 3.MEH/HR.1.9. Describe how current events trigger emotions. (SEL A1.4b) 3.MEH/HR.1.10. Demonstrate strategies to express a range of emotions within the expectations of the setting. (SEL B1.1b) 3.MEH/HR.1.11. Identify verbal and nonverbal cues representing feelings in others. (SEL C1.1b) 3.MEH/HR.1.12 Identify others' reactions by tone of voice, body language and facial expressions. (SEL C4.1b)

#### Standard 3: Accessing Resources

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

Benchmark	Indicators
G35.3.1. Describe characteristics of accurate health information.	3.MEH/HR.3.1. Describe characteristics of accurate mental and emotional health information.
G35.3.2. Describe characteristics of appropriate and trustworthy health services.	3.MEH/HR.3.2. Describe characteristics of appropriate and trustworthy mental and emotional health services.
G35.3.4. Demonstrate how to locate sources of accurate health information.	3.MEH/HR.3.3. Demonstrate how to locate sources of accurate mental and emotional health information.

<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health</b>	
Benchmark	Indicators
G35.4.1. Demonstrate effective verbal and nonverbal communication skills. G35.4.5. Demonstrate how to effectively ask for help to improve personal health.	3.MEH/HR.4.1. Describe how to effectively communicate care and concern for others. 3.MEH/HR.4.2. Demonstrate how to effectively ask for help to improve personal mental and emotional health. Describe how a trusted adult can provide academic, social or emotional support or assistance for self and others. (SEL A3.1b) 3.MEH/HR.4.3. Discuss positive and negative opinions people may have about other people or groups, even if they aren't always true. (SEL C3.1b) 3.MEH/HR.4.4. Identify what creates a feeling of belonging in various relationships. (SEL D2.1b) 3.MEH/HR.4.5. Identify and demonstrate personal behaviors to prevent conflict. (SEL D3.1b). 3.MEH/HR.4.6. Demonstrate the ability to respect the rights of self and others. (SEL E3.1.b)
<b>Standards for Christian Anthropology (Theology of the Body) Alignment</b>	
Standard	Reference
3.2.1 TOB Give examples of man's unique relationship with God as set apart from the rest of creation: naming the animals, cultivating the earth, and choosing between good and evil. 3.6.1 TOB Contrast how God can enable people to view the world and others as gifts with how some people view the world and others as a threat, eliciting a response of selfishness and manipulation. 3.8.1 TOB Relate how the body reveals the person. 3.9.1 TOB Relate man's relationship with God in original solitude to the restoration of man's relationship with God through baptism. 3.10.1 TOB Relate being connected to Jesus the True Vine (Jn 15:4-5) to manifesting the fruits of the Spirit. 3.12.1 TOB Recognize that in heaven there will be a profound unity and harmony between the soul and the body.	TOB 5:4, 6; CCC 343, 356, 373, 378      TOB 15:1, 46:6; CCC 2514, 2517-2519, 2524, 2531  TOB 14:4; CCC 364-366, 371  TOB 91:5, 92:2, 96:2-5; CCC 374, 1265, 1272-1273  Gal 5:22-23. TOB 51; CCC 736, 1831-1832, 2074  TOB 66:5-6; CCC 996-997

<p><i><b>SUPPORTIVE SKILLS</b> - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.</i></p>	
<p><b>Grade 3 (MEH/HR) - Supportive</b></p>	
<p><b>Standard 2: Analyzing Influences</b>  <b>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b></p>	
Benchmark	Indicators
G35.2.2. Identify relevant influences of peers on health practices and behaviors.	3.MEH/HR.2.1. Identify relevant influences of peers on mental emotional health practices and behaviors.
G35.2.3. Identify relevant influences of community on health practices and behaviors.	3.MEH/HR.2.2. Identify relevant influences of community on mental and emotional health practices and behaviors.
<p><b>Standard 5: Decision-Making Skills</b>  <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b></p>	
Benchmark	Indicators
G35.5.1. Identify situations which need a health- related decision.	3.MEH/HR.5.1. Identify situations which need a decision related to mental and emotional health.
G35.5.2. Decide when help is needed and when it is not needed to make a healthy decision.	3.MEH/HR.5.2. Decide when help is needed and when it is not needed to make a decision related to mental and emotional health.
G35.5.3. Explain how family, culture, peers or media influence a health-related decision.	3.MEH/HR.5.3. Explain how family, culture, peers or media influence a decision related to mental and emotional health.
G35.5.4. Identify options and their potential outcomes when making a health-related decision.	3.MEH/HR.5.4. Identify options and their potential outcomes when making a decision related to mental and emotional health.
G35.5.5. Choose a healthy option when making a decision.	3.MEH/HR.5.5. Choose a healthy option when making a decision related to mental and emotional health.
G35.5.6. Describe the final outcome of a health- related decision.	3.MEH/HR.5.6. Describe the final outcome of a decision related to mental and emotional health.
	3.MEH/HR.5.7 Identify and describe how personal choices and behavior impacts self and others. (SEL A4.1.b)
	3.MEH/HR5.8. Generate possible solutions or responses to a problem or needed decision recognizing that there may be more than one perspective. (SEL E1.1b)
	3.MEH/HR.5.9. Identify factors that can make it hard to make the best decisions at home or at school. (SEL E2.1b)

<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.6.1. Set a realistic personal health goal. G35.6.2. Track progress toward achieving a personal health goal. G35.6.3. Identify resources that can help achieve a personal health goal.	3.MEH/HR.6.1. Set a realistic goal to improve or maintain positive mental and emotional health. <ul style="list-style-type: none"> <li>Identify goals for academic success and personal growth. (SEL B 2 . 1 b )</li> </ul> 3.MEH/HR.6.2. Track progress to achieving the goal to improve or maintain positive mental and emotional health. 3.MEH/HR.6.3. Identify resources that can help achieve a goal to improve or maintain positive mental and emotional health. <ul style="list-style-type: none"> <li>Identify school, family and community resources, with adult support, that may assist in achieving a goal. (SEL B2. 2.b)</li> </ul>
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.7.1. Describe practices and behaviors that reduce or prevent health risks. G35.7.2. Demonstrate healthy practices and behaviors. G35.7.3. Make a commitment to practice healthy behaviors.	3.MEH/HR.7.1. Describe mental and emotional practices and behaviors that reduce or prevent health risks. 3.MEH/HR.7.2. Demonstrate healthy mental and emotional health practices and behaviors. 3.MEH/HR.7.3. Make a commitment to practice healthy mental and emotional health behaviors. 3.MEH/HR.7.4. Identify personal strengths based on interests and qualities. (SEL A2.1b) 3.MEH/HR.7.5. Practice the ability to manage transitions and adapt to changing situations and responsibilities in school and life. (SEL E4.3b)

<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.8.1. Give factual information to improve the health of others.	3.MEH/HR.8.1. Give factual information to improve the mental and emotional health of others.
G35.8.2. State personal beliefs to improve the health of others.	3.MEH/HR.8.2. State personal beliefs to improve the mental and emotional health of others.
G35.8.3. Demonstrate how to persuade others to make positive health choices.	3.MEH/HR.8.3. Demonstrate how to persuade others to make positive mental and emotional health choices.
	3.MEH/HR.8.4. Identify reasons for making positive contributions to the school and community. (SEL C2.1b)
	3.MEH/HR.8.5. Develop and practice strategies to appropriately respond in unfamiliar situations. (SEL E4.2.b)

## Personal Health and Wellness (PHW)

### Grade 3 (Personal Health and Wellness) - Essential

#### Standard 1: Functional Knowledge

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

Benchmark	Indicators
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Personal Health and Wellness.	3.PHW.1.1. Explain the difference between infectious diseases and non-infectious diseases. 3.PHW.1.2. Describe ways that common infectious diseases are transmitted. 3.PHW.1.3. Describe ways to prevent the spread of germs that cause infectious diseases. 3.PHW.1.4. Explain how hand washing and covering a cough and sneeze are effective ways to prevent many infectious diseases. 3.PHW.1.5. Describe the symptoms of someone who is seriously ill and needs immediate medical attention. 3.PHW.1.6. Describe the importance of seeking help and treatment for common infectious diseases.

#### Standard 6: Goal Setting Skills

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

Benchmark	Indicators
G35.6.1. Set a realistic personal health goal. G35.6.2. Track progress toward achieving a personal health goal. G35.6.3. Identify resources that can help achieve a personal health goal.	3PHW.6.1. Set a realistic goal to improve or maintain personal health and wellness. 3.PHW.6.2. Track progress to achieving the goal to improve or maintain personal health and wellness. 3.PHW.6.3 Identify resources that can help achieve a goal to improve or maintain personal health and wellness.

#### Standard 8: Advocacy Skills

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

Benchmark	Indicators
G35.8.1. Give factual information to improve the health of others. G35.8.2. State personal beliefs to improve the health of others. G35.8.3 Demonstrate how to persuade others to make positive health choices.	3.PHW.8.1. Give factual information to improve or maintain personal health and wellness. 3.PHW.8.2. State personal beliefs to improve or maintain physical health and wellness of others. 3.PHW.8.3. Demonstrate how to persuade others to make positive physical health and wellness choices.

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

### **Grade 3 (PHW) - Supportive**

#### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
G35.2.1. Identify relevant influences of culture on health practices and behaviors.	3.PHW.2.1. Identify relevant influences of culture on personal health and wellness-related practices and behaviors.
G35.2.2. Identify relevant influences of peers on health practices and behaviors.	3.PHW.2.2. Identify relevant influences of peers on personal health and wellness-related practices and behaviors.
G35.2.3. Identify relevant influences of community on health practices and behaviors.	3.PHW.2.3. Identify relevant influences of community on personal health and wellness-related practices and behaviors.

#### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.3.1. Describe characteristics of accurate health information.	3.PHW.3.1. Describe characteristics of accurate personal health and wellness information.
G35.3.2. Describe characteristics of appropriate and reliable health products.	3.PHW.3.2. Describe characteristics of appropriate and reliable personal health and wellness products.
G35.3.3. Describe characteristics of appropriate and trustworthy health services.	3.PHW.3.3. Describe characteristics of appropriate and trustworthy personal health and wellness services.
G35.3.4. Demonstrate how to locate sources of accurate health information.	3.PHW.3.4. Demonstrate how to locate sources of accurate personal health and wellness information.

<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.4.1. Demonstrate effective verbal and nonverbal communication skills. G35.4.2 Explain how to be empathetic and compassionate toward others. G35.4.4. Demonstrate healthy ways to manage or resolve conflict. G35.4.5. Demonstrate how to effectively ask for help to improve personal health. G35.4.6. Demonstrate how to effectively communicate support for others.	3.PHW.4.1. Demonstrate effective verbal and nonverbal communication skills to enhance personal health and wellness. 3.PHW.4.2. Explain how to be empathetic and compassionate toward others. 3.PHW.4.3. Demonstrate healthy ways to manage to avoid or reduce participating in behaviors that can negatively affect personal health and wellness. 3.PHW.4.4. Demonstrate how to effectively ask for help to improve personal health and wellness. 3.PHW.4.5. Demonstrate how to effectively communicate support for others to improve their personal health and wellness.
<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.5.1. Identify situations which need a health- related decision. G35.5.2. Decide when help is needed and when it is not needed to make a healthy decision. G35.5.3. Explain how family, culture, peers or media influence a health-related decision. G35.5.4 Identify options and their potential outcomes when making a health-related decision. G35.5.5. Choose a healthy option when making a decision. G35.5.6. Describe the final outcome of a health- related decision.	3.PHW.5.1. Identify situations which need a decision related to personal health and wellness. S5.2.PHW.2.3. Describe when help is needed and when it is not needed to make a personal health and wellness-related decision. 3.PHW.5.2. Explain how family, culture, peers, or media influence a personal health and wellness- related decision. 3.PHW.5.3. Identify options and their potential outcomes when making a personal health and wellness-related decision. 3.PHW.5.4. Choose a healthy option when making a personal health and wellness-related decision. 3.PHW.5.5. Describe the final outcome of a personal health and wellness-related decision.
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.7.1. Describe practices and behaviors that reduce or prevent health risks. G35.7.2. Demonstrate healthy practices and behaviors. G35.7.3. Make a commitment to practice healthy behaviors.	3.PHW.7.1. Describe practices and behaviors that reduce or prevent personal health and wellness-related risks. 3.PHW.7.2. Demonstrate positive personal health and wellness-related practices and behaviors. 3.PHW.7.3. Make a commitment to practice positive personal health and wellness-related behaviors.



## Safety (SAFE)

### Grade 3 (Safety) - Essential

#### Standard 1: Functional Knowledge

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

Benchmark	Indicators
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	3.SAFE.1.1. Identify ways to reduce risk of injuries while riding in a motor vehicle. 3.SAFE.1.2. Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely. 3.SAFE.1.3. Identify ways to reduce risk of injuries in case of a fire. 3.SAFE.1.4. Identify ways to reduce risk of injuries around water. 3.SAFE.1.5. Explain why household products are harmful if ingested or inhaled.

#### Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark	Indicators
G35.2.1. Identify relevant influences of culture on health practices and behaviors. G35.2.2. Identify relevant influences of peers on health practices and behaviors. G35.2.4. Describe how relevant influences of family and culture affect personal health practices and behaviors. G35.2.7. Describe how relevant influences of peers affect personal health practices and behaviors.	3.SAFE.2.1. Identify relevant influences of family and culture on safety and injury prevention practices and behaviors. 3.SAFE.2.2. Identify relevant influences of peers on safety and injury prevention practices and behaviors. 3.SAFE.2.3. Describe how relevant influences of family and culture affect personal safety and injury prevention practices and behaviors. 3.SAFE.2.4. Describe how relevant influences of peers affect personal safety and injury prevention practices and behaviors.

<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.5.1. Identify situations which need a health- related decision.	3.SAFE.5.1. Identify situations which need a decision related to safety and injury prevention.
G35.5.2. Decide when help is needed and when it is not needed to make a healthy decision.	3.SAFE.5.2. Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention.
G35.5.4. Identify options and their potential outcomes when making a health-related decision.	3.SAFE.5.3. Identify options and their potential outcomes when making a decision related to safety and injury prevention.
G35.5.5. Choose a healthy option when making a decision.	3.SAFE.5.4. Choose a healthy option when making a decision related to safety and injury prevention.

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **Grade 3 (SAFE) - Supportive**

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.3.1. Describe characteristics of accurate health information.	3.SAFE.3.1. Describe characteristics of accurate safety and injury prevention information.
G35.3.2. Describe characteristics of appropriate and reliable health products.	3.SAFE.3.2. Describe characteristics of appropriate and reliable safety and injury prevention products.
G35.3.3. Describe characteristics of appropriate and trustworthy health services.	3.SAFE.3.3. Describe characteristics of appropriate and trustworthy safety and injury prevention services.
G35.3.4. Demonstrate how to locate sources of accurate health information.	3.SAFE.3.4. Demonstrate how to locate sources of accurate safety and injury prevention information.

### **Standard 4: Interpersonal Communication Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.4.1. Demonstrate effective verbal and nonverbal communication skills.	3.SAFE.4.1. Demonstrate effective verbal and nonverbal communication skills to promote safety and avoid or reduce injury.
G35.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risk.	3.SAFE.4.2. Demonstrate effective peer resistance skills to avoid or reduce injury.
G35.4.4. Demonstrate healthy ways to manage or resolve conflict.	3.SAFE.4.3. Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.
G35.4.5. Demonstrate how to effectively ask for help to improve personal health.	3.SAFE.4.4. Demonstrate how to effectively ask for help to avoid or reduce personal injury.

### **Standard 6: Goal Setting Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.6.1. Set a realistic personal health goal.	3.SAFE.6.1. Set a realistic personal goal to avoid or reduce injury.
G35.6.2. Track progress toward achieving a personal health goal.	3.SAFE.6.2. Track progress toward achieving a personal goal to avoid or reduce injury.
G35.6.3. Identify resources that can help achieve a personal health goal.	3.SAFE.6.3. Identify resources that can help achieve a personal goal to avoid or reduce injury.

<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.7.1. Describe practices and behaviors that reduce or prevent health risks. G35.7.2. Demonstrate healthy practices and behaviors. G35.7.3. Make a commitment to practice healthy behaviors.	3.SAFE.7.1 Describe practices and behaviors that reduce or prevent injury. 3.SAFE.7.2. Demonstrate safety and injury prevention practices and behaviors. (Ohio SEL E3.2b) 3.SAFE.7.3. Make a commitment to practice safety and injury prevention.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.8.1. Give factual information to improve the health of others. G35.8.2. State personal beliefs to improve the health of others. G35.8.3. Demonstrate how to persuade others to make positive health choices.	3.SAFE.8.1. Give factual information to improve the safety and injury prevention of others. 3.SAFE.8.2. State personal beliefs to improve safety and injury prevention of others. 3.SAFE.8.3. Demonstrate how to persuade others to make choices to promote safety and avoid or reduce injury.

## Violence Prevention (VP)

### Grade 3 (Violence Prevention) - Essential

#### Standard 1: Functional Knowledge

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

Benchmark	Indicators
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Violence Prevention.	3.VP.1.1. Explain that anger is a normal emotion. 3.VP.1.2. Identify nonviolent ways to manage anger. 3.VP.1.3. Describe the difference between bullying and teasing. 3.VP.1.4. Describe the benefits of using non-violent means to solve interpersonal conflict. 3.VP.1.5. Identify examples of self-control.

#### Standard 3: Accessing Resources

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

Benchmark	Indicators
G35.3.1. Describe characteristics of accurate health information. G35.3.3 Describe characteristics of appropriate and trustworthy health services. G35.3.4 Demonstrate how to locate sources of accurate health information.	3.VP.3.1. Describe characteristics of accurate violence prevention information. 3.VP.3.2. Describe characteristics of appropriate and trustworthy health services that help reduce or prevent violence. 3.VP.3.3. Demonstrate how to locate sources of accurate violence prevention information.

#### Standard 4: Interpersonal Communication Skills

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

Benchmark	Indicators
G35.4.1. Demonstrate effective verbal and nonverbal communication skills. G35.4.3 Demonstrate effective peer resistance skills to avoid or reduce health risk.	3.VP.4.1. Demonstrate communicating assertively to prevent violence. 3.VP.4.2. Demonstrate effective peer resistance (refusal) skills to avoid or reduce violence.

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

### **Grade 3 (VP) - Supportive**

#### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
G35.2.4. Describe how relevant influences of family and culture affect personal health practices and behaviors.	3.VP.2.1. Describe how relevant influences of family and culture affect personal violence prevention practices and behaviors.
G35.2.5 Describe how relevant influences of school and community affect personal health practices and behaviors.	3.VP.2.2. Describe how relevant influences of school and community affect personal violence prevention practices and behaviors.
G35.2.6. Describe how relevant influences of media and technology affect personal health practices and behaviors.	3.VP.2.3. Describe how relevant influences of media and technology affect personal violence prevention practices and behaviors.
G35.2.7 Describe how relevant influences of peers affect personal health practices and behaviors.	3.VP.2.4. Describe how relevant influences of peers affect personal violence prevention practices and behaviors.

#### **Standard 5: Decision-Making Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.5.1. Identify situations which need a health- related decision.	3.VP.5.1. Identify situations which need a decision to prevent violence.
G35.5.2. Decide when help is needed and when it is not needed to make a healthy decision.	3.VP.5.2. Decide when help is needed and when it is not needed to make a decision that could lead to violence.
G35.5.3. Explain how family, culture, peers or media influence a health-related decision.	3.VP.5.3. Explain how family, culture, peers or media influence a decision that could lead to violence.
G35.5.4. Identify options and their potential outcomes when making a health-related decision.	3.VP.5.4. Identify options and their potential outcomes when making a decision that could lead to violence.
G35.5.5. Choose a healthy option when making a decision.	3.VP.5.5. Choose a healthy option when making a decision that could lead to violence.
G35.5.6. Describe the final outcome of a health-related decision.	3.VP.5.6. Describe the final outcome of a decision related to violence prevention.

<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.6.1. Set a realistic personal health goal. G35.6.2. Track progress toward achieving a personal health goal. G35.6.3. Identify resources that can help achieve a personal health goal.	3.VP.6.1. Set a realistic personal goal to prevent violence. 3.VP.6.2. Track progress to achieving a personal goal to prevent violence. 3.VP.6.3. Identify resources that can help achieve a personal goal to prevent violence
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.7.1 Describe practices and behaviors that reduce or prevent health risks. G35.7.2. Demonstrate healthy practices and behaviors. G35.7.3. Make a commitment to practice healthy behaviors.	3.VP.7.1. Describe practices and behaviors that reduce or prevent violence. 3.VP.7.2. Demonstrate violence prevention practices and behaviors. 3.VP.7.3. Make a commitment to practice violence prevention behaviors.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.8.1 Give factual information to improve the health of others. G35.8.2 State personal beliefs to improve the health of others. G35.8.3 Demonstrate how to persuade others to make positive health choices.	3.VP.8.1. Give factual information to others to prevent violence. 3.VP.8.2. State personal beliefs to help others prevent violence. 3.VP.8.3. Demonstrate how to persuade others to prevent violence.

**Grade 4****Alcohol, Tobacco, And Other Drug Prevention (ATOD)**

<b>Grade 4 ATOD - Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs.	4.ATOD.1.1. Explain the potential risks associated with inappropriate use and abuse of prescription medicines. 4.ATOD.1.2. Identify negative short- and long-term physical, social, emotional effects of alcohol use.
<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risk.	4.ATOD.4.1. Demonstrate effective refusal skills to avoid alcohol and other drug use.
<b>Standard 5: Decision Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.5.1. Identify situations which need a health- related decision. G35.5.2. Decide when help is needed and when it is not needed to make a healthy decision. G35.5.4. Identify options and their potential outcomes when making a health-related decision. G35.5.5. Choose a healthy option when making a decision. G35.5.6. Describe the final outcome of a health- related decision.	4.ATOD.5.1. Identify situations which need a decision related to medicines including prescription drugs or alcohol. 4.ATOD.5.2. Decide when help is needed and when it is not to make a decision related to medicines including prescription drugs or alcohol. 4.ATOD.5.3. Identify options and their potential outcomes when making a decision related to medicines including prescription drugs or alcohol. 4.ATOD.5.4. Choose a healthy option when making a decision about medicines including prescription drugs or alcohol. 4.ATOD.5.5. Describe the final outcome of a decision about medicines including prescription drugs or alcohol.



**SUPPORTIVE SKILLS** – To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## **Grade 4 (ATOD) - Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
<p>G35.2.1. Identify relevant influences of culture on health practices and behaviors.</p> <p>G35.2.2. Identify relevant influences of peers on health practices and behaviors.</p> <p>G35.2.3. Identify relevant influences of community on health practices and behaviors.</p> <p>G35.2.4. Describe how relevant influences of family and culture affect personal health practices and behaviors.</p> <p>G35.2.5. Describe how relevant influences of school and community affect personal health practices and behaviors.</p> <p>G35.2.6. Describe how relevant influences of media and technology affect personal health practices and behaviors.</p> <p>G35.2.7. Describe how relevant influences of peers affect personal health practices and behaviors.</p>	<p>4.ATOD.2.1 Identify relevant influences of culture on practices and behaviors related to alcohol or tobacco use.</p> <p>4.ATOD.2.2. Identify relevant influences of peers on practices and behaviors related to alcohol or tobacco use.</p> <p>4.ATOD.2.3. Identify relevant influences of community on practices and behaviors related to alcohol or tobacco use.</p> <p>4.ATOD.2.4. Describe how relevant influences of family and culture affect practices and behaviors related to alcohol or tobacco use.</p> <p>4.ATOD.2.5. Describe how relevant influences of school and community affect practices and behaviors related to alcohol or tobacco use.</p> <p>4.ATOD.2.6. Describe how relevant influences of media and technology affect practices and behaviors related to alcohol use.</p> <p>4.ATOD.2.7. Describe how relevant influences of peers affect practices and behaviors related to alcohol or tobacco use.</p>

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
<p>G35.3.1. Describe characteristics of accurate health information.</p> <p>G35.3.2. Describe characteristics of appropriate and reliable health products.</p> <p>G35.3.3. Describe characteristics of appropriate and trustworthy health services.</p> <p>G35.3.4. Demonstrate how to locate sources of accurate health information.</p>	<p>4.ATOD.3.1. Describe characteristics of accurate information for over-the-counter and prescription medicines.</p> <p>4.ATOD.3.2. Describe characteristics of accurate alcohol- and tobacco-prevention information.</p> <p>4.ATOD.3.3. Describe characteristics of appropriate and reliable over-the-counter and prescription medicines.</p> <p>4.ATOD.3.4. Describe characteristics of appropriate and trustworthy alcohol-use prevention services.</p>

	<p>4.ATOD.3.5. Demonstrate how to locate sources of accurate information for over-the-counter and prescription medicines.</p> <p>4.ATOD.3.6. Describe how to locate sources of accurate information for alcohol- and tobacco-use prevention.</p>
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>G35.8.1. Give factual information to improve the health of others.</p> <p>G35.8.2. State personal beliefs to improve the health of others.</p> <p>G35.8.3. Demonstrate how to persuade others to make positive health choices.</p>	<p>4.ATOD.8.1. Give factual information about the benefits of being alcohol- and other drug-free.</p> <p>4.ATOD.8.2. State personal beliefs about the dangers related to alcohol and other drug use.</p> <p>4.ATOD.8.3. Demonstrate how to persuade others to be alcohol- and other drug-free.</p> <p>4.ATOD.8.4. Demonstrate how to persuade others to avoid driving while under the influence of alcohol or other drugs.</p> <p>4.ATOD.8.5. Demonstrate how to persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.</p>

## Healthy Eating (HE)

### Grade 4 (HE) - Essential

#### Standard 1: Functional Knowledge

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

Benchmark	Indicators
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Healthy Eating.	4.HE.1.1. Describe the benefits of drinking plenty of water. 4.HE.1.2. Identify alternate sources of fat (e.g., unsaturated fats and oils.) 4.HE.1.3. Identify foods that are high in added sugars. 4.HE.1.4. Identify foods that are high in sodium. 4.HE.1.5. Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.

#### Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Benchmark	Indicators
G35.2.4. Describe how relevant influences of family and culture affect personal health practices and behaviors. G35.2.7. Describe how relevant influences of peers affect personal health practices and behaviors.	4.HE.2.1. Describe how relevant influences of family and culture affect personal food choices and other eating practices and behaviors. 4.HE.2.2. Describe how relevant influences of peers affect food choices and other eating practices and behaviors.

#### Standard 3: Accessing Resources

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

Benchmark	Indicators
G35.3.1. Describe characteristics of accurate health information. G35.3.2. Describe characteristics of appropriate and reliable health products.	4.HE.3.1. Describe characteristics of accurate nutrition information. 4.HE.3.2. Describe characteristics of appropriate and reliable nutrition information.

<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.7.1. Describe practices and behaviors that reduce or prevent health risks. G35.7.2. Demonstrate healthy practices and behaviors.	4.HE.7.1. Describe practices that encourage healthy eating behaviors (e.g., appropriate portion sizes, identifying healthy foods, etc.) 4.HE.7.2. Design and justify a healthy lunch and dinner using MyPlate guidelines and food label information.

**SUPPORTIVE SKILLS** – To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## **Grade 4 (HE) - Supporting**

### **Standard 4: Interpersonal Communication Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
<p>G35.4.1. Demonstrate effective verbal and nonverbal communication skills.</p> <p>G35.4.2. Explain how to be empathetic and compassionate toward others.</p> <p>G35.4.5. Demonstrate how to effectively ask for help to improve personal health.</p>	<p>4.HE.4.1. Demonstrate effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy eating.</p> <p>4HE.4.2. Explain how to be empathetic and compassionate towards a family member who is trying to improve personal food choices and healthy eating.</p> <p>4.HE.4.3. Demonstrate how to effectively ask for help to improve personal food choices and promote healthy eating.</p>

### **Standard 6: Goal Setting Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
<p>G35.6.1. Set a realistic personal health goal.</p> <p>G35.6.2. Track progress toward achieving a personal health goal.</p> <p>G35.6.3. Identify resources that can help achieve a personal health goal.</p>	<p>4.HE.6.1. Set a realistic personal goal related to improve healthy eating behaviors.</p> <p>4.HE.6.2. Track progress toward achieving a personal goal to improve healthy eating behaviors.</p> <p>4.HE.6.3. Identify resources that can help achieve a personal goal to improve healthy eating behaviors.</p>

<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.8.1. Give factual information to improve the health of others. G35.8.2. State personal beliefs to improve the health of others. G35.8.3. Demonstrate how to persuade others to make positive health choices.	4.HE.8.1. Give factual information to improve the food and beverage selections of others. 4.HE.8.2. State personal beliefs to improve the food and beverage selections of others. 4.HE.8.3. Demonstrate how to persuade others to make healthy food and beverage choices.

## Human Growth And Development (HGD)

Grade 4 - Human Growth (Essential)	
Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark	Indicators
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Human Growth and Development.	4.HGD.1.1. Describe hygiene practices related to puberty. 4.HGD.4.2. Describe the physical, social, and emotional differences related to puberty.
Standard 4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Benchmark	Indicators
G35.4.1. Demonstrate effective verbal and nonverbal communication skills.	4.HGD.4.1. Demonstrate effective verbal and nonverbal communication skills to promote healthy family and peer relationships. ( <i>e.g., asking for help with puberty changes and how to begin conversations about puberty with trusted adults.</i> )

**SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## **Grade 4 (HGD) - Supportive**

### **Standard 2: Analyzing Influences**

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

<b>Benchmark</b>	<b>Indicators</b>
<p>G35.2.1. Identify relevant influences of culture on health practices and behaviors.</p> <p>G35.2.2. Identify relevant influences of peers on health practices and behaviors.</p> <p>G35.2.4. Describe how relevant influences of family and culture affect personal health practices and behaviors.</p> <p>G35.2.6. Describe how relevant influences of media and technology affect personal health practices and behaviors.</p>	<p>4.HGD.2.1. Identify relevant influences of culture on human growth and development.</p> <p>4.HGD.2.2. Identify relevant influences of peers on human growth and development.</p> <p>4.HGD.2.3. Describe how relevant influences of family and culture affect human growth and development.</p> <p>4.HGD.2.4. Describe how relevant influences of media and technology affect human growth and development.</p> <p>4.HGD.2.5. Describe how relevant influences of peers affect human growth and development.</p>

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
<p>G35.3.1. Describe characteristics of accurate health information.</p> <p>G35.3.4. Demonstrate how to locate sources of accurate health information.</p>	<p>4.HGD.3.1. Describe characteristics of accurate information about human growth and development.</p> <p>4.HGD.3.2. Demonstrate how to locate sources of accurate information about human growth and development.</p>



<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.7.1. Demonstrate healthy practices and behaviors. G35.7.2. Make a commitment to practice healthy behaviors.	4.HGD.7.1. Demonstrate positive personal health and wellness-related practices and behaviors related to growth and development. 4.HGD.7.2. Make a commitment to practice positive personal health and wellness-related behaviors related to growth and development.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.8.1. Give factual information to improve the health of others. G35.8.2. State personal beliefs to improve the health of others. G35.8.3. Demonstrate how to persuade others to make positive health choices.	4.HGD.8.1. Give factual information to others to enhance the understanding and respect the mental, emotional, and physical changes related to puberty. 4.HGD.8.2. State personal beliefs that help others respect the individual differences in mental, emotional, and physical changes related to puberty. 4.HGD.8.3. Demonstrate how to persuade others to respect the individual differences in their peers' mental, emotional, and physical growth and development.

## Mental and Emotional Health / Healthy Relationships (MEH/HR)

Healthy Relationship (HR) Indicators for K-8 are included in the content area of Mental and Emotional Health (MEH/HR).

<b>(MEH/HR) - Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to healthy relationships and mental health.	4.MEH/HR.1.1. Describe characteristics of healthy relationships. 4.MEH/HR..1.2. Describe the benefits of healthy peer relationships. 4.MEH/HR.1.3. Describe short-term and long-term effects of stress. 4.MEH/HR.1.4. Identify personal stressors at home, in school, and with friends. 4.MEH/HR.1.5. Explain positive and negative ways of managing stress and anxiety. 4.MEH/HR 1.6. Identify characteristics of someone who has self-respect. 4.MEH/HR.1.7. Explain the importance of talking with parents and other trusted adults about feelings. 4.MEH/HR.1.8. Describe possible outcomes associated with verbal and nonverbal expression of emotions in different settings. (SEL B1.2b)
<b>Standard 2: Analyzing Influences</b> <b>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.2.1. Describe how relevant influences of media and technology affect personal health practices and behaviors. G35.2.2. Describe how relevant influences of family and culture affect personal health practices and behaviors. G35.2.3. Describe how relevant influences of school and community affect personal health practices and behaviors.	4.MEH/HR.2.1. Describe how relevant influences of media and technology ( <i>e.g., social media, internet</i> ) affect personal relationships. and mental and emotional health. 4.MEH/HR.2.2. Analyze the positive and negative effects of media and technology on personal relationships and on mental health. 4.MEH/HR.2.3. Describe how relevant influences of family and culture affect mental and emotional health practices and behaviors.

G35.2.4. Describe how relevant influences of peers affect personal health practices and behaviors.	<p>4.MEH/HR.2.4. Describe how relevant influences of school and community affect mental and emotional health practices and behaviors.</p> <p>4.MEH/HR.2.5. Describe how relevant influences of peers affect mental and emotional health practices and behaviors.</p> <p>4.MEH/HR.2.6. Distinguish the helpful and harmful impact of peer pressure on self and others. (SEL D2.3b)</p>
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>G35.7.1. Demonstrate healthy practices and behaviors.</p> <p>G35.7.2. Make a commitment to practice healthy behaviors.</p>	<p>4.MEH/HR.7.1. Demonstrate positive ways that peers and family members can show support, care, and appreciation for one another.</p> <p>4.MEH/HR 7.2. Make a commitment to practice healthy relationship behaviors.</p> <p>4.MEH/HR.7.3. Demonstrate healthy stress management skills.</p> <p>4.MEH/HR.7.4. Demonstrate a skill or talent that builds on personal strengths. (SEL A2.2b)</p> <p>4.MEH/HR.7.5. Demonstrate behaviors associated with inclusiveness in a variety of relationships. (SEL D2.2b)</p> <p>4.MEH/HR.7.6. Recognize that individuals' needs for privacy and boundaries differ and respect those differences. (SEL C4.3b)</p> <p>4.MEH/HR.7.7. Explore new opportunities to expand one's knowledge and experiences. (SEL E4.1b)</p> <p>4.MEH/HR.7.8. Demonstrate citizenship in the classroom and school community. (SEL C2.2b)</p> <p>4.MEH/HR.7.9. Identify and acknowledge others' viewpoints, knowing that both sides do not have to agree but can still be respectful. (SEL C1.2b)</p>

***SUPPORTIVE SKILLS*** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## **(MEH/HR) - Supportive**

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
<p>G35.3.1. Describe characteristics of accurate health information.</p> <p>G35.3.2. Describe characteristics of appropriate and trustworthy health services.</p> <p>G35.3.3. Demonstrate how to locate sources of accurate health information.</p>	<p>4.MEH/HR.3.1. Describe characteristics of accurate information about healthy relationships.</p> <p>4.MEH/HR.3.2. Describe characteristics of appropriate and trustworthy healthy relationship services.</p> <p>4.MEH/HR.3.3. Demonstrate how to locate sources of accurate information about healthy relationships.</p> <p>4.MEH/HR.3.4. Describe characteristics of trustworthy mental and emotional health resources.</p> <p>4.MEH/HR.3.5. Demonstrate how to locate accessible sources of accurate mental and emotional health information.</p>

### **Standard 4: Interpersonal Communication Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
<p>G35.4.1. Demonstrate effective verbal and nonverbal communication skills.</p> <p>G35.4.2. Demonstrate healthy ways to manage or resolve conflict.</p> <p>G35.4.3. Demonstrate how to effectively communicate support for others.</p> <p>G35.4.5. Demonstrate effective peer resistance skills to avoid or reduce health risk.</p> <p>G35.4.7. Demonstrate how to effectively ask for help to improve personal health.</p>	<p>4.MEH/HR.4.1. Demonstrate effective verbal and nonverbal communication skills. (e.g., I-messages; assertive communication skills, active listening skills, etc.)(SEL D1.1b)</p> <p>4.MEH/HR.4.2. Demonstrate the ability to give and receive feedback in a respectful way. (SEL D1.2b)</p> <p>4.MEH/HR.4.3. Demonstrate how to effectively communicate support for others.</p> <p>4.MEH/HR.4.4. Seek help and acknowledge constructive feedback from others that addresses challenges and builds on strengths. (SEL A3.2b)</p> <p>4.MEH/HR.4.5. Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risk.</p> <p>4.MEH/HR.4.6. Identify ways that norms differ among various families, cultures, and social groups. (SEL C4.2b)</p> <p>4.MEH/HR.4.7. Participate in cross-cultural activities and acknowledge that individual and group differences may complement each other. (SEL C3.2b)</p>

	<p>4.MEH/HR.4.8. Demonstrate healthy ways to manage or resolve interpersonal conflict. (SEL D3.2b)</p> <p>4.MEH/HR.4.9. Demonstrate how to effectively ask for help to improve personal mental and emotional health.</p>
<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<p>G35.5.1. Identify situations which need a health- related decision.</p> <p>G35.5.2. Decide when help is needed and when it is not needed to make a healthy decision.</p> <p>G35.5.3. Explain how family, culture, peers or media influence a health-related decision.</p> <p>G35.5.4. Identify options and their potential outcomes when making a health-related decision.</p> <p>G35.5.5. Choose a healthy option when making a decision.</p> <p>G35.5.6. Describe the final outcome of a health- related decision.</p>	<p>4.MEH/HR.5.1. Identify situations which need a decision related to establishing or maintaining a healthy relationship.</p> <p>4.MEH/HR.5.2. Decide when help is needed/ not needed to make a decision related to establishing or maintaining a healthy relationship.</p> <p>4.MEH/HR.5.3. Explain how family, culture, peers or media influence a decision related to healthy relationships.</p> <p>4.MEH/HR.5.4. Identify options and their potential outcomes when making a decision related to establishing or maintaining a healthy relationship. (SEL E2.3b)</p> <p>4.MEH/HR.5.5. Choose a healthy option when making a decision related to establishing or maintaining a healthy relationship.</p> <p>4.MEH/HR.5.6. Describe the final outcome of a decision related to establishing or maintaining a healthy relationship.</p> <p>4.MEH/HR.5.7. Decide when help is needed and when it is not needed to make a decision related to mental and emotional health</p> <p>4.MEH/HR.5.8. Identify situations which need a decision related to mental and emotional health.</p> <p>4.MEH/HR.5.9. Choose a healthy option when making a decision related to mental and emotional health.</p> <p>4.MEH/HR.5.10. Describe final outcome of a decision related to mental and emotional health.</p>

**Standard 6: Goal Setting Skills****Students will demonstrate the ability to use goal-setting skills to enhance health.**

Benchmark	Indicators
<p>G35.6.1. Set a realistic personal health goal.</p> <p>G35.6.2. Track progress toward achieving a personal health goal.</p> <p>G35.6.3. Identify resources that can help achieve a personal health goal.</p>	<p>4.MEH/HR.6.1. Set a realistic goal to establish, improve, or maintain a healthy relationship.</p> <p>4.MEH/HR.6.2. Plan steps needed to reach a short-term goal. (SEL B2.3b)</p> <p>4.MEH/HR.6.3. Track progress to achieving the goal to establish, improve, or maintain a healthy relationship.</p> <p>4.MEH/HR.6.4. Identify resources that can help achieve a goal to establish, improve, or maintain a healthy relationship.</p> <p>4.MEH/HR.6.5. Set a realistic goal to improve or maintain positive mental and emotional health.</p> <p>4.MEH/HR.6.6. Track progress to achieving the goal to improve or maintain positive mental and emotional health.</p> <p>4.MEH/HR.6.7. Identify resources that can help achieve a goal to improve or maintain positive mental and emotional health.</p>

**Standard 8: Advocacy Skills****Students will demonstrate the ability to advocate for personal, family, and community and health.**

Benchmark	Indicators
<p>G35.6.1. Give factual information to improve the health of others.</p> <p>G35.6.2. State personal beliefs to improve the health of others.</p> <p>G35.6.3. Demonstrate how to persuade others to make positive health choices.</p>	<p>4.MEH/HR.8.1. Give factual information to improve or maintain healthy relationships and to improve mental and emotional health of others.</p> <p>4.MEH/HR.8.2. State personal beliefs to improve or maintain healthy relationships and improve mental and emotional health of others.</p> <p>4.MEH/HR.8.3. Demonstrate how to persuade others to improve or maintain healthy relationships and to improve mental and emotional health of others.</p>

Standards for Christian Anthropology (Theology of the Body) Alignment	
Standard	Reference
4.3.1 TOB Interpret the significance of Genesis 2:18: "It is not good for man to be alone. I will make a helper fit for him."	TOB 9:2; CCC 371-372
4.3.2 TOB Compare Adam's joy at the creation of Eve to his response to the creation of the animals.	TOB 10:1; CCC 371
4.5.1 TOB Extrapolate how man is created in God's image through the communion of persons.	TOB 9:3, 14:6; CCC 355-357
4.7.1 TOB Connect how virtues (which have to do with man's inner life) are expressed through the body.	TOB 51:5-6, 53:4, 54:2-55:7; CCC 2516, 2520-2524
4.10.1 TOB Discuss how the body expresses virtue.	cf. TOB 57:1-3; CCC 1803-1804
4.11.1 TOB Demonstrate how through our work we make a gift of ourselves.	cf. TOB 6:4, 7:2; CCC 2427-2428
4.11.2 TOB Relate how work helps us fulfill a mission.	cf. TOB 6:4, 7:2; CCC 373, 2427-2428
4.12.1 TOB Discuss how at the Resurrection we will experience the most perfect communion with God and others.	TOB 68:1-4; CCC 1023-1025
4.12.2 TOB Identify ways where God is, or was, present in their own life.	cf. TOB 65:5; CCC 356-357, 22ff

## Personal Health and Wellness (PHW)

<b>(PHW) - Essential</b>	
<b>Standard 1: Functional Knowledge</b>	
<b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Personal Health and Wellness	4.PHW.1.1. Explain why sleep and rest are important for proper growth and good health 4.PHW.1.2. Explain how hearing can be damaged by loud sounds. 4.PHW.1.3. Explain how vision can be damaged. 4.PHW.1.4. Describe ways to prevent vision or hearing damage. 4.PHW.1.5. Describe ways to prevent harmful effects of the sun.
<b>Standard 6: Goal Setting Skills</b>	
<b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.6.1. Set a realistic personal health goal. G35.6.2. Track progress toward achieving a personal health goal. G35.6.3. Identify resources that can help achieve a personal health goal.	4.PHW.6.1. Set a realistic goal to improve or maintain information to improve or maintain personal health and wellness. 4.PHW.6.2. Track progress to achieving the goal to improve or maintain information to improve or maintain personal health and wellness. 4.PHW.6.3. Identify resources that can help achieve a goal to improve or maintain information to improve or maintain personal health and wellness.
<b>Standard 8: Advocacy Skills</b>	
<b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.8.1. Give factual information to improve the health of others. G35.8.2. State personal beliefs to improve the health of others. G35.8.3. Demonstrate how to persuade others to make positive health choices.	4PHW.8.1. Give factual information to improve or maintain personal health and wellness. 4.PHW.8.2. State personal beliefs to improve or maintain personal health and wellness of others. 4.PHW.8.3. Demonstrate how to persuade others to make positive personal health and wellness choices.



**SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## **(PHW) - Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
G35.2.4. Describe how relevant influences of family and culture affect personal health practices and behaviors.	4.PHW.2.1. Describe how relevant influences of family and culture affect personal health and wellness-related practices and behaviors.
G35.2.5. Describe how relevant influences of school and community affect personal health practices and behaviors.	4.PHW.2.2. Describe how relevant influences of school and community affect personal health and wellness-related practices and behaviors.
G35.2.6. Describe how relevant influences of media and technology affect personal health practices and behaviors.	4.PHW.2.3. Describe how relevant influences of media and technology affect personal health and wellness-related practices and behaviors.
G35.2.7. Describe how relevant influences of peers affect personal health practices and behaviors.	4.PHW.2.4. Describe how relevant influences of peers affect personal health and wellness-related practices and behaviors.

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.3.1. Describe characteristics of accurate health information.	4.PHW.3.1. Describe characteristics of accurate personal health and wellness information.
G35.3.2. Describe characteristics of appropriate and reliable health products.	4.PHW.3.2. Describe characteristics of appropriate and reliable personal health and wellness products.
G35.3.3. Describe characteristics of appropriate and trustworthy health services.	4.PHW.3.3. Describe characteristics of appropriate and trustworthy personal health and wellness services.
G35.3.4. Demonstrate how to locate sources of accurate health information.	4.PHW.3.4. Demonstrate how to locate sources of accurate personal health and wellness information.

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
G35.5.1. Identify situations which need a health- related decision.	4.PHW.5.1. Identify situations which need a decision related to personal health and wellness.
G35.5.2. Decide when help is needed and when it is not needed to make a healthy decision.	4.PHW.5.2. Describe when help is needed and when it is not needed to make a personal health and wellness-related decision.
G35.5.3. Explain how family, culture, peers or media influence a health-related decision.	4.PHW.5.3. Explain how family, culture, peers or media influence a personal health and wellness- related decision.
G35.5.4 Identify options and their potential outcomes when making a health-related decision.	4.PHW.5.4. Identify options and their potential outcomes when making a personal health and wellness-related decision.
G35.5.5. Choose a healthy option when making a decision.	4.PHW.5.5. Choose a healthy option when making a personal health and wellness-related decision.
G35.5.6. Describe the final outcome of a health- related decision.	4.PHW.5.6. Describe the final outcome of a personal health and wellness-related decision.

**Standard 4: Interpersonal Communication Skills****Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

<b>Benchmark</b>	<b>Indicators</b>
G35.4.1. Demonstrate effective verbal and nonverbal communication skills.	4.PHW.4.1. Demonstrate effective verbal and nonverbal communication skills to enhance personal health and wellness.
G35.4.2. Explain how to be empathetic and compassionate toward others.	4.PHW.4.2. Explain how to be empathetic and compassionate toward others.
G35.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risk.	4.PHW.4.3. Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
G35.4.4. Demonstrate healthy ways to manage or resolve conflict.	4.PHW.4.4. Demonstrate healthy ways to manage to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
G35.4.6. Demonstrate how to effectively communicate support for others.	4.PHW.4.5. Demonstrate how to effectively communicate support for others to improve their personal health and wellness.

<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.7.1. Describe practices and behaviors that reduce or prevent health risks. G35.7.2. Demonstrate healthy practices and practice healthy behaviors	4.PHW.7.1. Describe practices and behaviors that reduce or prevent personal health and wellness-related risks.

**Safety (SAFE)**

<b>(SAFE) – Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Safety.	4.SAFE.1.1. Explain how injuries can be prevented. 4.SAFE.1.2. List examples of dangerous or risky behaviors that might lead to injuries. 4.SAFE.1.3. Describe how to ride a bike, skateboard, scooter, and/or inline skate safely.
<b>Standard 2: Analyzing Influences</b> <b>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.2.2. Identify relevant influences of peers on health practices and behaviors. G35.2.6. Describe how relevant influences of media and technology affect personal health practices and behaviors. G35.2.7. Describe how relevant influences of peers affect personal health practices and behaviors.	4.SAFE.2.1. Identify relevant influences of peers on safety and injury prevention practices and behaviors. 4.SAFE.2.2. Identify relevant influences of media and technology on safety and injury prevention practices and behaviors. 4.SAFE.2.3. Explain the positives and negatives of the influences on safety and injury prevention practices and behaviors. 4.SAFE.2.4. Describe how relevant influences of media and technology affect personal safety and injury prevention practices and behaviors. 4.SAFE.2.5. Describe how relevant influences of peers affect personal safety and injury prevention practices and behaviors.

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use-decision making skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
G35.5.1. Identify situations which need a health- related decision.	4.SAFE.5.1. Identify situations which need a decision related to safety and injury prevention.
G35.5.2. Decide when help is needed and when it is not needed to make a healthy decision.	4.SAFE.5.2.. Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention.
G35.5.4. Identify options and their potential outcomes when making a health-related decision.	4.SAFE.5.3. Identify options and their potential outcomes when making a decision related to safety and injury prevention.
G35.5.5. Choose a healthy option when making a decision.	4.SAFE.5.4. Choose a healthy option when making a decision related to safety and injury prevention.
G35.5.6. Describe the final outcome of a health- related decision.	4.SAFE.5.5. Describe the final outcome of a decision related to safety and injury prevention.

***SUPPORTIVE SKILLS*** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## **(SAFE) – Supportive**

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.3.1. Describe characteristics of accurate health information.	4.SAFE.3.1. Describe characteristics of accurate safety and injury prevention information.
G35.3.2. Describe characteristics of appropriate and reliable health products.	4.SAFE.3.2. Describe characteristics of appropriate and reliable safety and injury prevention products.
G35.3.3. Describe characteristics of appropriate and trustworthy health services.	4.SAFE.3.3. Describe characteristics of appropriate and trustworthy safety and injury prevention services.
G35.3.4. Demonstrate how to locate sources of accurate health information.	4.SAFE.3.4. Demonstrate how to locate sources of accurate safety and injury prevention information.

### **Standard 4: Interpersonal Communication Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.4.1. Demonstrate effective verbal and nonverbal communication skills.	4.SAFE.4.1. Demonstrate effective verbal and nonverbal communication skills to promote safety and avoid or reduce injury.
G35.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risk.	4.SAFE.4.2. Demonstrate effective peer resistance skills to avoid or reduce injury.
G35.4.4. Demonstrate healthy ways to manage or resolve conflict.	4.SAFE.4.3. Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.
G35.4.5. Demonstrate how to effectively ask for help to improve personal health.	4.SAFE.4.4. Demonstrate how to effectively ask for help to avoid or reduce personal injury.

<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
Benchmark	Indicators
G35.6.1. Set a realistic personal health goal. G35.6.2. Track progress toward achieving a personal health goal. G35.6.3. Identify resources that can help achieve a personal health goal.	4.SAFE.6.1. Set a realistic personal goal to avoid or reduce injury. 4.SAFE.6.2. Track progress toward achieving a personal goal to avoid or reduce injury. 4.SAFE.6.3. Identify resources that can help achieve a personal goal to avoid or reduce injury.
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
Benchmark	Indicators
G35.7.1. Describe practices and behaviors that reduce or prevent health risks. G35.7.2. Demonstrate healthy practices and behaviors. G35.7.3. Make a commitment to practice healthy behaviors.	4.SAFE.7.1. Describe practices and behaviors that reduce or prevent injury. 4.SAFE.7.2. Demonstrate safety and injury prevention practices and behaviors. 4.SAFE.7.3. Make a commitment to practice safety and injury prevention.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family and community health.</b>	
Benchmark	Indicators
G35.8.1. Give factual information to improve the health of others. G35.8.2. State personal beliefs to improve the health of others. G35.8.3. Demonstrate how to persuade others to make positive health choices.	4.SAFE.8.1. Give factual information to improve the safety and injury prevention of others. 4.SAFE.8.2. State personal beliefs to improve safety and injury prevention of others. 4.SAFE.8.3. Demonstrate how to persuade others to make choices to promote safety and avoid or reduce injury.

## Violence Prevention (VP)

<b>Violence Prevention - Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Violence Prevention.	4.VP.1.1. Define prejudice, discrimination and bias. 4.VP.1.2. Describe examples of pro-social behaviors that help prevent violence. 4.VP.1.3. Explain the difference between tattling and reporting aggression, bullying or violence. 4.VP.1.4. Identify short- and long-term consequences of violence to perpetrators, victims, and bystanders. 4.VP.1.5. Describe what to do if oneself or someone else is being bullied.
<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.4.1. Demonstrate effective verbal and nonverbal communication skills. G35.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risk. G35.4.6. Demonstrate how to effectively communicate support for others.	4.VP.4.1. Demonstrate effective verbal and non- verbal communication strategies for victims and/ or bystanders to use to reduce or prevent bullying and violence. 4.VP.4.2. Demonstrate effective peer resistance (refusal) skills to avoid or reduce violence. 4.VP.4.3. Demonstrate how to effectively communicate support for others to prevent violence.
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.7.1. Describe practices and behaviors that reduce or prevent health risks. G35.7.2. Demonstrate healthy practices and behaviors. G35.7.3. Make a commitment to practice healthy behaviors.	4.VP.7.1. Describe practices and behaviors that reduce or prevent violence. 4.VP.7.2. Demonstrate violence prevention practices and behaviors. 4.VP.7.3. Make a commitment to practice violence prevention behaviors.



***SUPPORTIVE SKILLS** – To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **Violence Prevention - Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors**

<b>Benchmark</b>	<b>Indicators</b>
G35.2.6. Describe how relevant influences of media and technology affect personal health practices and behaviors. G35.2.7. Describe how relevant influences of peers affect personal health practices and behaviors.	4.VP.2.1. Describe how relevant influences of media and technology affect personal violence prevention practices and behaviors. 4.VP.2.2. Describe how relevant influences of peers affect personal violence prevention practices and behaviors. 4.VP.2.3. Distinguish between positive influences and negative influences on violence prevention practices and behavior. 4.VP.2.4. Explain how to protect yourself from negative influences and how to embrace positive influences when making violence-related choices.

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.3.1. Describe characteristics of accurate health information. G35.3.3. Describe characteristics of appropriate and trustworthy health services. G35.3.4. Demonstrate how to locate sources of accurate health information.	4.VP.3.1. Describe characteristics of accurate violence prevention information. 4.VP.3.2. Describe characteristics of appropriate and trustworthy health services that help reduce or prevent violence. 4.VP.3.3. Demonstrate how to locate sources of accurate violence prevention information.

**Standard 8: Advocacy Skills****Students will demonstrate the ability to advocate for personal, family, and community health.**

Benchmark	Indicators
<p>G35.8.1. Give factual information to improve the health of others.</p> <p>G35.8.2. State personal beliefs to improve the health of others.</p> <p>G35.8.3. Demonstrate how to persuade others to make positive health choices.</p>	<p>4.VP.8.1. Give factual information to others to prevent violence.</p> <p>4.VP.8.2. State personal beliefs to help others prevent violence.</p> <p>4.VP.8.3. Demonstrate how to persuade others to prevent violence.</p>

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health**

Benchmark	Indicators
<p>G35.5.1. Identify situations which need a health- related decision.</p> <p>G35.5.2. Decide when help is needed and when it is not needed to make a healthy decision.</p> <p>G35.5.3. Explain how family, culture, peers or media influence a health-related decision.</p> <p>G35.5.4. Identify options and their potential outcomes when making a health-related decision.</p> <p>G35.5.5. Choose a healthy option when making a decision.</p> <p>G35.5.6. Describe the final outcome of a health- related decision.</p>	<p>4.VP.5.1. Identify situations which need a decision to prevent violence.</p> <p>4.VP.5.2. Decide when help is needed and when it is not needed to make a decision that could lead to violence.</p> <p>4.VP.5.3. Explain how family, culture, peers or media influence a decision that could lead to violence.</p> <p>4.VP.5.4. Identify options and their potential outcomes when making a decision that could lead to violence.</p> <p>4.VP.5.5. Choose a healthy option when making a decision that could lead to violence.</p> <p>4.VP.5.6. Describe the final outcome of a decision related to violence prevention.</p>

<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.6.1. Set a realistic personal health goal. G35.6.2. Track progress toward achieving a personal health goal. G35.6.3. Identify resources that can help achieve a personal health goal.	4.VP.6.1. Set a realistic personal goal to prevent violence. 4.VP.6.2. Track progress to achieving a personal goal to prevent violence. 4.VP.6.3. Identify resources that can help achieve a personal goal to prevent violence.

**Grade 5****Alcohol, Tobacco, And Other Drug Prevention (ATOD)**

<b>(ATOD) - Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs.	5.ATOD.1.1. Explain the potential risks associated with inappropriate use and abuse of prescription medicines. 5.ATOD.1.2. Explain the difference between medicines and illicit drugs. 5.ATOD.1.3. Analyze the potential risks association the tobacco products and nicotine delivery devices. 5.ATOD.1.4. Describe how to support family and friends who are trying to stop misuse and abuse of drugs.
<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.4.1. Demonstrate effective verbal and nonverbal communication skills. G35.4.2. Explain how to be empathetic and compassionate toward others. G35.4.5. Demonstrate how to effectively ask for help to improve personal health.	5.ATOD.4.1. Demonstrate effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who has been drinking alcohol. 5.ATOD.4.2. Explain how to be empathetic and compassionate towards a family member who is trying to quit alcohol, tobacco, or other drug use. 5.ATOD.4.3. Demonstrate how to effectively ask for help to avoid exposure to others who use alcohol, tobacco, or other drugs.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.8.1. Give factual information to improve the health of others. G35.8.2. State personal beliefs to improve the health of others. G35.8.3. Demonstrate how to persuade others to make positive health choices	5.ATOD.8.1. Give factual information about the benefits of being alcohol- and other drug-free (including prescription drugs). 5.ATOD.8.2. State personal beliefs about the dangers related to alcohol and other drug use. 5.ATOD.8.3. Demonstrate how to persuade others to be alcohol- and other drug-free including prescription drugs.

**SUPPORTIVE SKILLS** – To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## **(ATOD) - Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors**

<b>Benchmark</b>	<b>Indicators</b>
<p>G35.2.1. Identify relevant influences of culture on health practices and behaviors.</p> <p>G35.2.2. Identify relevant influences of peers on health practices and behaviors.</p> <p>G35.2.3. Identify relevant influences of community on health practices and behaviors.</p> <p>G35.4.5. Describe how relevant influences of family and culture affect personal health practices and behaviors.</p> <p>G35.2.4. Describe how relevant influences of school and community affect personal health practices and behaviors.</p> <p>G35.2.5. Describe how relevant influences of media and technology affect personal health practices and behaviors.</p> <p>G35.2.6. Describe how relevant influences of peers affect personal health practices and behaviors.</p>	<p>5.ATOD.2.1. Identify relevant influences of culture on practices and behaviors related to alcohol or tobacco use.</p> <p>5.ATOD.2.2. Identify relevant influences of peers on practices and behaviors related to alcohol or tobacco use.</p> <p>5.ATOD.2.3. Identify relevant influences of community on practices and behaviors related to alcohol or tobacco use.</p> <p>5.ATOD.2.4. Describe how relevant influences of family and culture affect practices and behaviors related to alcohol or tobacco use.</p> <p>5.ATOD.2.5. Describe how relevant influences of school and community affect practices and behaviors related to alcohol or tobacco use.</p> <p>5.ATOD.2.6. Describe how relevant influences of media (e.g., alcohol or tobacco advertising) and technology affect practices and behaviors related to alcohol use.</p> <p>5.ATOD.2.7. Describe how relevant influences of peers affect practices and behaviors related to alcohol or tobacco use.</p>

**Standard 3: Accessing Resources****Students will demonstrate the ability to access valid information, products, and service to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>G35.3.1. Describe characteristics of accurate health information.</p> <p>G35.3.2. Describe characteristics of appropriate and reliable health products.</p> <p>G35.3.3. Describe characteristics of appropriate and trustworthy health services.</p> <p>G35.3.4. Demonstrate how to locate sources of accurate health information.</p>	<p>5.ATOD.3.1. Describe characteristics of accurate information for over-the counter and prescription medicines.</p> <p>5.ATOD.3.2. Describe characteristics of accurate alcohol- and tobacco-prevention information.</p> <p>5.ATOD.3.3. Describe characteristics of appropriate and reliable over-the-counter and prescription medicines.</p> <p>5.ATOD.3.4. Describe characteristics of appropriate and trustworthy alcohol-use prevention services.</p> <p>5.ATOD.3.5. Demonstrate how to locate sources of accurate information for over-the-counter and prescription medicines.</p> <p>5.ATOD.3.6. Demonstrate how to locate sources of accurate information for alcohol- and tobacco-use prevention.</p>

**Standard 5: Decision Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>G35.5.1. Identify situations which need a health-related decision.</p> <p>G35.5.2. Decide when help is needed and when it is not needed to make a healthy decision.</p> <p>G35.5.4. Identify options and their potential outcomes when making a health-related decision.</p> <p>G35.5.5. Choose a healthy option when making a decision.</p> <p>G35.5.6. Describe the final outcome of a health-related decision.</p>	<p>5.ATOD.5.1. Identify situations which need a decision related to medicines or alcohol (including prescription drugs).</p> <p>5.ATOD.5.2. Decide when help is needed and when it is not needed to make a decision to not use alcohol, tobacco or other drugs.</p> <p>5.ATOD.5.3. Identify options and their potential outcomes when making a decision related to medicines or alcohol (including prescription drugs).</p> <p>5.ATOD.5.4. Choose a healthy option when making a decision about medicines or alcohol (including prescription drugs).</p> <p>5.ATOD.5.5. Describe the final outcome of a decision about medicines or alcohol (including prescription drugs).</p>

## Healthy Eating (HE)

### (HE) - Essential

#### Standard 1: Functional Knowledge

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

Benchmark	Indicators
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Healthy Eating	<p>5.HE.1.1. Describe the benefits of healthy eating.</p> <p>5.HE.1.2. Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.</p> <p>5.HE.1.3. Explain the benefits of eating breakfast every day.</p> <p>5.HE.1.4. Describe methods to keep food safe from harmful germs (<i>e.g., washing hands, washing fresh fruits and vegetables, no contamination of raw meats, no double dipping, etc.</i>).</p> <p>5.HE.1.5. Explain the concept of eating in moderation.</p>

#### Standard 6: Goal Setting Skills

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

Benchmark	Indicators
<p>G35.6.1. Set a realistic personal health goal.</p> <p>G35.6.2. Track progress toward achieving a personal health goal.</p> <p>G35.6.3. Identify resources that can help achieve a personal health goal.</p>	<p>5.HE.6.1. Set a realistic personal goal related to improve healthy eating behaviors.</p> <p>5.HE.6.2. Track progress toward achieving a personal goal to improve healthy eating behaviors.</p> <p>5.HE.6.3. Reflect on progress of goal.</p> <p>5.HE.6.4. Identify resources that can help achieve a personal goal to improve healthy eating behaviors.</p>

**SUPPORTIVE SKILLS** – To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## **(HE) - Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
<p>G35.2.4. Describe how relevant influences of family and culture affect personal health practices and behaviors.</p> <p>G35.2.6. Describe how relevant influences of media and technology affect personal health practices and behaviors.</p> <p>G35.2.7. Describe how relevant influences of peers affect personal health practices and behaviors.</p>	<p>5.HE.1.5. Describe how relevant influences of family and culture affect personal food choices and other eating practices and behaviors.</p> <p>5.HE.2.5. Describe how relevant influences of media (e.g., advertising) and technology affect food choices and other eating practices and behaviors.</p> <p>5.HE.3.5. Describe how relevant influences of peers affect food choices and other eating practices and behaviors.</p>

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
<p>G35.3.1. Describe characteristics of accurate health information.</p> <p>G35.3.2. Describe characteristics of appropriate and reliable health products.</p> <p>G35.3.3. Describe characteristics of appropriate and trustworthy health services.</p> <p>G35.3.4. Demonstrate how to locate sources of accurate health information.</p>	<p>5.HE.3.1. Describe characteristics of accurate nutrition information.</p> <p>5.HE.3.2. Describe characteristics of appropriate and reliable nutrition information.</p> <p>5.HE.3.3. Describe characteristics of appropriate and trustworthy nutrition services.</p> <p>5.HE.3.4. Demonstrate how to locate sources of accurate nutrition information.</p>



**Standard 4: Interpersonal Communication Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.4.1. Demonstrate effective verbal and nonverbal communication skills. G35.4.2. Explain how to be empathetic and compassionate toward others. G35.4.5. Demonstrate how to effectively ask for help to improve personal health.	5.HE.4.1. Demonstrate effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy eating. 5.HE.4.2. Explain how to be empathetic and compassionate towards a family member who is trying to improve personal food choices and healthy eating. 5.HE.4.3. Demonstrate how to effectively ask for help to improve personal food choices and promote healthy eating.

**Standard 7: Practicing Healthy Behaviors**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.7.1. Describe practices and behaviors that reduce or prevent health risks. G35.7.3. Make a commitment to practice healthy behaviors.	5.HE.7.1. Describe practices and behaviors that reduce or prevent unhealthy eating behaviors. 5.HE.7.2. Make a commitment to practice healthy eating behaviors.

**Standard 8: Advocacy Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.8.1. Give factual information to improve the health of others. G35.8.2. State personal beliefs to improve the health of others. G35.8.3. Demonstrate how to persuade others to make positive health choices.	5.HE.8.1. Give factual information to improve the food and beverage selections of others. 5.HE.8.2. State personal beliefs to improve the food and beverage selections of others. 5.HE.8.3. Demonstrate how to persuade others to make healthy food and beverage choices.

## Human Growth Development (HGD)

### (HGD) - Essential

#### Standard 1: Functional Knowledge

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

Benchmark	Indicators
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Human Growth and development.	<p>5.HGD.1.1. Describe basic male and female reproductive body parts and their functions.</p> <p>5.HGD.1.2. Describe the physical, social, and emotional changes that occur during puberty.</p> <p>5.HGD.1.3. Explain how puberty and development can vary greatly and still be “normal.”</p>

#### Standard 3: Accessing Resources

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

Benchmark	Indicators
G35.3.1. Demonstrate how to locate sources of accurate health information.	5.HGD.3.1. Demonstrate how to locate sources of accurate health information and products related to hygiene.

#### Standard 4: Interpersonal Communication Skills

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

Benchmark	Indicators
G35.4.1. Demonstrate how to locate sources of accurate health information.	5.HGD.4.1. Demonstrate how to locate sources of accurate health information and products related to hygiene.

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **(HGD) - Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors**

<b>Benchmark</b>	<b>Indicators</b>
<p>G35.2.1. Identify relevant influences of culture on health practices and behaviors.</p> <p>G35.2.2. Identify relevant influences of peers on health practices and behaviors.</p> <p>G35.2.3. Describe how relevant influences of family and culture affect personal health practices and behaviors.</p> <p>G35.2.4. Describe how relevant influences of media and technology affect personal health practices and behaviors.</p> <p>G35.2.5. Describe how relevant influences of peers affect personal health practices and behaviors.</p>	<p>5.HGD.2.1. Identify relevant influences of culture on human growth and development.</p> <p>5.HGD.2.2. Identify relevant influences of peers on human growth and development.</p> <p>5.HGD.2.3. Describe how relevant influences of family and culture affect human growth and development.</p> <p>5.HGD.2.4. Describe how relevant influences of media and technology affect human growth and development.</p> <p>5.HGD.2.5. Describe how relevant influences of peers affect human growth and development.</p>

### **Standard 7: Practicing Healthy Behaviors**

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

<b>Benchmark</b>	<b>Indicators</b>
<p>G35.7.1. Demonstrate healthy practices and behaviors.</p> <p>G35.7.2. Make a commitment to practice healthy behaviors.</p>	<p>5.HGD.7.1. Demonstrate positive personal health and wellness-related practices and behaviors related to growth and development.</p> <p>5.HGD.7.2. Make a commitment to practice positive personal health and wellness-related behaviors related to growth and development.</p>

<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.8.1. Give factual information to improve the health of others.	5.HGD.8.1. Give factual information to others to enhance the understanding and respect the mental, emotional, and physical changes related to puberty.
G35.8.2. State personal beliefs to improve the health of others.	5.HGD.8.2. State personal beliefs that help others respect the individual differences in mental, emotional, and physical changes related to puberty.
G35.8.3. Demonstrate how to persuade others to make positive health choices.	5.HGD.8.3. Demonstrate how to persuade others to respect the individual differences in their peers' mental, emotional, and physical growth and development.

## Mental and Emotional Health / Healthy Relationships (MEH/HR)

Healthy Relationship (HR) Indicators for K-8 are included in the content area of Mental and Emotional Health (MEH/HR).

<b>(MEH/HR) - Essential</b>	
<b>Standard 1: Functional Knowledge</b>	
<b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Mental and Emotional Health, Healthy Relationships.	5.MEH/HR.1.1. Analyze the characteristics of healthy vs. unhealthy relationships. 5. MEH/HR.1.2. Describe personal characteristics related to gender expression and gender roles that make people different from one another. 5.MEH/HR.1.3. Summarize why it is wrong to tease or bully others based on personal characteristics (such as appearance, mannerisms) 5.MEH/HR.1.4. Identify feelings and emotions associated with loss and grief. 5.MEH/HR.1.5. Describe healthy ways to express friendship and concern. 5.MEH/HR.1.6. Identify feelings of depression, sadness, and hopelessness for which someone should seek help. 5.MEH/HR.1.7. Describe the importance of being aware of one's own feelings and of being sensitive to the feelings of others. 5.MEH/HR.1.8. Apply strategies to regulate emotions and manage behaviors. (SEL B1.3b)
<b>Standard 2: Analyzing Influences</b>	
<b>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.2.1. Describe how relevant influences of media and technology affect personal health practices and behaviors. G35.2.3. Describe how relevant influences of peers affect personal health practices and behaviors. G35.2.4. Describe how relevant influences of family and culture affect personal health practices and behaviors.	5.MEH/HR.2.1. Describe how relevant influences of media and technology affect personal relationships. 5.MEH/HR.2.2. Describe how relevant influences of peers affect personal relationships. 5. MEH/HR.2.3. Analyze the positive and negative effects of media, peers, and technology on personal relationships. 5.MEH/HR.2.4. Describe how relevant influences of family and culture affect mental and emotional health practices and behaviors.

<p>G35.2.5. Describe how relevant influences of school and community affect personal health practices and behaviors.</p>	<p>5.MEH/HR.2.5. Describe how relevant influences of school and community affect mental and emotional health practices and behaviors.</p> <p>5.MEH/HR.2.6. Describe how relevant influences of media and technology affect mental and emotional health practices and behaviors.</p> <p>5.MEH/HR.2.7. Describe how relevant influences of peers affect mental and emotional health practices and behaviors.</p> <p>5.MEH/HR.2.8. Demonstrate an awareness of roles in various relationships. (SEL D1.3b)</p>
<p><b>Standard 5: Decision-Making Skills</b>  <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b></p>	
Benchmark	Indicators
<p>G35.5.1. Identify situations which need a health- related decision.</p> <p>G35.5.2. Decide when help is needed and when it is not needed to make a healthy decision.</p> <p>G35.5.3. Explain how family, culture, peers or media influence a health-related decision.</p> <p>G35.5.4. Identify options and their potential outcomes when making a health-related decision.</p> <p>G35.5.5. Choose a healthy option when making a decision.</p> <p>G35.5.6. Describe the final outcome of a health- related decision.</p>	<p>5.MEH/HR.5.1. Identify situations which need a health-related decision related to personal relationships.</p> <p>5.MEH/HR.5.2. Decide when help is needed and when it is not needed to make a healthy decision related to personal relationships.</p> <p>5.MEH/HR.5.3. Identify options/possible choices and their potential outcomes when making a health- related decision related to personal relationships.</p> <p>5.MEH/HR.5.4. Choose a healthy option when making a healthy decision about personal relationships.</p> <p>5.MEH/HR.5.5. Describe the potential final outcome of a health-related decision about personal relationships.</p> <p>5.MEH/HR.5.6. Identify situations which need a decision related to mental and emotional health.</p> <p>5.MEH/HR.5.7. Decide when help is needed and when it is not needed to make a decision related to mental and emotional health.</p> <p>5.MEH/HR.5.8. Explain how family, culture, peers or media influence a decision related to mental and emotional health.</p> <p>5.MEH/HR.5.9. Identify options and their potential outcomes when making a decision related to mental and emotional health.</p>

	<p>5.MEH/HR.5.10. Choose a healthy option when making a decision related to mental and emotional health.</p> <p>5.MEH/HR.5.11. Implement strategies to solve a problem. (SEL E.1.2b)</p> <p>5.MEH/HR.5.12. Identify reliable sources of adult help in various settings. (SEL E2.2b)</p> <p>5.MEH/HR.5.13. Consider various perspectives and sources of information when participating in group decision-making. (SEL E3.3b)</p>
Standards for Christian Anthropology (Theology of the Body) Alignment	
Standard	Reference
<p>5.1.1 TOB Compare and contrast ancient myths of creation to Sacred Scripture and God's goodness in creating.</p> <p>5.4.1 TOB Explain how original nakedness refers to seeing the world and others as God sees; as Gift.</p> <p>5.6.1 TOB Demonstrate that man comes to know himself through a gift-of-self.</p> <p>5.9.1 TOB Recognize that Jesus reveals the love of the Father.</p> <p>5.10.1 TOB Articulate how virtue is part of 'life according to the Spirit.'</p> <p>5.12.1 TOB Discuss how at the Resurrection we will see as God sees and our bodies will perfectly reveal his love.</p>	<p>TOB 13:2-4; CCC 285, 287-301</p> <p>TOB 13, 14:2; CCC 337, 339, 377, 2531</p> <p>TOB 22:4; CCC 357; Gaudium et Spes 24:3</p> <p>TOB 23:4, 67:5; CCC 606-607; 1823</p> <p>Eph. 6:13-17; TOB 51:5-6; CCC 736, 1824, 1830, 1839-1841, 2514-2519</p> <p>TOB 68.1, 69:6; CCC 997, 1003, 1011, 1023, 1026, 1028</p>

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

### **(MEH/HR/HR) - Supportive**

#### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.3.1. Describe characteristics of accurate health information. G35.3.2. Describe characteristics of appropriate and trustworthy health services. G35.3.3. Demonstrate how to locate sources of accurate health information.	5.MEH/HR.3.1. Describe characteristics of accurate information about healthy relationships. 5.MEH/HR.3.2. Describe characteristics of appropriate and trustworthy healthy relationship services. 5.MEH/HR.3.3. Demonstrate how to locate sources of accurate mental and emotional health information. 5.MEH/HR.3.4. Describe characteristics of accurate mental and emotional health information. 5.MEH/HR.3.5. Describe characteristics of appropriate and trustworthy mental and emotional health services. 5.MEH/HR.3.6. Demonstrate how to locate accurate mental and emotional health resources.



**Standard 4: Interpersonal Communication Skills****Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

Benchmark	Indicators
<p>G35.4.1. Demonstrate effective verbal and nonverbal communication skills.</p> <p>G35.4.2. Demonstrate healthy ways to manage or resolve conflict.</p> <p>G35.4.3. Demonstrate how to effectively communicate support for others.</p>	<p>5.MEH/HR.4.1. Demonstrate effective verbal and nonverbal communication skills.</p> <p>5.MEH/HR.4.2. Demonstrate healthy ways to manage or resolve interpersonal conflict.</p> <p>5.MEH/HR.4.3. Demonstrate how to effectively communicate support for others.</p> <p>5.MEH/HR.4.4. Demonstrate active listening skills.</p> <p>5.MEH/HR.4.5. Demonstrate how to be empathetic and compassionate toward others. Demonstrate empathetic reactions in response to others' feelings and emotions. (SEL C1.3b)</p> <p>5.MEH/HR.4.6. Define and practice civility and respect virtually and in-person. (SEL C3.3b)</p> <p>5.MEH/HR.4.7. Generate ideas to reach a compromise and find resolution during conflict. (SEL D3.3b)</p>

**Standard 6: Goal Setting Skills****Students will demonstrate the ability to use goal-setting skills to enhance health.**

Benchmark	Indicators
<p>G35.6.1. Set a realistic personal health goal.</p> <p>G35.6.2. Track progress toward achieving a personal health goal.</p> <p>G35.6.3. Identify resources that can help achieve a personal health goal.</p>	<p>5.MEH/HR.6.1. Set a realistic goal to establish, improve, or maintain a healthy relationship.</p> <p>5.MEH/HR.6.2. Track progress to achieving the goal to establish, improve, or maintain a healthy relationship.</p> <p>5.MEH/HR.6.3. Identify resources that can help achieve a goal to establish, improve, or maintain a healthy relationship.</p> <p>5.MEH/HR.6.4. Set a realistic goal to improve or maintain positive mental and emotional health.</p> <p>5.MEH/HR.6.5. Track progress to achieving the goal to improve or maintain positive mental and emotional health.</p> <p>5.MEH/HR.6.6. Identify resources that can help achieve a goal to improve or maintain positive mental and emotional health.</p>

	<p>5.MEH/HR.6.7. Identify alternative strategies with guidance toward a specified goal. (SEL B2.4b)</p> <p>5.MEH/HR.6.8. Identify strategies for persevering through challenges and setbacks. (SEL B3.1b)</p> <p>5.MEH/HR.6.9. Identify the cause of a challenge or setback and with assistance, develop a plan of action. (SEL B3.2b)</p>
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
Benchmark	Indicators
<p>G35.7.1..Demonstrate healthy practices and behaviors.</p> <p>G35.7.2. Make a commitment to practice healthy behaviors.</p> <p>G35.7.3. Describe practices and behaviors that reduce or prevent health risks.</p>	<p>5.MEH/HR.7.1. Demonstrate positive ways that peers and family members can show support, care, and appreciation for one another.</p> <p>5.MEH/HR.7.2. Make a written commitment to practice healthy relationship behaviors.</p> <p>5.MEH/HR.7.3. Describe mental and emotional practices and behaviors that reduce or prevent health risks.</p> <p>5.MEH/HR.7.4. Demonstrate healthy mental and emotional health practices and behaviors.</p> <p>5.MEH/HR.7.5. Make a commitment to practice healthy mental and emotional health behaviors.</p> <p>5.MEH/HR.7.6. Demonstrate confidence in the ability to complete a range of tasks and address challenges while expressing positive attitudes towards self. (SEL A4.2b)</p> <p>5.MEH/HR.7.7. Utilize strategies that support safe practices for self and others. (SEL A3.3b)</p> <p>5.MEH/HR.7.8. Perform activities that contribute to classroom, school, home and broader community.(SEL C2.3b).</p>

<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.8.1. Give factual information to improve the health of others. G35.8.2. State personal beliefs to improve the health of others. G35.8.3. Demonstrate how to persuade others to make positive health choices.	5.MEH/HR.8.1. Give factual information to improve or maintain healthy personal relationships with others. 5.MEH/HR.8.2. State personal beliefs to improve or maintain healthy personal relationships with others. 5.MEH/HR.8.3. Demonstrate how to persuade others practice healthy relationship behaviors. 5.MEH/HR.8.4. Give factual information to improve the mental and emotional health of others. 5.MEH/HR.8.5. State personal beliefs to improve the mental and emotional health of others. 5.MEH/HR.8.6. Demonstrate how to persuade others to make positive mental and emotional health choices. 5.MEH/HR.8.7. Identify ways to respectfully advocate for academic and personal needs. (SEL A4.3b) 5.MEH/HR.8.8. Identify areas of improvement for school or home and develop an action plan to address these areas. (SEL C2.4b)

**Personal Health and Wellness (PHW)****(PHW) - Essential****Standard 1: Functional Knowledge****Students will comprehend concepts related to health promotion and disease prevention to enhance health.****Benchmark****Indicators**

G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.

5.PHW.5.1. Explain the difference between infectious diseases and non-infectious diseases.

5.PHW.5.2. Explain how health is an individual's personal responsibility.

5.PHW.5.3. Identify health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy.

**Standard 2: Analyzing Influences****Students will analyze the influence of family, peers, culture, media, technology, and other factors and health behaviors.****Benchmark****Indicators**

G35.2.1. Describe how relevant influences of family and culture affect personal health practices and behaviors.

G35.2.2. Describe how relevant influences of school and community affect personal health practices and behaviors.

G35.2.3. Describe how relevant influences of media and technology affect personal health practices and behaviors.

G35.2.4. Describe how relevant influences of peers affect personal health practices and behaviors.

5.PHW.2.1. Describe how relevant influences of family affect personal health and wellness-related practices and behaviors.

5.PHW.2.2. Describe how relevant influences of media and technology affect personal health and wellness practices and behaviors.

5.PHW.2.3. Describe how relevant influences of school and community affect personal health and wellness-related practices and behaviors.

5.PHW.2.4. Describe how relevant influences of peers affect personal health and wellness-related practices and behaviors.

<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.8.1. Give factual information to improve the health of others.	5.PHW.8.1. Give factual information in a school campaign to prevent an infectious disease.
G35.8.2. State personal beliefs to improve the health of others.	5.PHW.8.2. State personal beliefs to improve the personal health and wellness of others.
G35.8.3. Demonstrate how to persuade others to make positive health choices.	5.PHW.8.3. Demonstrate how to persuade others to make personal health and wellness choices.

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **(PHW) - Supportive**

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.3.1. Describe characteristics of accurate health information.	5.PHW.3.1. Describe characteristics of accurate personal health and wellness information.
G35.3.2. Describe characteristics of appropriate and reliable health products.	5.PHW.3.2. Describe characteristics of appropriate and reliable personal health and wellness products.
G35.3.3. Describe characteristics of appropriate and trustworthy health services.	5.PHW.3.3. Describe characteristics of appropriate and trustworthy personal health and wellness services.
G35.3.4. Demonstrate how to locate sources of accurate health information.	5.PHW.3.4. Demonstrate how to locate sources of accurate personal health and wellness information.

### **Standard 4: Interpersonal Communication Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.4.1. Demonstrate effective verbal and nonverbal communication skills.	5.PHW.4.1. Demonstrate effective verbal and nonverbal communication skills to enhance personal health and wellness.
G35.4.2. Explain how to be empathetic and compassionate toward others.	5.PHW.4.2. Explain how to be empathetic and compassionate toward others.
G35.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risk.	5.PHW.4.3. Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
G35.4.4. Demonstrate healthy ways to manage or resolve conflict.	5.PHW.4.4. Demonstrate healthy ways to manage to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
G35.4.5. Demonstrate how to effectively communicate support for others	

**Standard 8: Advocacy Skills****Students will demonstrate the ability to advocate for personal, family, and community health.**

Benchmark	Indicators
G35.8.1. Identify situations which need a health- related decision.	5.PHW.8.1. Identify situations which need a decision related to personal health and wellness.
G35.8.2. Decide when help is needed and when it is not needed to make a healthy decision.	5.2.PHW.8.2. Describe when help is needed and when it is not needed to make a personal health and wellness-related decision.
G35.8.3. Explain how family, culture, peers or media influence a health-related decision.	5.PHW.8.3. Explain how family, culture, peers and/or media influence a personal health and wellness-related decision.
G35.8.4. Identify options and their potential outcomes when making a health-related decision.	5.PHW.8.4. Identify options and their potential outcomes when making a personal health and wellness-related decision.
G35.8.5. Choose a healthy option when making a decision.	5.PHW.8.5. Choose a healthy option when making a personal health and wellness-related decision.
G35.8.6. Describe the final outcome of a health- related decision.	5.PHW.8.6. Describe the final outcome of a personal health and wellness-related

**Standard 6: Goal Setting Skills****Students will demonstrate the ability to use goal-setting skills to enhance health.**

Benchmark	Indicators
G35.6.1. Set a realistic personal health goal.	5.PHW.6.1. Set a realistic goal to improve or maintain information to improve or maintain personal health and wellness.
G35.6.2. Track progress toward achieving a personal health goal.	5.PHW.6.2. Track progress to achieving the goal to improve or maintain information to improve or maintain personal health and wellness.
G35.6.3. Identify resources that can help achieve a personal health goal.	5.PHW.6.3. Identify resources that can help achieve a goal to improve or maintain information to improve or maintain personal health and wellness.

<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.7.1. Describe practices and behaviors that reduce or prevent health risks. G35.7.2. Demonstrate healthy practices and behaviors. G35.7.3. Make a commitment to practice healthy behaviors.	5.PHW.7.1. Describe practices and behaviors that reduce or prevent personal health and wellness-related risks. 5.PHW.7.2. Demonstrate positive personal health and wellness-related practices and behaviors. 5.PHW.7.3. Make a commitment to practice positive personal health and wellness-related behaviors.



**Safety (SAFE)**

<b>(SAFE) – Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Safety	5.SAFE.1.1. Explain why household products are harmful if ingested or inhaled. 5.SAFE.1.2. Explain what to do if someone is poisoned or injured and needs help. 5.SAFE.1.3. Analyze examples of dangerous or risky behaviors that might lead to injuries. 5.SAFE.1.4. Explain the potential safety risks associated with the internet.
<b>Standard 2: Analyzing Influences</b> <b>Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.2.1. Describe how relevant influences of media and technology affect personal health practices and behaviors G35.2.2. Describe how relevant influences of peers affect personal health practices and behaviors.	5.SAFE.2.1. Explain the positives and negatives of the influences on safety and injury prevention practices and behaviors. 5.SAFE.2.2. Describe relevant influences of media and technology on safety and injury prevention practices and behaviors. 5.SAFE.2.3. Describe relevant influences of peers on safety and injury prevention practices and behaviors.

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
G35.5.1. Identify situations which need a health- related decision.	5.SAFE.5.1. Identify situations which need a decision related to safety and injury prevention.
G35.5.2. Decide when help is needed and when it is not needed to make a healthy decision.	5.SAFE.5.2. Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention.
G35.5.3. Identify options and their potential outcomes when making a health-related decision.	5.SAFE.5.3. Identify options and their potential outcomes when making a decision related to safety and injury prevention.
G35.5.4. Choose a healthy option when making a decision.	5.SAFE.5.4. Choose a healthy option when making a decision related to safety and injury prevention.
G35.5.5. Describe the final outcome of a health- related decision.	5.SAFE.5.5. Describe the potential final outcome of a decision related to safety and injury prevention.

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **(SAFE) – Supportive**

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.3.1. Describe characteristics of accurate health information.	5.SAFE.3.1. Describe characteristics of accurate safety and injury prevention information.
G35.3.2. Describe characteristics of appropriate and reliable health products.	5.SAFE.3.2. Describe characteristics of appropriate and reliable safety and injury prevention products.
G35.3.3. Describe characteristics of appropriate and trustworthy health services.	5.SAFE.3.3. Describe characteristics of appropriate and trustworthy safety and injury prevention services.
G35.3.4. Demonstrate how to locate sources of accurate health information.	5.SAFE.3.4. Demonstrate how to locate sources of accurate safety and injury prevention information.

### **Standard 4: Interpersonal Communication Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.4.1. Demonstrate effective verbal and nonverbal communication skills.	5.SAFE.4.1. Demonstrate effective verbal and nonverbal communication skills to promote safety and avoid or reduce injury.
G35.4.2. Demonstrate effective peer resistance skills to avoid or reduce health risk.	5.SAFE.4.2. Demonstrate effective peer resistance skills to avoid or reduce injury.
G35.4.3. Demonstrate healthy ways to manage or resolve conflict.	5.SAFE.4.3. Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.
G35.4.4. Demonstrate how to effectively ask for help to improve personal health.	5.SAFE.4.4. Demonstrate how to effectively ask for help to avoid or reduce personal injury.

<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.6.1. Set a realistic personal health goal. G35.6.2. Track progress toward achieving a personal health goal. G35.6.3. Identify resources that can help achieve a personal health goal	5.SAFE.1.1. Set a realistic personal goal to avoid or reduce injury. 5.SAFE.1.2. Track progress toward achieving a personal goal to avoid or reduce injury. 5.SAFE.1.3. Identify resources that can help achieve a personal goal to avoid or reduce injury.
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.7.1. Describe practices and behaviors that reduce or prevent health risks. G35.7.2. Demonstrate healthy practices and behaviors. G35.7.3. Make a commitment to practice healthy behaviors.	5.SAFE.1.1. Describe practices and behaviors that reduce or prevent injury. 5.SAFE.1.2. Demonstrate safety and injury prevention practices and behaviors. 5.SAFE.1.3. Make a commitment to practice safety and injury prevention.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health</b>	
<b>Benchmark</b>	<b>Indicators</b>
G35.8.1. Give factual information to improve the health of others. G35.8.2. State personal beliefs to improve the health of others. G35.8.3. Demonstrate how to persuade others to make positive health choices.	5.SAFE.8.1. Give factual information to improve the safety and injury prevention of others. 5.SAFE.8.2. State personal beliefs to improve safety and injury prevention of others. 5.SAFE.8.3. Demonstrate how to persuade others to make choices to promote safety and avoid or reduce injury.

## Violence Prevention (VP)

Violence Prevention - Essential	
<b>Standard 1: Functional Knowledge</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark	Indicators
G35.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Violence Prevention.	5.VP.1.1. Distinguish between “appropriate” and “inappropriate” touch. 5.VP.1.2. Explain that inappropriate touches should be reported to a trusted adult. 5.VP.1.3. Explain why it is not the child’s fault if someone touches him or her in an inappropriate way. 5.VP.1.4. Explain that everyone has the right to tell others not to touch his or her body. 5.VP.1.5. Explain the importance of telling an adult if someone is in danger of hurting themselves or others. 5.VP.1.6. Identify strategies to avoid physical fighting and violence.
<b>Standard 4: Interpersonal Communication Skills</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks	
Benchmark	Indicators
G35.4.1. Demonstrate healthy ways to manage or resolve conflict.	5.VP.4.1. Demonstrate healthy ways to manage or resolve conflict to prevent violence.
<b>Standard 5: Decision Making Skills</b> Students will demonstrate the ability to use decision-making skills to enhance health.	
Benchmark	Indicators
G35.5.1. Identify situations which need a health- related decision. G35.5.2. Decide when help is needed and when it is not needed to make a healthy decision. G35.5.3. Identify options and their potential outcomes when making a health-related decision.	5.VP.5.1. Identify situations that need a decision to prevent violence. 5.VP.5.2. Decide when help is needed and when it is not needed to make a decision that could lead to violence. 5.VP.5.3. Explain how family, culture, peers, or medial influence a decision that could lead to violence.

G35.5.4. Choose a healthy option when making a decision. G35.5.5. Describe the final outcome of a health- related decision.	5.VP.5.4. Identify options and their potential outcomes when making a decision related to violence prevention. 5.VP.5.5. Choose a healthy option when making a decision related to violence prevention. 5.VP.5.6. Describe the potential final outcome of a decision related to violence prevention.
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**SUPPORTIVE SKILLS** – To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## **Violence Prevention - Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
G35.2.4. Describe how relevant influences of family and culture affect personal health practices and behaviors.	5.VP.2.1. Describe how relevant influences of family and culture affect personal violence prevention practices and behaviors.
G35.2.5. Describe how relevant influences of school and community affect personal health practices and behaviors.	5.VP.2.2. Describe how relevant influences of school and community affect personal violence prevention practices and behaviors.
G35.2.6. Describe how relevant influences of media and technology affect personal health practices and behaviors.	5.VP.2.3. Describe how relevant influences of media and technology affect personal violence prevention practices and behaviors.
G35.2.7. Describe how relevant influences of peers affect personal health practices and behaviors.	5.VP.2.4. Describe how relevant influences of peers affect personal violence prevention practices and behaviors.
	5.VP.2.5. Distinguish between positive influences and negative influences on violence prevention practices and behavior.
	5.VP.2.6. Explain how to protect yourself from negative influences and how to embrace positive influences when making violence-related choices.

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
G35.3.1. Describe characteristics of accurate health information.	5.VP.3.1. Describe characteristics of accurate violence prevention information.
G35.3.3. Describe characteristics of appropriate and trustworthy health services.	5.VP.3.2. Describe characteristics of appropriate and trustworthy health services that help reduce or prevent violence.
G35.3.4. Demonstrate how to locate sources of accurate health information.	5.VP.3.3. Demonstrate how to locate sources of accurate violence prevention information.

**Standard 6: Goal Setting Skills****Students will demonstrate the ability to use goal-setting skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
G35.6.1. Set a realistic personal health goal. G35.6.2. Track progress toward achieving a personal health goal. G35.6.3. Identify resources that can help achieve a personal health goal.	5.VP.6.1. Set a realistic personal goal to prevent violence. 5.VP.6.2. Track progress to achieving a personal goal to prevent violence. 5.VP.6.3. Identify resources that can help achieve a personal goal to prevent violence

**Standard 7: Practicing Healthy Behaviors****Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

<b>Benchmark</b>	<b>Indicators</b>
G35.7.1. Describe practices and behaviors that reduce or prevent health risks. G35.7.2. Demonstrate healthy practices and behaviors. G35.7.3. Make a commitment to practice healthy behaviors.	5.VP.7.1. Describe practices and behaviors that reduce or prevent violence. 5.VP.7.2. Demonstrate taking personal responsibility for violence prevention behaviors. 5.VP.7.3. Demonstrate violence prevention practices and behaviors.

**Standard 8: Advocacy Skills****Students will demonstrate the ability to advocate for personal, family, and community health.**

<b>Benchmark</b>	<b>Indicators</b>
G35.8.1. Give factual information to improve the health of others. G35.8.2. State personal beliefs to improve the health of others. G35.8.3. Demonstrate how to persuade others to make positive health choices.	5.VP.8.1. Give factual information to others to prevent violence. 5.VP.8.2. State personal beliefs to help others prevent violence. 5.VP.8.3. Demonstrate how to persuade others to prevent violence.



## Grade 6

### Alcohol, Tobacco, And Other Drug Prevention(ATOD)

<b>Grade 6 (ATOD) -Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.1.1.Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs.	6.ATOD.1.1. Explain the addictive nature of substances. 6.ATOD.1.2. Describe the dangers of experimentation with tobacco. 6.ATOD.1.3. Distinguish between proper use and abuse of over-the-counter and prescription medicines. 6.ATOD.1.4. Describe situations that could lead to the use of tobacco, vaping, or e-cigarettes. 6.ATOD.1.5. Describe how vaping/e-cigs are not a safe alternative to tobacco use. 6.ATOD.1.6. Describe how experimenting with tobacco vaping, or e-cigarettes can lead to continued or other drug use. 6.ATOD.1.7. Summarize the benefits of being tobacco-free. 6.ATOD.1.8. Summarize the negative short and long- term physical, mental, social, legal, and economic consequences of using tobacco, vaping, or e-cigarettes including consequences of second hand smoke.
<b>Standard 2: Analyzing Influences</b> <b>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors. G68.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors. G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors. G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors. G68.2.6. Analyze how relevant influences of family and culture affect personal health practices and behaviors. G68.2.9. Analyze how relevant influences of peers	6.ATOD.2.1. Explain the influence of school rules and community laws on tobacco, vaping, or e-cigarettes use. 6.ATOD.2.2. Explain how perceptions of norms can influence tobacco, vaping, or e-cigarettes use. 6.ATOD.2.3. Explain how social expectations can influence tobacco, vaping, or e-cigarettes use. 6.ATOD.2.4. Explain how personal values and beliefs can influence tobacco, vaping, or e-cigarettes use. 6.ATOD.2.5. Analyze how relevant influences of family and culture can affect tobacco, vaping, or e-cigarettes use. 6.ATOD.2.6. Analyze how relevant influences of peers can affect tobacco, vaping, or e-cigarettes use.

<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health. G68.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risks	6.ATOD.4.1. Demonstrate the use of effective verbal and nonverbal communication to avoid misusing prescription medication. 6.ATOD.4.2. Demonstrate the use of effective verbal and nonverbal communication skills to avoid experimenting with or using tobacco, vaping, or e-cigarettes. 6.ATOD.4.3. Demonstrate the use of effective verbal and nonverbal communication skills to avoid exposure to secondhand smoke. 6.ATOD.4.4. Demonstrate effective peer resistance skills to avoid experimenting with or using tobacco, vaping, or e-cigarettes.
<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.5.1. Identify circumstances that help or hinder healthy decision making. G68.5.2. Determine when situations require a health-related decision. G68.5.3. Distinguish when health-related decisions should be made individually or with the help of others. G68.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision. G68.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision. G68.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision. G68.5.7. Choose a healthy alternative when making a health-related decision. G68.5.8. Analyze the effectiveness of a final outcome of a health-related decision.	6.ATOD.5.1. Identify circumstances that help or hinder making a decision to avoid using tobacco, vaping, or e-cigarettes. 6.ATOD.5.2. Determine when situations require a decision related to tobacco, vaping, or e-cigarette use (e.g., when offered a cigarette by a peer). 6.ATOD.5.3. Distinguish when decisions related to tobacco, vaping, or e-cigarette use should be made individually or with help of others. 6.ATOD.5.4. Explain how family, culture, media, peers, and personal beliefs affect a decision related to tobacco, vaping, or e-cigarette use. 6.ATOD.5.5. Distinguish between healthy and unhealthy alternatives of a decision related to tobacco, vaping, or e-cigarette use. 6.ATOD.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to tobacco, vaping, or e-cigarette use. 6.ATOD.5.7. Choose a healthy alternative when making a decision related to tobacco, vaping, or e-cigarette use. 6.ATOD.5.8. Analyze the effectiveness of a final outcome of a decision related to tobacco, vaping, or e-cigarette use.

**SUPPORTIVE SKILLS** –To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## **Grade 6 (ATOD)-Supportive**

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
G68.3.1. Analyze the validity and reliability of health information.	6.ATOD.3.1. Analyze the validity and reliability of information about over-the-counter and prescription medicines.
G68.3.4. Describe situations that call for professional health services.	6.ATOD.3.2. Analyze the validity and reliability of information about tobacco, vaping, or e-cigarette products.
G68.3.6. Access valid and reliable health information from home, school or community.	6.ATOD.3.3. Describe situations that call for professional substance use treatment services.
G68.3.7. Locate valid and reliable health products.	6.ATOD.3.4. Access valid and reliable substance use prevention information. 6.ATOD.3.5. Locate valid and reliable tobacco use cessation products.

### **Standard 8: Advocacy Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
G68.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others.	6.ATOD.8.1. State a health-enhancing position about being tobacco,-free, supported with accurate information, to improve the health of others.
G68.8.2. Persuade others to make positive health choices.	6.ATOD.8.2. Persuade others to be tobacco-free.
G68.8.4. Demonstrate how to adapt positive health-	6.ATOD.8.3. 6.Develop a plan of action to encourage peers to be tobacco-free.

## Healthy Eating (HE)

Grade 6 (HE)-Essential	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
Benchmark	Indicators
G68.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Healthy Eating	6.HE.1.1. Classify the amount of food from each food group that a person needs each day. 6.HE.1.2. Identify serving sizes for common food items. 6.HE.1.3. Summarize a variety of nutritious food choices for each food group. 6.HE.1.4. Describe the <i>U.S. Dietary Guidelines for Americans</i> . 6.HE.1.5. Explain why there commended amount of food a person needs each day may be different for each food group. 6.HE.1.6. Summarize the benefits of eating plenty of fruits and vegetables.
<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
Benchmark	Indicators
G68.3.1. Analyze the validity and reliability of health information. G68.3.2. Analyze the validity and reliability of health products. G68.3.3. Analyze the validity and reliability of health services. G68.3.6. Access valid and reliable health information from home, school or community. G68.3.7. Locate valid and reliable health products.	6.HE.3.1. Analyze the validity and reliability of nutrition information, products, and services. 6.HE.3.2. Access valid and reliable nutrition information from home, school, or community. 6.HE.3.3. Locate valid and reliable nutrition products and services.

***SUPPORTIVESKILLS** –To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## Grade 6 (HE)-Supportive

### Standard 2: Analyzing Influences

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

Benchmark	Indicators
G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors.	6.HE.2.1. Explain the influence of school rules and community laws on food choices.
G68.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	6.HE.2.2. Explain how perceptions of norms influence food choices.
G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors.	6.HE.2.3. Explain how social expectations influence food choices.
G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors.	6.HE.2.4. Explain how personal values and beliefs influence food choices.
G68.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	6.HE.2.5. Analyze how relevant influences of family and culture affect food choices.
G68.2.6. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	6.HE.2.6. Analyze how relevant influences of school and community affect personal food choices.
G68.2.7. Analyze how relevant influences of school and community affect personal health practices and behaviors.	6.HE.2.7. Analyze how relevant influences of media and technology affect personal food choices.
G68.2.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	6.HE.2.8. Analyze how relevant influences of peers affect personal food choices.
G68.2.9. Analyze how relevant influences of peers affect personal health practices and behaviors.	

<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health. G68.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risks. G68.4.4. Demonstrate effective negotiation skills to avoid or reduce health risks. G68.4.6. Demonstrate how to effectively ask for assistance to G68.4.7. Demonstrate how to effectively communicate empathy and support for others.	6.HE.4.1. Demonstrate the use of effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy food choices. 6.HE.4.2. Demonstrate effective peer resistance skills to avoid or reduce exposure to unhealthy food choices.S4.4.HE.3.6.Demonstrate effective negotiation skills to avoid or reduce unhealthy eating. 6.HE.4.3. Demonstrate how to effectively ask for assistance to improve personal food choices, eating behaviors, and weight management. 6.HE.4.4. Demonstrate how to effectively communicate empathy and support for others who are trying to improve personal food choices and healthy eating.
<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.5.1. Identify circumstances that help or hinder healthy decision making. G68.5.2. Determine when situations require a health-related decision. G68.5.3. Distinguish when health-related decisions should be made individually or with the help of others. G68.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision. G68.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision. G68.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision. G68.5.7. Choose a healthy alternative when making a health-related decision. G68.5.8. Analyze the effectiveness of a final outcome of a health-related decision.	6.HE.5.1. Identify circumstances that help or hinder healthy decision making related to food and behavior choices. 6.HE.5.2. Determine when situations require a decision related to a healthy eating behavior. 6.HE.5.3. Distinguish when a decision related to food and beverage choices should be made individually or with the help of others. 6.HE.5.4. Explain how family, culture, media, peers and personal beliefs affect a decision related to healthy eating behaviors. 6.HE.5.5. Distinguish between healthy and unhealthy alternatives of a decision related to eating behaviors. 6.HE.5.6. Predict the potential outcomes of healthy and unhealthy alternatives of a decision related to healthy eating behaviors. 6.HE.5.7. Choose a healthy food or beverage alternative when making a decision related to healthy eating behaviors. 6.HE.5.8. Analyze the effectiveness of a final outcome of a decision related to healthy eating behaviors.

**Standard 6: Goal Setting Skills****Students will demonstrate the ability to use goal-setting skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
G68.6.1. Assess personal health practices.	6.HE.6.1. Assess personal eating practices.
G68.6.2. Set a realistic personal health goal.	6.HE.6.2. Set a realistic personal goal to improve healthy eating behaviors.
G68.6.3. Assess the barriers to achieving a personal health goal.	6.HE.6.3. 6. Assess the barriers to achieving a personal goal to improve healthy eating behaviors.
G68.6.4. Apply strategies to overcome barriers to achieving a personal health goal.	6.HE.6.4. Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.
G68.6.5. Use strategies and skills to achieve a personal health goal.	6.HE.6.5. Use strategies and skills to achieve a personal goal to improve healthy eating behaviors.

**Standard 7: Practicing Healthy Behaviors****Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

<b>Benchmark</b>	<b>Indicators</b>
G68.7.1. Explain the importance of being responsible for personal health behaviors.	6.HE.7.1. Explain the importance of being responsible for personal healthy eating behaviors.
G68.7.2. Analyze personal practices and behaviors that reduce or prevent health risks.	6.HE.7.2. Analyze personal eating practices and behaviors that reduce or prevent health risks.
G68.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	6.HE.7.3. Demonstrate healthy eating practices and behaviors to improve the health of oneself and others.
G68.7.4. Make a commitment to practice healthy behaviors.	6.HE.7.4. Make a commitment to practice healthy eating behaviors.

**Standard 8: Advocacy Skills****Students will demonstrate the ability to advocate for personal, family, and community health.**

<b>Benchmark</b>	<b>Indicators</b>
G68.8.1. State a health-enhancing position supported with accurate information, to improve the health of others.	6.HE.8.1. State a healthy eating position, supported with accurate information, to improve the health of others.
G68.8.2. Persuade others to make positive health choices.	6.HE.8.2. Persuade and support others to make positive food and beverage choices.
G68.8.3. Collaborate with others to advocate for healthy individuals, families and schools.	6.HE.8.3. Collaborate with others to advocate for healthy eating at home, in school, or in the community.
G68.8.4. Demonstrate how to adapt positive health-related messages for different audiences.	6.HE.8.4. Demonstrate how to adapt healthy eating messages for different audiences.

Healthy Relationship (HR) Indicators for K-8 are included in the content area of Mental and Emotional Health (MEH/HR).

## **Mental and Emotional Health / Healthy Relationships (MEH/HR)**

<b>Grade 6 (MEH/HR)-Essential</b>	
<b>Standard 1: Functional Knowledge</b>	
<b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Mental and Emotional Health, and Healthy Relationships.	6.MEH/HR.1.1. Describe what it means to be a responsible person. 6.MEH/HR.1.2. Describe characteristics of a responsible family member. 6.MEH/HR.1.3. Describe characteristics of a mentally and emotionally healthy person. 6.MEH/HR.1.4. Explain positive and negative ways of dealing with stress. 6.MEH/HR.1.5. Explain the interrelationship of physical, mental, emotional, social and spiritual health. 6.MEH/HR.1.6. Discuss how emotions change during adolescence. 6.MEH/HR.1.7. Explain appropriate ways to express needs, wants, emotions and feelings. 6.MEH/HR.1.8. Describe role models that demonstrate positive mental and emotional health. 6.MEH/HR.1.9. Summarize the benefits of talking with parents and other trusted adults about feelings. 6.MEH/HR.1.10. Describe examples of situations that require self-control. 6.MEH/HR.1.11. Analyze the risks of impulsive behaviors. 6.MEH/HR.1.12. Explain how the expression of emotions or feelings can help or hurt oneself and others. 6.MEH/HR.1.13. Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others. 6.MEH/HR.1.14 Identify, recognize and name personal complex emotions (SEL A1.1c) 6.MEH/HR.1.15 Explain that emotions may vary based on the situation, including people and places. (SEL A1.2c) 6.MEH/HR.1.16 Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response (SEL B1.1c) 6.MEH/HR.1.17 Analyze positive and negative consequences of expressing emotions in different settings (SEL B1.2c) 6.MEH/HR.1.18 Generate positive responses to various social situations. (SEL C4.1c)



<b>Standard 2: Analyzing Influences</b> <b>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors.	6.MEH/HR.2.1. Explain the influence of school rules and community laws on issues pertaining to mental/emotional health.
G68.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	6.MEH/HR.2.2. Explain how perceptions of norms influence healthy and unhealthy mental health practices and behaviors.
G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors.	6.MEH/HR.2.3. Explain how social expectations influence perceptions, practices, and behaviors pertaining to mental/emotional health
G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors.	6.MEH/HR.2.4. Explain how personal values and beliefs influence perceptions, practices, and behaviors pertaining to mental/emotional health
G68.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	6.MEH/HR.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental/emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).
G68.2.6. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	6.MEH/HR.2.6. Analyze how relevant influences of family and culture affect perceptions, practices, and behaviors pertaining to mental/emotional health.
G68.2.7. Analyze how relevant influences of school and community affect personal health practices and behaviors.	6.MEH/HR.2.7. Analyze how relevant influences of school and community affect perceptions, practices, and behaviors pertaining to mental/emotional health.
G68.2.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	6.MEH/HR.2.8. Analyze how relevant influences of media and technology affect perceptions, practices, and behaviors pertaining to mental/emotional health.
G68.2.9. Analyze how relevant influences of peers affect personal health practices and behaviors.	6.MEH/HR.2.9. Analyze how relevant influences of peers affect mental/emotional health practices and behaviors.

<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health. G68.4.6. Demonstrate how to effectively ask for assistance to improve personal health. G68.4.7. Demonstrate how to effectively communicate empathy and support for others.	6.MEH/HR.4.1. Demonstrate the effective use of verbal and nonverbal communication skills. Determine if verbal and nonverbal cues correspond to the feelings expressed by others. (SEL C1.1c) 6.MEH/HR.4.2. Demonstrate how to effectively ask for assistance to improve personal mental and emotional health. Seek appropriate support from a trusted adult when help is needed academically, socially, or emotionally. (SEL A3.1c) 6.MEH/HR.4.3. Demonstrate how to effectively communicate empathy and support for others. a. Discuss how positive or negative stereotypes of an individual or group can be unconscious and may lead to discrimination and prejudice. (SEL C3.1c) b. Demonstrate the ability to actively listen and understand multiple perspectives. (SEL D1.1c) c. Recognize and acknowledge different perspectives of others to prevent conflict. (SEL D3.1c) d. Demonstrate empathy through understanding of others' feelings and acknowledgement of their perspective. (SEL C1.3c)

Standards for Christian Anthropology (Theology of the Body) Alignment	
Standard	Reference
6.1.1 TOB Exhibit wonder and awe at the generosity of God in the gifts of His abundant and beautiful creation.	TOB 2-3, 13:2; CCC 293-295, 341
6.1.2 TOB Explain how creation is a good gift created from nothing.	TOB 13:4; CCC 296-298
6.2.1 TOB Define “original experience” as the most basic human experiences all humanity has in common: original solitude, original unity, original nakedness.	TOB 4:4, 11:1
6.2.2 TOB Explain how original solitude means the experience of man’s being alone-with-God; his unique relationship to God.	TOB 6:2; CCC 374-375
6.2.3 TOB Differentiate how man, as the pinnacle of creation, is both similar and dissimilar from God.	TOB 6-7, 9:2-3; CCC 339-344, 355-358
6.3.1 TOB Define "original unity" as the experience of man's unity-in-difference; the unique relation between male and female.	TOB 9:1; CCC 369-373
6.3.2 TOB Identify the two ways of being human, male and female.	TOB 8:1, 10:1; CCC 369-372
6.3.3 TOB Discuss why it is a good thing that God created man as male and female.	TOB 9:3, 13:3, 14:1, 16:1-2; CCC 371-372
6.4.1 TOB Define "original nakedness" as experiencing the true and clear vision of the person; as gift and in God’s image.	TOB 13:1; CCC 337, 339, 377
6.4.2 TOB Exhibit the virtue of reverence for God, his creation, and other people by treating them with respect and honor, for God is all good and his creation is a good gift.	TOB 14:4, 15:4, 119-120, 132:1; CCC 2096-2097, 2415-2418, 2479
6.5.1 TOB Explain how man, in the image of the Trinity, learns about himself through a gift of himself.	TOB 8:4, 9:1-3, 10:1, 15:1; CCC 355-357, 1889; Gaudium et Spes 24:3
6.6.1 TOB Explain gift-of-self as thoughts, words or actions that place oneself at the service of others and seek the true good of the other.	cf. TOB 14:2; CCC 1609, 1667, 1889, 1914, 1926
6.7.1 TOB Describe how the body-soul unity reveals man's special dignity.	TOB 18:4, 19:3-5, 23:5, 56-57:3; CCC 2518, 2520-2524

Standards for Christian Anthropology (Theology of the Body) Alignment	
Standard	Reference
6.8.1 TOB Explain how the human body is a visible sign (a "sacrament") of God's invisible love.	TOB 19:4; CCC 355-356, 364
6.8.2 TOB Describe how the human body is the "temple of the Holy Spirit" (1Cor 6:15) and why it is necessary to "glorify God in your body" (1Cor 6:20).	TOB 57:2; CCC 2516, 2519

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **Grade 6 (MEH/HR)-Supportive**

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
<p>G68.3.1. Analyze the validity and reliability of health information.</p> <p>G68.3.2. Analyze the validity and reliability of health products.</p> <p>G68.3.3. Analyze the validity and reliability of health services.</p> <p>G68.3.4. Describe situations that call for professional health services.</p> <p>G68.3.6. Access valid and reliable health information from home, school or community.</p> <p>G68.3.7. Locate valid and reliable health products.</p>	<p>6.MEH/HR.3.1. Analyze the validity and reliability of information, products, and services pertaining to healthy relationships.</p> <p>6.MEH/HR.3.2. Describe situations that call for professional services pertaining to healthy relationships.</p> <p>6.MEH/HR.3.3. Access valid and information from home, school or community pertaining to healthy relationships.</p> <p>6.MEH/HR.3.4. Locate valid and reliable products and services pertaining to healthy relationships.</p> <p>6.MEH/HR.3.5. Analyze the validity and reliability of mental/emotional health information.</p> <p>6.MEH/HR.3.6. Analyze the validity and reliability of mental/emotional health services.</p> <p>6.MEH/HR.3.7. Describe situations that call for professional mental/emotional health services.</p> <p>6.MEH/HR.3.8. Determine the availability of valid and reliable mental/emotional health products.</p> <p>6.MEH/HR.3.9. Access valid and reliable mental/emotional health information from home, school or community.</p> <p>6.MEH/HR.3.10. Locate valid and reliable mental/emotional health products.</p> <p>6.MEH/HR.3.11. Locate valid and reliable mental/emotional health services.</p>

**Standard 5: Decision-Making Skills**
**Students will demonstrate the ability to use decision-making skills to enhance health.**

Benchmark	Indicators
G68.5.1. Identify circumstances that help or hinder healthy decision making.	6.MEH/HR.5.1. Identify circumstances that help or hinder making a decision related to a potentially risky situation in a relationship.
G68.5.2. Determine when situations require a health-related decision.	6.MEH/HR.5.2. Determine when potentially risky relationship-related situations require a decision.
G68.5.3. Distinguish when health-related decisions should be made individually or with the help of others.	6.MEH/HR.5.3. Distinguish when decisions about potentially risky relationship-related situations should be made individually or with others.
G68.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	6.MEH/HR.5.4. Explain how family, culture, media, peers, and personal beliefs affect a relationship-related decision.
G68.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision.	6.MEH/HR.5.5. Distinguish between healthy and unhealthy alternatives of a relationship-related decision.
G68.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	6.MEH/HR.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a relationship-related decision.
G68.5.7. Choose a healthy alternative when making a health-related decision.	6.MEH/HR.5.7. Choose a healthy alternative when making a relationship-related decision.
G68.5.8. Analyze the effectiveness of a final outcome of a health-related decision.	6.MEH/HR.5.8. Analyze the effectiveness of a relationship-related decision.
	6.MEH/HR.5.9. Identify circumstances that help or hinder making a healthy decision related to mental/emotional health.
	6.MEH/HR.5.10. Determine when situations require a decision related to mental/emotional health(e.g. ,dealing with interpersonal conflict, managing emotional stress).
	6.MEH/HR.5.11. Distinguish when decisions about a mental or emotional health problem should be made individually or with the help of others.
	<ul style="list-style-type: none"> <li>Identify reliable sources of adult help in various setting and actively seek adults for support. (SEL E2.2c)</li> </ul>
	6.MEH/HR.5.12. Explain how family, culture, media, peers, and personal beliefs affect a mental or emotional health related decision.
	6.MEH/HR.5.13. Distinguish between healthy and unhealthy alternatives of a mental/emotional health-related decision.
	6.MEH/HR.5.14. Predict the potential outcomes of healthy and unhealthy alternatives of a mental/emotional health-related decision.
	6.MEH/HR.5.15. Choose a healthy alternative when making a decision related to mental/emotional health.
	6.MEH/HR.5.16. Apply honesty, respect and compassion to the decision-making process. (SEL E3.1c)

<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health. (continued)</b>	
Benchmark	Indicators
	6.MEH/HR.5.17. Generate ideas for recognizing when something may be getting in the way of making a responsible decision and ways to possibly reduce or limit its influence. (SEL E2.1c) 6.MEH/HR.5.18. Describe how personal interests, qualities and strengths may help with decision-making to accomplish personal goals. (SEL A2.1c) 6.MEH/HR.5.19. Describe how personal responsibility is linked to being accountable for one's choices and behavior. (SEL A4.1c)
<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
Benchmark	Indicators
G68.6.1. Assess personal health practices. G68.6.2. Set a realistic personal health goal. G68.6.3. Assess the barriers to achieving a personal health goal. G68.6.4. Apply strategies to overcome barriers to achieving a personal health goal. G68.6.5. Use strategies and skills to achieve a personal health goal.	6.MEH/HR.6.1. Assess personal mental/emotional health practices. 6.MEH/HR.6.2. Set a realistic goal to improve or maintain positive mental/emotional health. 6.MEH/HR.6.3. Assess the barriers to achieving a goal to improve or maintain positive mental/emotional health. 6.MEH/HR.6.4. Apply strategies to overcome barriers to achieving a goal to improve or maintain positive mental/emotional health. 6.MEH/HR.6.5. Use strategies and skills to achieve a goal to improve or maintain positive mental/emotional health. 6.MEH/HR.6.6. Develop and implement a plan of action, based on support or constructive feedback, that addresses challenges and builds on strengths. (SEL A3.2c) 6.MEH/HR.6.7. Recognize the importance of short and long term goals for success in school and life. (SEL B2.1c) 6.MEH/HR.6.8. Identify school, family and community resources that may assist in achieving a goal. (SEL B2.2c)

<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>G68.7.1. Explain the importance of being responsible for personal health behaviors.</p> <p>G68.7.2. Analyze personal practices and behaviors that reduce or prevent health risks.</p> <p>G68.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p> <p>G68.7.4. Make a commitment to practice healthy behaviors.</p>	<p>6.MEH/HR.7.1.Explain the importance of being responsible for practicing sexual abstinence.</p> <p>6.MEH/HR.7.2.Analyze personal practices and behaviors that reduce or prevent risky sexual behaviors.</p> <p>6.MEH/HR.7.3.Explain the importance of being responsible for personal mental/emotional health behaviors.</p> <p>6.MEH/HR.7.4.Analyze personal mental/emotional health practices and behaviors that reduce or prevent health risks.</p> <p>6.MEH/HR.7.5.Demonstrate healthy mental/emotional health practices and behaviors to improve the health of oneself and others.</p> <p>6.MEH/HR.7.6.Make a commitment to practice healthy mental/emotional health behaviors.</p> <p>6.MEH/HR.7.7. Participate in a healthy network of personal and school relationships. (SEL D2.1c)</p> <p>6.MEH/HR.7.8. Utilize strategies for persevering through challenges and setbacks.</p> <p>6.MEH/HR.7.9. Engage in new opportunities to expand one's knowledge and experiences. (SEL E4.1c)</p> <p>6.MEH/HR.7.10 Pursue opportunities to contribute to school or the broader community. (SEL C2.2c)</p> <p>6.MEH/HR.7.11. Utilize appropriate time and place to safely process emotions, independently, with a trusted adult or with peers. (SEL A1.3c)</p> <p>6.MEH/HR.7.12. Recognize the importance of confidently handling tasks and challenges, while reframing negative thoughts and engaging in positive self-talk. (SEL A4.2c)</p>



<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others. G68.8.2. Persuade others to make positive health choices. G68.8.3. Collaborate with others to advocate for healthy individuals, families and schools. G68.8.4. Demonstrate how to adapt positive health-related messages for different audiences.	6.MEH/HR.8.1.State a health-enhancing position on a relationship-related topic, supported with accurate information, to improve the health of others. 6.MEH/HR.8.2.Persuade others to avoid or reduce risky sexual behaviors. 6.MEH/HR.8.3.Persuade others to avoid teasing, bullying, or stigmatizing others based on their personal characteristics. 6.MEH/HR.8.4.Collaborate with others to advocate for safe, respectful, and responsible relationships. 6.MEH/HR.8.5.Collaborate with others to advocate for opportunities to avoid or reduce risky behaviors. 6.MEH/HR.8.6. Demonstrate how to adapt positive health-related messages for different audiences. 6.MEH/HR.8.7.State a health-enhancing position on a mental/emotional health topic, supported with accurate information, to improve the health of others. 6.MEH/HR.8.8.Persuade others to make positive mental/emotional health choices. 6.MEH/HR.8.9.Collaborate with others to advocate for improving mental/emotional health of individuals, families, and schools. 6.MEH/HR.8.10.Demonstrate how to adapt a positive mental/emotional health message for different audiences. 6.MEH/HR.8.11. Explain the importance of civic mindedness. (SEL C2.1c)

## Personal Health and Wellness (PHW)

### Grade 6 (PHW)-Essential

#### Standard 1: Functional Knowledge

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

Benchmark	Indicators
G68.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Personal Health and Wellness.	6.PHW.1.1. Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships. 6.PHW.1.2. Summarize the benefits of getting proper rest and sleep for healthy growth and development. 6.PHW.1.3. Identify common causes of noise induced hearing loss. 6.PHW.1.4. Describe appropriate ways to protect vision and hearing. 6.PHW.1.5. Summarize actions to take to protect oneself against potential damage from exposure to the sun.

#### Standard 6: Goal Setting Skills

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

Benchmark	Indicators
G68.6.1. Assess personal health practices. G68.6.2. Set a realistic personal health goal. G68.6.3. Assess the barriers to achieving a personal health goal. G68.6.4. Apply strategies to overcome barriers to achieving a personal health goal. G68.6.5. Use strategies and skills to achieve a personal health goal.	6.PHW.6.1. Assess personal health and wellness-related practices. 6.PHW.6.2. Set a realistic goal to improve a positive personal health and wellness-related practice. 6.PHW.6.3. Assess the barriers to achieving a personal health and wellness-related goal. 6.PHW.6.4. Apply strategies to overcome barriers to achieving a personal health and wellness-related goal. 6.PHW.6.5. Use strategies and skills to achieve a personal health and wellness-related goal.

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **Grade 6 (PHW)-Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors.	6.PHW.2.1. Explain the influence of school rules and community laws on personal health and wellness-related practices and behaviors.
G68.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	6.PHW.2.2. Explain how perceptions of norms influence healthy and unhealthy personal health and wellness related practices and behaviors.
G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors.	6.PHW.2.3. Explain how social expectations influence healthy and unhealthy personal health and wellness related practices and behaviors.
G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors.	6.PHW.2.4. Explain how personal values and beliefs influence personal health and wellness-related practices and behaviors.
G68.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	6.PHW.2.5. Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
G68.2.6. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	6.PHW.2.6. Analyze how relevant influences of family and culture affect personal health and wellness-related practices and behaviors.
G68.2.7. Analyze how relevant influences of school and community affect personal health practices and behaviors.	6.PHW.2.7. Analyze how relevant influences of school and community affect personal health and wellness related practices and behaviors.
G68.2.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	6.PHW.2.8. Analyze how relevant influences of media and technology affect personal health and wellness related practices and behaviors.
G68.2.9. Analyze how relevant influences of peers affect personal health practices and behaviors.	6.PHW.2.9. Analyze how relevant influences of peers affect personal health and wellness-related practices and behaviors.

<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.3.1. Analyze the validity and reliability of health information. G68.3.2. Analyze the validity and reliability of health products. G68.3.3. Analyze the validity and reliability of health services. G68.3.4. Describe situations that call for professional health services. G68.3.5. Determine the availability of valid and reliable health products. G68.3.6. Access valid and reliable health information from home, school or community. G68.3.7. Locate valid and reliable health products G68.3.8. Locate valid and reliable health services.	6.PHW.3.1. Analyze the validity and reliability of personal health and wellness information. 6.PHW.3.2. Analyze the validity and reliability of personal health and wellness products. 6.PHW.3.3. Analyze the validity and reliability of personal health and wellness services. 6.PHW.3.4. Describe situations that call for professional personal health and wellness services. 6.PHW.3.5. Determine the availability of valid and reliable personal health and wellness products. 6.PHW.3.6. Access valid and reliable personal health and wellness information from home, school or community. 6.PHW.3.7. Locate valid and reliable personal health and wellness products. 6.PHW.3.8. Locate valid and reliable personal health and wellness services.

**Standard 4: Interpersonal Communication Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
G68.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	6.PHW.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.
G68.4.2. Demonstrate effective peer resistance skills to avoid or reduce health risks	6.PHW.4.2. Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
G68.4.3. Demonstrate effective negotiation skills to avoid or reduce health risks.	6.PHW.4.3. Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
G68.4.4. Demonstrate how to effectively ask for assistance to improve personal health.	6.PHW.4.4. Demonstrate how to effectively ask for assistance to improve personal health and wellness and the health of others.
G68.4.5. Demonstrate how to effectively communicate empathy and support for others.	6.PHW.4.5. Demonstrate how to effectively communicate empathy and support for others to improve their personal health and wellness

**Standard 5: Decision-Making Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
G68.5.1. Identify circumstances that help or hinder healthy decision making.	6.PHW.5.1. Identify circumstances that help or hinder making a healthy decision related to personal health and wellness.
G68.5.2. Determine when situations require a health-related decision.	6.PHW.5.2. Determine when personal health and wellness situations require a decision.
G68.5.3. Distinguish when health-related decisions should be made individually or with the help of others.	6.PHW.5.3. Distinguish when decisions about personal health and wellness should be made individually or with the help of others.
G68.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	6.PHW.5.4. Explain how family, culture, media, peers, and personal beliefs affect a personal health and wellness-related decision.
G68.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision.	6.PHW.5.5. Distinguish between healthy and unhealthy alternatives of a personal health and wellness-related decision.
G68.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	6.PHW.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a personal health and wellness-related decision.
G68.5.7. Choose a healthy alternative when making a health-related decision.	6.PHW.5.7. Choose a healthy alternative when making a personal health and wellness-related decision.
G68.5.8. Analyze the effectiveness of a final outcome of a health-related decision.	6.PHW.5.8. Analyze the effectiveness of a final outcome of a personal health and wellness-related decision.

<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.7.1. Explain the importance of being responsible for personal health behaviors.	6.PHW.7.1. Explain the importance of being responsible for personal health and wellness-related behaviors.
G68.7.2. Analyze personal practices and behaviors that reduce or prevent health risks.	6.PHW.7.2. Analyze personal health and wellness-related practices and behaviors that reduce or prevent health risks.
G68.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	6.PHW.7.3. Demonstrate healthy practices and behaviors to improve the personal health and wellness of oneself and others.
G68.7.4. Make a commitment to practice healthy behaviors.	6.PHW.7.4. Make a commitment to practice positive personal health and wellness-related behaviors.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others.	6.PHW.8.1. State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.
G68.8.2. Persuade others to make positive health choices.	6.PHW.8.2. Persuade others to make positive personal health and wellness-related choices.
G68.8.3. Collaborate with others to advocate for healthy individuals, families and schools.	6.PHW.8.3. Collaborate with others to advocate for individuals, families and schools to be healthy.
G68.8.4. Demonstrate how to adapt positive health-related messages for different audiences.	6.PHW.8.4. Demonstrate how to adapt a personal health and wellness-related message for different audiences.

**Safety(SAFE)****Grade 6 (SAFE)–Essential****Standard 1: Functional Knowledge****Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
G68.1.1 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	6.SAFE.1.1. Describe ways to reduce risk of injuries as a pedestrian. 6.SAFE.1.2. Describe actions to change unsafe situations at home. 6.SAFE.1.3. Describe actions to change unsafe situations at school. 6.SAFE.1.4. Describe ways to reduce risk of injuries from firearms. 6.SAFE.1.5. Describe why household products are harmful if ingested or inhaled.

**Standard 7: Practicing Healthy Behaviors****Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

<b>Benchmark</b>	<b>Indicators</b>
G68.7.1. Explain the importance of being responsible for personal health behaviors. G68.7.2. Analyze personal practices and behaviors that reduce or prevent health risks. G68.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	6.SAFE.7.1. Explain the importance of being responsible for promoting safety and avoiding or reducing injury. 6.SAFE.7.2. Analyze practices and behaviors that reduce or prevent injuries. 6.SAFE.7.3. Demonstrate healthy practices and behaviors to improve safety and injury prevention of oneself and others.

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **Grade 6 (SAFE)–Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors.	6.SAFE.2.1. Explain the influence of school rules and community laws on safety and injury prevention practices and behaviors.
G68.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	6.SAFE.2.2. Explain how perceptions of norms influence healthy and unhealthy safety and injury prevention practices and behaviors.
G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors.	6.SAFE.2.3. Explain how social expectations influence healthy and unhealthy safety and injury prevention practices and behaviors.
G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors.	6.SAFE.2.4. Explain how personal values and beliefs influence personal safety and injury prevention practices and behaviors.
G68.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	6.SAFE.2.5. Describe how some health risk behaviors influence safety and injury prevention practices and behaviors.
G68.2.6. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	6.SAFE.2.6. Analyze how relevant influences of family and culture affect personal safety and injury prevention practices and behaviors.
G68.2.7. Analyze how relevant influences of school and community affect personal health practices and behaviors.	6.SAFE.2.7. Analyze how relevant influences of school and community affect personal safety and injury prevention practices and behaviors.
G68.2.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	6.SAFE.2.8. Analyze how relevant influences of media and technology affect personal safety and injury prevention practices and behaviors.
G68.2.9. Analyze how relevant influences of peers affect Personal health practices and behaviors.	6.SAFE.2.9. Analyze how relevant influences of peers affect personal safety and injury prevention practices.



<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.3.1. Analyze the validity and reliability of health information. G68.3.2. Analyze the validity and reliability of health products. G68.3.3. Analyze the validity and reliability of health services. G68.3.4. Describe situations that call for professional health services G68.3.5. Determine the availability of valid and reliable health products. G68.3.6. Access valid and reliable health information from home, school or community. G68.3.7. Locate valid and reliable health products. G68.3.8. Locate valid and reliable health services.	6.SAFE.3.1. Analyze the validity and reliability of safety and injury prevention information. 6.SAFE.3.2. Analyze the validity and reliability of safety and injury prevention products. 6.SAFE.3.3. Analyze the validity and reliability of safety and injury prevention services. 6.SAFE.3.4. Describe situations that call for professional safety and injury prevention services. 6.SAFE.3.5. Determine the availability of valid and reliable safety and injury prevention products. 6.SAFE.3.6. Access valid and reliable safety and injury prevention information from home, school or community. 6.SAFE.3.7. Locate valid and reliable safety and injury prevention products. 6.SAFE.3.8. 6.Locate valid and reliable safety and injury prevention services.
<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health. G68.4.2. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others. G68.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risks G68.4.4. Demonstrate effective negotiation skills to avoid or reduce health risks. G68.4.5. Demonstrate healthy ways to manage or resolve conflict. G68.4.6. Demonstrate how to effectively ask for assistance to improve personal health.	6.SAFE.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance safety and injury prevention. 6.SAFE.4.2. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal safety of oneself and others. 6.SAFE.4.3. Demonstrate effective peer resistance skills to avoid or reduce injury. 6.SAFE.4.4. Demonstrate effective negotiation skills to avoid or reduce injury. S4.5.SAFE.5.6.Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury. 6.SAFE.4.5. Demonstrate how to effectively ask for assistance to avoid or reduce personal injury.

<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.5.1. Identify circumstances that help or hinder healthy decision making. G68.5.2. Determine when situations require a health-related decision. G68.5.3. Distinguish when health-related decisions should be made individually or with the help of others. G68.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision. G68.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision. G68.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision. G68.5.7. Choose a healthy alternative when making a health-related decision. G68.5.8. Analyze the effectiveness of a final outcome of a health-related decision.	6.SAFE.5.1. Identify circumstances that help or hinder healthy decision making related to safety and injury prevention. 6.SAFE.5.2. Determine when situations require a decision related to safety and injury prevention. 6.SAFE.5.3. Distinguish when safety and injury prevention decisions should be made individually or with the help of others. 6.SAFE.5.4. Explain how family, culture, media, peers, and personal beliefs affect a decision related to safety and injury prevention. 6.SAFE.5.5. Distinguish between healthy and unhealthy alternatives to a decision related to safety and injury prevention. 6.SAFE.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to injury. 6.SAFE.5.7. Choose a healthy alternative when making a decision related to safety and injury prevention. 6.SAFE.5.8. Analyze the effectiveness of a final outcome of a decision related to safety and injury prevention.
<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.6.1. Assess personal health practices. G68.6.2. Set a realistic personal health goal. G68.6.3. Assess the barriers to achieving a personal health goal. G68.6.4. Apply strategies to overcome barriers to achieving a personal health goal. G68.6.5. Use strategies and skills to achieve a personal health goal.	6.SAFE.6.1. Assess personal safety and injury prevention practices. 6.SAFE.6.1. Set a realistic personal goal to avoid or reduce injury. 6.SAFE.6.1. 6.Assess the barriers to achieving a personal goal to avoid or reduce injury. 6.SAFE.6.1. Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce injuries. 6.SAFE.6.1. Use strategies and skills to achieve a goal to avoid or reduce injuries.

## Violence Prevention (VP)

<b>Grade 6 (VP)-Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.1.1. Students will comprehend developmentally appropriate, functional, health information to help them adopt healthy behaviors in the following health content areas: Violence Prevention.	6.VP.1.1. Explain why it is wrong to tease or bully others based on their body type or other personal characteristics. 6.VP.1.2. Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting, and violence. 6.VP.1.3. Describe pro-social behaviors that help prevent violence. 6.VP.1.4. Explain how online bullying (cyberbullying) can be detrimental to one's health and the health of others. 6.VP.1.5. Describe how future goals could be affected by an act of violence.
<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health. G68.4.2. Demonstrate how to effectively ask for assistance to improve personal health. G68.4.3. Demonstrate how to effectively communicate empathy and support for others.	6.VP.4.1. Demonstrate how to effectively ask for assistance to prevent violence. 6.VP.4.2. Demonstrate how to seek help for a friend or family member who is showing signs of suicidal ideation. 6.VP.4.3. Demonstrate how to communicate to a trusted adult if there is a perception that someone wants to engage in violence. 6.VP.4.4. Demonstrate how to communicate empathy and support for others to prevent violence.

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
G68.5.1. Identify circumstances that help or hinder healthy decision making.	6.VP.5.1. Identify circumstances that help or hinder making a decision to prevent or avoid violence.
G68.5.2. Determine when situations require a health-related decision.	6.VP.5.2. Determine when potentially violent situations require a decision.
G68.5.3. Distinguish when health-related decisions should be made individually or with the help of others.	6.VP.5.3. Distinguish when decisions about potentially violent situations should be made individually or with others.
G68.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	6.VP.5.4. Explain how family, culture, media, peers, and personal beliefs affect a decision that could lead to violence.
G68.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision.	6.VP.5.5. Distinguish between healthy and unhealthy alternatives of a decision that could lead to violence.
G68.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	6.VP.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to violence.
G68.5.7. Choose a healthy alternative when making a health-related decision.	6.VP.5.7. Choose a healthy alternative when making a decision that could lead to violence.
G68.5.8. Analyze the effectiveness of a final outcome of a health-related decision.	6.VP.5.8. Analyze the effectiveness of a final outcome of a decision that could lead to violence.

***SUPPORTIVESKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## Grade 6 (VP)-Supportive

### Standard 2: Analyzing Influences

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

Benchmark	Indicators
G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors.	6.VP.2.1. Explain the influence of school rules and community laws on violence prevention practices and behaviors.
G68.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	6.VP.2.2. Explain how perceptions of norms influence healthy and unhealthy violence and violence prevention practices and behaviors.
G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors.	6.VP.2.3. Explain how social expectations influence healthy and unhealthy violence and violence prevention practices and behaviors.
G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors.	6.VP.2.4. Explain how personal values and beliefs influence personal violence prevention practices and behaviors.
G68.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	6.VP.2.5..Describe how some health risk behaviors influence the likelihood of engaging in violent behaviors (e.g., how alcohol and other drug use influence violent behaviors).
G68.2.6. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	6.VP.2.6. Analyze how relevant influences of family and culture affect personal violence practices and behaviors.
G68.2.7. Analyze how relevant influences of school and community affect personal health practices and behaviors.	6.VP.2.7. Analyze how relevant influences of school and community affect personal violence practices and behaviors.
G68.2.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	6.VP.2.8. Analyze how relevant influences of media and technology affect personal violence practices and behaviors.
G68.2.9. Analyze how relevant influences of peers affect Personal health practices and behaviors.	6.VP.2.9. Analyze how relevant influences of peers affect personal violence prevention practices and behaviors.

<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
Benchmark	Indicators
G68.3.1. Analyze the validity and reliability of health information. G68.3.2. Analyze the validity and reliability of health services. G68.3.3. Describe situations that call for professional health services. G68.3.4. Access valid and reliable health information from home, school or community. G68.3.5. Locate valid and reliable health services.	6.VP.3.1. Analyze the validity and reliability of violence prevention information. 6.VP.3.2. Analyze the validity and reliability of violence prevention or intervention services. 6.VP.3.3..Describe situations that call for professional violence prevention or intervention services. 6.VP.3.4. Access valid and reliable violence prevention information from home, school or community. 6.VP.3.5. Locate valid and reliable violence prevention or intervention services
<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
Benchmark	Indicators
G68.6.1. Assess personal health practices. G68.6.2. Set a realistic personal health goal. G68.6.3. Assess the barriers to achieving a personal health goal. G68.6.4. Apply strategies to overcome barriers to achieving a personal health goal. G68.6.5. Use strategies and skills to achieve a personal health goal.	6.VP.6.1. Assess personal violent and non-violent practices. 6.VP.6.2. Set a realistic personal goal to prevent violence. 6.VP.6.3.Assess the barriers to achieving a personal goal to prevent violence. 6.VP.6.4.Apply strategies to overcome barriers to achieving a personal goal to prevent violence. 6.VP.6.5. Use strategies and skills to achieve a personal goal to prevent violence.
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
Benchmark	Indicators
G68.7.1. Explain the importance of being responsible for personal health behaviors. G68.7.2. Analyze personal practices and behaviors that reduce or prevent health risks. G68.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others. G68.7.4. Make a commitment to practice healthy behaviors.	6.VP.7.1. Explain the importance of being responsible for practicing violence prevention behaviors. 6.VP.7.2. Analyze personal practices and behaviors that reduce or prevent violence. 6.VP.7.3. Demonstrate violence prevention practices and behaviors to improve the health of oneself and others. 6.VP.7.4. Make a commitment to practice violence prevention behaviors.

<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
Benchmark	Indicators
G68.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others.	6.VP.8.1. State a health-enhancing position on a violence prevention topic, supported with accurate information, to improve the health of others.
G68.8.2. Persuade others to make positive health choices.	6.VP.8.2. Persuade others to prevent violence.
G68.8.3. Collaborate with others to advocate for healthy individuals, families and schools.	6.VP.8.3. Collaborate with others to advocate for individuals, families and schools to prevent violence.
G68.8.4. Demonstrate how to adapt positive health-related messages for different audiences.	6.VP.8.4. Demonstrate how to adapt violence prevention messages for different audiences.

## Grade 7

### Alcohol, Tobacco, And Other Drug Prevention(ATOD)

Grade 7 (ATOD) -Essential	
Standard 1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark	Indicators
G68.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs.	7.ATOD.1.1. Describe the dangers of experimentation with AOD. 7.ATOD.1.2. Distinguish between proper use and abuse of over-the-counter and prescription medicines, including opioids. 7.ATOD.1.3. Summarize the negative short and long-term physical, mental, social, legal, and economic consequences of using alcohol and other drugs including riding with a driver under the influence. 7.ATOD.1.4. Describe the benefits of being alcohol and drug free. 7.ATOD.1.5. Describe positive alternatives to using alcohol and other drugs. 7.ATOD.1.6. Describe situations that could lead to the use of alcohol and other drugs. 7.ATOD.1.7. Explain school policies and community laws about alcohol, and other drugs. 7.ATOD.1.8. Explain the possible dangers of using multiple substances simultaneously.



<b>Standard 2: Analyzing Influences</b> <b>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors.</p> <p>G68.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.</p> <p>G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors.</p> <p>G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors.</p> <p>G68.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p>G68.2.9. Analyze how relevant influences of peers affect personal health practices and behaviors.</p>	<p>7.ATOD.2.1. Explain the influence of school rules and community laws on alcohol and other drug use.</p> <p>7.ATOD.2.2. Explain how perceptions of norms can influence alcohol and other drug use.</p> <p>7.ATOD.2.3. Explain how social expectations can influence alcohol and other drug use.</p> <p>7.ATOD.2.4. Explain how personal values and beliefs can influence alcohol and other drug use.</p> <p>7.ATOD.2.5. Describe how alcohol and other drug use can influence the likelihood of engaging in other unhealthy behaviors.</p> <p>7.ATOD.2.6. Analyze how media can influence alcohol and other drug use.</p>
<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>G68.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.</p> <p>G68.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risks</p>	<p>7.ATOD.4.1. Demonstrate the use of effective verbal and nonverbal communication to avoid experimenting with or using alcohol or other drug use (including medications not prescribed for them).</p> <p>7.ATOD.4.2. Demonstrate the use of effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.</p> <p>7.ATOD.4.3. Demonstrate effective peer resistance skills to avoid experimenting with or using alcohol or other drug use (including medications not prescribed for them).</p>

<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others. G68.8.2. Persuade others to make positive health choices. G68.8.3. Collaborate with others to advocate for healthy individuals, families and schools.	7.ATOD.8.1. State a health-enhancing position about being tobacco, alcohol- and other drug-free, supported with accurate information, to improve the health of others. 7.ATOD.8.2. Persuade others to be tobacco (vaping/e-cig), alcohol, or drug-free. 7.ATOD.8.3. Persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs. 7.ATOD.8.4. Develop a plan of action to encourage peers to be ATOD free.

***SUPPORTIVESKILLS**—To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to these essential standards.*

## **Grade 7 (ATOD)-Supportive**

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
G68.3.1. Analyze the validity and reliability of health information. G68.3.6. Access valid and reliable health information from home, school or community. G68.3.7. Locate valid and reliable health services.	7.ATOD.3.1. Analyze the validity and reliability of information about alcohol and other drugs. 7.ATOD.3.2. Describe situations that call for professional alcohol or other drug use treatment services. 7.ATOD.3.3. Access valid and reliable alcohol or other drug use prevention information. 7.ATOD.3.4. Locate valid and reliable alcohol or drug use treatment programs.

### **Standard 5: Decision-Making Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
G68.5.1. Identify circumstances that help or hinder healthy decision making. G68.5.2. Determine when situations require a health-related decision. G68.5.3. Distinguish when health-related decisions should be made individually or with the help of others. G68.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision. G68.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision. G68.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision. G68.5.7. Choose a healthy alternative when making a health-related decision. G68.5.8. Analyze the effectiveness of a final outcome of a health-related decision.	7.ATOD.5.1. Identify circumstances that help or hinder making a decision to be alcohol-and other drug-free. 7.ATOD.5.2. Determine when situations related to alcohol and other drug use require a decision. 7.ATOD.5.3. Distinguish when decisions related to alcohol and other drug use should be made individually or with the help of others. 7.ATOD.5.4. Explain how family, culture, media, peers, and personal beliefs affect a decision related to alcohol and other drug use. 7.ATOD.5.5. Distinguish between healthy and unhealthy alternatives of a decision related to alcohol and other drug use. 7.ATOD.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to alcohol and other drug use. 7.ATOD.5.7. Choose a healthy alternative when making a decision related to alcohol and other drug use. 7.ATOD.5.8. Analyze the effectiveness of a final outcome of a decision related to alcohol and other drug use.

## Healthy Eating(HE)

<b>Grade 7 (HE)-Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Healthy Eating.	7.HE.1.1. Describe the source and function of the six essential nutrients. 7.HE.1.2. Explain the similarities and differences among protein fats and carbohydrates regarding nutritional value and food sources. 7.HE.1.3. Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium. 7.HE.1.4. Summarize the benefits of drinking plenty of water. 7.HE.1.5. Differentiate between nutritious and non-nutritious beverages. 7.HE.1.6. Summarize the benefits of limiting the consumption of solid fat added sugar and sodium. 7.HE.1.7. Describe the importance of eating breakfast every day. 7.HE.1.8. Explain how to select healthy foods when dining out. 7.HE.1.9. Analyze the benefits of healthy eating. 7.HE.1.10. Describe the benefits of eating in moderation.
<b>Standard 2: Analyzing Influences</b> <b>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors. G68.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors. G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors. G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors.	7.HE.2.1. Explain the influence of family on food choices. 7.HE.2.2. Explain how perceptions of norms can influence food choices. 7.HE.2.3. Explain the techniques that fad diets use to try to influence food choices. 7.HE.2.4. Explain how social expectations can influence food choices. 7.HE.2.5. Explain the influence of personal values on food choices.

<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.3.1. Analyze the validity and reliability of health information. G68.3.2. Analyze the validity and reliability of health products. G68.3.3. Analyze the validity and reliability of health services. G68.3.4. Describe situations that call for professional health services. G68.3.5. Determine the availability of valid and reliable health products. G68.3.6. Access valid and reliable health information from home, school or community. G68.3.7. Locate valid and reliable health products. G68.3.8.. Locate valid and reliable health services.	7.HE.3.1. Analyze the validity and reliability of nutrition information, products, and services. 7.HE.3.2. Access valid and reliable nutrition information from home, school, or community. 7.HE.3.3. Locate valid and reliable nutrition products and services.

***SUPPORTIVESKILLS**—To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **Grade 7 (HE)-Supportive**

### **Standard 4: Interpersonal Communication Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
G68.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	7.HE.4.1. Demonstrate the use of effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy food choices.
G68.4.2. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others.	7.HE.4.2. Demonstrate effective peer resistance skills to avoid or reduce exposure to unhealthy food choices.
G68.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risks.	7.HE.4.3. Demonstrate effective negotiation skills to avoid or reduce unhealthy eating.
G68.4.4. Demonstrate effective negotiation skills to avoid or reduce health risks.	7.HE.4.4. Demonstrate how to effectively ask for assistance to improve personal food choices, eating behaviors, and weight management.
G68.4.5. Demonstrate healthy ways to manage or resolve conflict.	7.HE.4.5. Demonstrate how to effectively communicate empathy and support for others who are trying to improve personal food choices and healthy eating.
G68.4.6. Demonstrate how to effectively ask for assistance to improve personal health.	
G68.4.7. Demonstrate how to effectively communicate empathy and support for others.	

<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.5.1. Identify circumstances that help or hinder healthy decision making. G68.5.2. Determine when situations require a health-related decision. G68.5.3. Distinguish when health-related decisions should be made individually or with the help of others. G68.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision. G68.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision. G68.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision. G68.5.7. Choose a healthy alternative when making a health-related decision. G68.5.8. Analyze the effectiveness of a final outcome of a health-related decision.	7.HE.5.1. Identify circumstances that help or hinder healthy decision making related to food and behavior choices. 7.HE.5.2. Determine when situations require a decision related to a healthy eating behavior. 7.HE.5.3. Distinguish when a decision related to food and beverage choices should be made individually or with the help of others. 7.HE.5.4. Explain how family, culture, media, peers and personal beliefs affect a decision related to healthy eating behaviors. 7.HE.5.5. Distinguish between healthy and unhealthy alternatives of a decision related to eating behaviors. 7.HE.5.6. Predict the potential outcomes of healthy and unhealthy alternatives of a decision related to healthy eating behaviors. 7.HE.5.7. Choose a healthy food or beverage alternative when making a decision related to healthy eating behaviors. 7.HE.5.8. Analyze the effectiveness of a final outcome of a decision related to healthy eating behaviors.
<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.6.1. Assess personal health practices. G68.6.2. Set a realistic personal health goal. G68.6.3. Assess the barriers to achieving a personal health goal. G68.6.4. Apply strategies to overcome barriers to achieving a personal health goal. G68.6.5. Use strategies and skills to achieve a personal health goal.	7.HE.6.1. Assess personal eating practices. 7.HE.6.2. Set a realistic personal goal to improve healthy eating behaviors. 7.HE.6.3. Assess the barriers to achieving a personal goal to improve healthy eating behaviors. 7.HE.6.4. Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. 7.HE.6.5. Use strategies and skills to achieve a personal goal to improve healthy eating behaviors.

**Standard 7: Practicing Healthy Behaviors****Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

<b>Benchmark</b>	<b>Indicators</b>
G68.7.1. Explain the importance of being responsible for personal health behaviors.	7.HE.7.1. Explain the importance of being responsible for personal healthy eating behaviors.
G68.7.2. Analyze personal practices and behaviors that reduce or prevent health risks.	7.HE.7.2. Analyze personal eating practices and behaviors that reduce or prevent health risks.
G68.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	7.HE.7.3. Demonstrate healthy eating practices and behaviors to improve the health of oneself and others.
G68.7.4. Make a commitment to practice healthy behaviors.	7.HE.7.4. Make a commitment to practice healthy eating behaviors.

**Standard 8: Advocacy Skills****Students will demonstrate the ability to advocate for personal, family, and community health.**

<b>Benchmark</b>	<b>Indicators</b>
G68.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others.	7.HE.8.1. State a healthy eating position, supported with accurate information, to improve the health of others.
G68.8.2. Persuade others to make positive health choices.	7.HE.8.2. Persuade and support others to make positive food and beverage choices.
G68.8.3. Collaborate with others to advocate for healthy individuals, families and schools.	7.HE.8.3. Collaborate with others to advocate for healthy eating at home, in school, or in the community.
G68.8.4. Demonstrate how to adapt positive health-related messages for different audiences.	7.HE.8.4. Demonstrate how to adapt healthy eating messages for different audiences.



## Mental and Emotional Health / Healthy Relationships (MEH/HR)

Healthy Relationship (HR) Indicators for K-8 are included in the content area of Mental and Emotional Health (MEH/HR).

<b>Grade 7 (MEH/HR)-Essential</b>	
<b>Standard 1: Functional Knowledge</b>	
<b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Mental and Emotional Health, Healthy Relationships.	<p>7.MEH/HR.1.1. Describe characteristics of healthy relationships.</p> <p>7.MEH/HR.1.2. Explain the qualities of a healthy dating relationship.</p> <p>7.MEH/HR.1.3. Differentiate healthy and unhealthy relationships.</p> <p>7.MEH/HR.1.4. Describe healthy ways to express affection, love, friendship, and concern.</p> <p>7.MEH/HR.1.5. Explain the importance of talking with parents and other trusted adults about issues related to relationships, growth and development and sexual health.</p> <p>7.MEH/HR.1.6. Describe ways to manage interpersonal conflict nonviolently.</p> <p>7.MEH/HR.1.7. Describe how mental and emotional health can affect health-related behaviors.</p> <p>7.MEH/HR.1.8. Explain the causes symptoms and effects of depression.</p> <p>7.MEH/HR.1.9. Explain the causes symptoms and effects of anxiety.</p> <p>7.MEH/HR.1.10. Describe the signs symptoms and consequences of common eating disorders.</p> <p>7.MEH/HR.1.11. Summarize feelings and emotions associated with loss and grief.</p> <p>7.MEH/HR.1.12 Explain the importance of a positive body image and self-perception.</p> <p>7.MEH/HR.1.13. Explain why people with eating disorders need professional help.</p> <p>7.MEH/HR.1.14. Recognize that new opportunities or unfamiliar situations may require productive struggle. (SEL E4.3c)</p> <p>7.MEH/HR.1.15. Explain how others' responses to current events can impact emotions. (SEL A1.4c)</p> <p>7.MEH/HR.1.16. Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts.</p>

<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
	<p>7.MEH/HR.1.17. Explain the negative consequences of sending sexually explicit pictures or messages by e- mail or cell phone or posting sexually explicit pictures on social media sites (e.g., chat groups, e- mail, texting, websites, phone and tablet applications).</p> <p>7.MEH/HR.1.18. Determine the benefits of being sexually abstinent in light of our Catholic faith and beliefs.</p> <p>7.MEH/HR.1.19. Explain why individuals have the right to set personal boundaries.</p> <p>7.MEH/HR.1.20. Explain the importance of setting personal limits to avoid risky behaviors.</p> <p>7.MEH/HR.1.21. Describe the factors that contribute to engaging in sexual risk behaviors.</p> <p>7.MEH/HR.1.22. Describe the factors that protect against engaging in sexual risk behaviors.</p> <p>7.MEH/HR.1.23. Describe the relationship between using alcohol and other drugs and risky behaviors.</p> <p>7.MEH/HR.1.24. Explain why it is wrong to tease or bully others.</p> <p>7.MEH/HR.1.25. Describe ways to show courtesy and respect for others different than you.</p>
<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>G68.3.1. Analyze the validity and reliability of health information.</p> <p>G68.3.3. Analyze the validity and reliability of health services.</p> <p>G68.3.4. Describe situations that call for professional health services.</p> <p>G68.3.6. Access valid and reliable health information from home, school or community.</p> <p>G68.3.8. Locate valid and reliable health services.</p>	<p>7.MEH/HR.3.1. Analyze the validity and reliability of mental/emotional health information.</p> <p>7.MEH/HR.3.2. Analyze the validity and reliability of mental/emotional health services.</p> <p>7.MEH/HR.3.3. Describe situations that call for professional mental/emotional health services.</p> <p>7.MEH/HR.3.4. Access valid and reliable mental/emotional health information from home, school or community.</p> <p>7.MEH/HR.3.5. Locate valid and reliable mental/emotional health services.</p>

<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health. G68.4.6. Demonstrate how to effectively ask for assistance to improve personal health. G68.4.7. Demonstrate how to effectively communicate empathy and support for others.	7.MEH/HR.4.1. Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental/emotional health. a. Use a non-judgmental voice during conflict resolution to maintain safe relationships. (SEL.3.2c) b. Offer and acknowledge constructive feedback to strengthen connections and improve communication outcomes with others. (SEL D1.2c) 7.MEH/HR.4.2. Demonstrate how to effectively ask for assistance to improve personal mental/emotional health. 7.MEH/HR.4.3. Demonstrate how to effectively communicate empathy and support for others. 7.MEH/HR.4.4. Demonstrate inclusiveness in relationship building. (SEL D2.2c).

Standards for Christian Anthropology (Theology of the Body) Alignment	
Standard	Reference
7.1.1 TOB Explain that even after the Fall, creation remains a good gift and is not totally corrupted; it is able to be redeemed.	cf. TOB 32:3, 86; CCC 410-412, 422, 1045-1048
7.1.2 TOB Provide examples of rightly ordered desire, given by God, and disordered "desire.	TOB 48:4; CCC 374-379, 400, 2514-2516, 2517-2520, 2528-2531, 2541, 2543-2544, 2546, 2548-2549, 2555, 2557
7.5.1 TOB Propose how a "communion of persons" involves the loving gift-of-self (i.e. the Trinity, but also the unity of the Church, the family and the unity of man and woman).	cf. TOB 8:4, 9:1-3, 10:1, 15:1; CCC 813, 1644 - 1647, 2205
7.6.1 TOB Evaluate actions for self-mastery and describe how actions of self-mastery free one to make a full gift-of-self.	TOB 15:1-4, 32:6; CCC 2339, 2340, 2343, 2346
7.7.1 TOB Explain the body-soul unity in the human person from the standpoint of the "language of the Body."	TOB 9:4, 10:1, 14:6, 15, 16:1-2, 23:4-5, 123:4-5, 125: 1-2, 127:4; CCC 2518, 2521-2524
7.8.1 TOB Describe how the body, by its mere existence, communicates that the human person is a gift just by the fact that it exists.	TOB 14:4; CCC 357, 364
7.9.1 TOB Point out that as a result of original sin man experiences concupiscence and needs to bring emotions and desires into harmony with what is truly good.	TOB 26:5, 31:3, 31:6, 32:3, 33:1-2, 51:5-6, 54; CCC 397, 400, 405, 1707, 1865, 1949, 2514-2520, 2534-2535, 2549
7.10.1 TOB Explain how Christ does not accuse but instead appeals to the human heart to be pure.	TOB 45:5, 46:5-6, 49:7; CCC 2517-2519
7.10.2 TOB Describe what 'life according to the Spirit' is and how following the law of God leads to true freedom and happiness.	TOB 15:1, 45:1, 51:5-6, 53:4-5, 54:2-4; CCC 30, 736, 1731, 1824, 1828-1832, 2514-2516, 2548
7.11.1 TOB Evaluate how love, as a power, is a participation in the love of God himself: How it is total. How it is faithful. How it is fruitful. How it is generous.	TOB 127:1; CCC 2331, 2335, 2360, 2364-2369

***SUPPORTIVESKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## Grade 7 (MEH/HR)-Supportive

### Standard 2: Analyzing Influences

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

Benchmark	Indicators
G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors.	7.MEH/HR.2.1. Explain the influence of school rules and community laws on issues pertaining to mental/emotional health.
G68.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	7.MEH/HR.2.2. Explain how perceptions of norms influence healthy and unhealthy mental health practices and behaviors.
G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors.	7.MEH/HR.2.3. Explain how social expectations influence perceptions, practices, and behaviors pertaining to mental/emotional health.
G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors.	c. Recognize that social cues are based on rules and expectations and can change based on context. (SEL C4.2c)
G68.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	7.MEH/HR.2.4. Explain how personal values and beliefs influence perceptions, practices, and behaviors pertaining to mental/emotional health.
G68.2.6. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	7.MEH/HR.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental/emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).
G68.2.7. Analyze how relevant influences of school and community affect personal health practices and behaviors.	7.MEH/HR.2.6. Analyze how relevant influences of family and culture affect perceptions, practices, and behaviors pertaining to mental/emotional health.
G68.2.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	7.MEH/HR.2.7. Analyze how relevant influences of school and community affect perceptions, practices, and behaviors pertaining to mental/emotional health.
G68.2.9. Analyze how relevant influences of peers affect personal health practices and behaviors.	7.MEH/HR.2.8. Analyze how relevant influences of media and technology affect perceptions, practices, and behaviors pertaining to mental/emotional health.
	7.MEH/HR.2.9. Analyze how relevant influences of peers affect mental/emotional health practices and behaviors.
	7.MEH/HR.2.10. Explain how social expectations influence healthy and unhealthy relationships.
	7.MEH/HR.2.11. Explain how personal values and beliefs affect relationships.
	7.MEH/HR.2.12. Analyze how relevant influences of family and culture affect relationships.
	7.MEH/HR.2.13. Analyze how relevant influences of media and technology affect relationships.

**Standard 3: Accessing Resources****Students will demonstrate the ability to access valid information, products, and services to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
G68.3.1. Analyze the validity and reliability of health information.	7.MEH/HR.3.1. Analyze the validity and reliability of information, products, and services pertaining to healthy relationships.
G68.3.2. Analyze the validity and reliability of health products.	7.MEH/HR.3.1. Describe situations that call for professional services pertaining to healthy relationships.
G68.3.3. Analyze the validity and reliability of health services.	7.MEH/HR.3.1. Access valid and information from home, school or community pertaining to healthy relationships.
G68.3.4. Describe situations that call for professional health services.	7.MEH/HR.3.1. Locate valid and reliable products and services pertaining to healthy relationships.
G68.4.5. Access valid and reliable health information from home, school or community.	
G68.4.6. Locate valid and reliable health products.	
G68.4.7. Locate valid and reliable health services.	

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
G68.5.1. Identify circumstances that help or hinder healthy decision making.	7.MEH/HR.5.1. Identify circumstances that help or hinder making a decision related to a potentially risky situation in a relationship.
G68.5.2. Determine when situations require a health-related decision.	7.MEH/HR.5.2. Determine when potentially risky relationship-related situations require a decision.
G68.5.3. Distinguish when health-related decisions should be made individually or with the help of others.	7.MEH/HR.5.3. Distinguish when decisions about potentially risky relationship-related situations should be made individually or with others.
G68.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	7.MEH/HR.5.4. Explain how family, culture, media, peers, and personal beliefs affect a relationship-related decision.
G68.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision.	7.MEH/HR.5.5. Distinguish between healthy and unhealthy alternatives of a relationship-related decision.
G68.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	7.MEH/HR.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a relationship-related decision.
G68.5.7. Choose a healthy alternative when making a health-related decision.	7.MEH/HR.5.7. Choose a healthy alternative when making a relationship-related decision.
G68.5.8. Analyze the effectiveness of a final outcome of a health-related decision.	7.MEH/HR.5.8. Analyze the effectiveness of a relationship-related decision.
	7.MEH/HR.5.9. Identify circumstances that help or hinder making a healthy decision related to mental/emotional health.
	7.MEH/HR.5.10. Determine when situations require a decision related to

	<p>7.MEH/HR.5.11. Distinguish when decisions about a mental or emotional health problem should be made individually or with the help of others.</p> <p>7.MEH/HR.5.12. Explain how family, culture, media, peers, and personal beliefs affect a mental or emotional health related decision (e.g., dealing with interpersonal conflict, acceptance of differences in others).</p> <p>7.MEH/HR.5.13. Distinguish between healthy and unhealthy alternatives of a mental/emotional health-related decision.</p> <p>7.MEH/HR.5.14. Predict the potential outcomes of healthy and unhealthy alternatives of a mental/emotional health-related decision (e.g., response when angry, dealing with interpersonal conflict).</p> <p>7.MEH/HR.5.15. Choose a healthy alternative when making a decision related to mental/emotional</p> <p>7.MEH/HR.5.16. Analyze the effectiveness of a final outcome of a mental/emotional health-related decision (e.g., response when angry, dealing with interpersonal conflict).</p> <p>7.MEH/HR.5.17. Demonstrate critical thinking skills when solving problems or making decisions, recognizing there may be more than one perspective. (SEL E1.1c)</p>
<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>G68.6.1. Assess personal health practices.</p> <p>G68.6.2. Set a realistic personal health goal.</p> <p>G68.6.3. Assess the barriers to achieving a personal health goal.</p> <p>G68.6.4. Apply strategies to overcome barriers to achieving a personal health goal.</p> <p>G68.6.5. Use strategies and skills to achieve a personal health goal.</p>	<p>7.MEH/HR.6.1. Assess personal mental/emotional health practices.</p> <p>7.MEH/HR.6.2. Set a realistic goal to improve or maintain positive mental/emotional health.</p> <p>d. Set a short term school or life goal with action steps to achieve success. (SEL B2.3c)</p> <p>7.MEH/HR.6.3. Assess the barriers to achieving a goal to improve or maintain positive mental/emotional health.</p> <p>7.MEH/HR.6.4. Apply strategies to overcome barriers to achieving a goal to improve or maintain positive mental/emotional health.</p> <p>7.MEH/HR.6.5. Use strategies and skills to achieve a goal to improve or maintain positive mental/emotional health.</p>

**Standard 7: Practicing Healthy Behaviors****Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

Benchmark	Indicators
<p>G68.7.1. Explain the importance of being responsible for personal health behaviors.</p> <p>G68.7.2. Analyze personal practices and behaviors that reduce or prevent health risks.</p> <p>G68.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p> <p>G68.7.4. Make a commitment to practice healthy behaviors.</p>	<p>7.MEH/HR.7.1. Explain the importance of being responsible for personal mental/emotional health behaviors.</p> <p>7.MEH/HR.7.2. Analyze personal mental/emotional health practices and behaviors that reduce or prevent health risks.</p> <p>7.MEH/HR.7.3. Demonstrate healthy mental/emotional health practices and behaviors to improve the health of oneself and others.</p> <p>7.MEH/HR.7.4. Make a commitment to practice healthy mental/emotional health behaviors.</p> <p>7.MEH/HR.7.5. Explain the importance of being responsible for practicing sexual abstinence.</p> <p>7.MEH/HR.7.6. Analyze personal practices and behaviors that reduce or prevent risk behaviors.</p> <p>7.MEH/HR.7.7. Apply productive self-monitoring strategies to reframe thoughts and behaviors. (SEL B1.3c)</p> <p>7.MEH/HR.7.8 Reframe a challenge or setback into an opportunity, with assistance. (SEL B3.2c)</p> <p>7.MEH/HR.7.9. Demonstrate respect across school, community, face-to-face and virtual settings, when viewpoints or perceptions differ. (SEL C1.2c)</p> <p>7.MEH/HR.7.10 Explore a school or community need and generate possible solutions. (SEL C2.3c)</p> <p>7.MEH/HR.7.11. Participate in cross-cultural activities and demonstrate respect for individuals from different social and cultural groups. (SEL C3.2c)</p> <p>7.MEH/HR.7.12. Demonstrate safe practices to guide actions for self and toward others. (SEL E3.2c)</p>



**Standard 8: Advocacy Skills****Students will demonstrate the ability to advocate for personal, family, and community health.**

Benchmark	Indicators
G68.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others.	7.MEH/HR.7.1. State a health-enhancing position on a relationship-related topic, supported with accurate information, to improve the health of others.
G68.8.2. Persuade others to make positive health choices.	7.MEH/HR.7.2. Persuade others to avoid or reduce risky behaviors.
G68.8.3. Collaborate with others to advocate for healthy individuals, families and schools.	7.MEH/HR.7.3. Persuade others to avoid teasing, bullying, or stigmatizing others based on their personal characteristics.
G68.8.4. Demonstrate how to adapt positive health-related messages for different audiences.	7.MEH/HR.7.4. Collaborate with others to advocate for safe, respectful, and responsible relationships.
	7.MEH/HR.7.5. Collaborate with others to advocate for opportunities to avoid or reduce risky behaviors.
	7.MEH/HR.7.6. Demonstrate how to adapt positive mental/emotional health message for different audiences.
	7.MEH/HR.7.7. State a health-enhancing position on a mental/emotional health topic, supported with accurate information, to improve the health of others.
	7.MEH/HR.7.8. Persuade others to make positive mental/emotional health choices.
	7.MEH/HR.7.9. Collaborate with others to advocate for improving mental/emotional health of individuals, families, and schools.

## Grade 7 (PHW)-Essential

### Standard 1: Functional Knowledge

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

Benchmark	Indicators
G68.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	7.PHW.1.1. Explain the difference between infectious, noninfectious, acute, and chronic diseases. 7.PHW.1.2. Summarize ways that common infectious diseases are transmitted. 7.PHW.1.3. 7.Summarize health practices to prevent the spread of infectious diseases that are transmitted by food, air, indirect contact, and person-to-person contact. 7.PHW.1.4. Describe food safety strategies that can control germs that cause food borne illnesses. 7.PHW.1.5. Describe how an inactive lifestyle contributes to chronic disease. 7.PHW.1.6. 7.Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases. 7.PHW.1.7. Describe the potential health and social consequences of popular fads or trends such as body piercing and tattooing.

### Standard 3: Accessing Resources

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

Benchmark	Indicators
G68.3.1. Analyze the validity and reliability of health information. G68.3.4. Describe situations that call for services.	7.PHW.3.1. Analyze the validity and reliability of online information about infectious and chronic diseases. 7.PHW.3.2. Describe situations in which a trained professional health professional should be contacted regarding infectious or chronic conditions.

## Personal Health and Wellness (PHW)

*SUPPORTIVESKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

### Grade 7 (PHW)-Supportive

#### Standard 2: Analyzing Influences

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

Benchmark	Indicators
G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors.	7.PHW.2.1. Explain the influence of school rules and community laws on personal health and wellness-related practices and behaviors.
G68.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.	7.PHW.2.2. Explain how perceptions of norms influence healthy and unhealthy personal health and wellness related practices and behaviors.
G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors.	7.PHW.2.3. Explain how social expectations influence healthy and unhealthy personal health and wellness related practices and behaviors.
G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors.	7.PHW.2.4. Explain how personal values and beliefs influence personal health and wellness-related practices and behaviors.
G68.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	7.PHW.2.5. Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.
G68.2.6. Analyze how relevant influences of family and culture affect personal health practices and behaviors.	7.PHW.2.6. Analyze how relevant influences of family and culture affect personal health and wellness-related practices and behaviors.
G68.2.7. Analyze how relevant influences of school and community affect personal health practices and behaviors.	7.PHW.2.7. Analyze how relevant influences of school and community affect personal health and wellness related practices and behaviors.
G68.2.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.	7.PHW.2.8. Analyze how relevant influences of media and technology affect personal health and wellness related practices and behaviors.
G68.2.9. Analyze how relevant influences of peers affect personal health practices and behaviors.	7.PHW.2.9. Analyze how relevant influences of peers affect personal health and wellness-related practices and behaviors.

<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	7.PHW.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.
G68.4.2. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others.	7.PHW.4.2. Demonstrate effective peer resistance skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
G68.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risks.	7.PHW.4.3. Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
G68.4.4. Demonstrate effective negotiation skills to avoid or reduce health risks.	7.PHW.4.4. Demonstrate how to effectively ask for assistance to improve personal health and wellness and the health of others.
G68.4.5. Demonstrate healthy ways to manage or resolve conflict.	7.PHW.4.5. Demonstrate how to effectively communicate empathy and support for others to improve their personal health and wellness.
G68.4.6. Demonstrate how to effectively ask for assistance to improve personal health.	
G68.4.7. Demonstrate how to effectively communicate empathy and support for others.	

<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.5.1. Identify circumstances that help or hinder healthy decision making.	7.PHW.5.1. Identify circumstances that help or hinder making a healthy decision related to personal health and wellness.
G68.5.2. Determine when situations require a health-related decision.	7.PHW.5.2. Determine when personal health and wellness situations require a decision.
G68.5.3. Distinguish when health-related decisions should be made individually or with the help of others.	7.PHW.5.3. Distinguish when decisions about personal health and wellness should be made individually or with the help of others.
G68.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	7.PHW.5.4. Explain how family, culture, media, peers, and personal beliefs affect a personal health and wellness-related decision.
G68.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision.	7.PHW.5.5. Distinguish between healthy and unhealthy alternatives of a personal health and wellness-related decision.
G68.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	7.PHW.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a personal health and wellness-related decision.
G68.5.7. Choose a healthy alternative when making a health-related decision.	7.PHW.5.7. Choose a healthy alternative when making a personal health and wellness-related decision.
G68.5.8. Analyze the effectiveness of a final outcome of a health-related decision.	7.PHW.5.8. Analyze the effectiveness of a final outcome of a personal health and wellness-related decision.
<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.6.1. Assess personal health practices.	7.PHW.6.1. Assess personal health and wellness-related practices.
G68.6.2. Set a realistic personal health goal.	7.PHW.6.2. Set a realistic goal to improve a positive personal health and wellness-related practice.
G68.6.3. Assess the barriers to achieving a personal health goal.	7.PHW.6.3. Assess the barriers to achieving a personal health and wellness-related goal.
G68.6.4. Apply strategies to overcome barriers to achieving a personal health goal.	7.PHW.6.4. Apply strategies to overcome barriers to achieving a personal health and wellness-related goal.
G68.6.5. Use strategies and skills to achieve a personal health goal.	7.PHW.6.5. Use strategies and skills to achieve a personal health and wellness-related goal.

<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.7.1. Explain the importance of being responsible for personal health behaviors. G68.7.2. Analyze personal practices and behaviors that reduce or prevent health risks. G68.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others. G68.7.4. Make a commitment to practice healthy behaviors.	7.PHW.6.1. Explain the importance of being responsible for personal health and wellness-related behaviors. 7.PHW.6.2. Analyze personal health and wellness-related practices and behaviors that reduce or prevent health risks. 7.PHW.6.3. Demonstrate healthy practices and behaviors to improve the personal health and wellness of oneself and others. 7.PHW.6.4. Make a commitment to practice positive personal health and wellness-related behaviors.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others. G68.8.2. Persuade others to make positive health choices. G68.8.3. Collaborate with others to advocate for healthy individuals, families and schools. G68.8.4. Demonstrate how to adapt positive health-related messages for different audiences.	7.PHW.8.1. State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others. 7.PHW.8.2. Persuade others to make positive personal health and wellness-related choices. 7.PHW.8.3. Collaborate with others to advocate for individuals, families and schools to be healthy. 7.PHW.8.4. Demonstrate how to adapt a personal health and wellness-related message for different audiences.

## Safety (SAFE) – Not addressed in Grade 7

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

### Grade 7 (SAFE)–Supportive

#### Standard 1: Functional Knowledge

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

Benchmark	Indicators
G68.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Safety.	<p>7.SAFE.1.1. Describe ways to reduce risk of injuries while riding in or on a motor vehicle.</p> <p>7.SAFE.1.2. Identify protective equipment needed for sports and recreational activities.</p> <p>7.SAFE.1.3. Explain the importance of helmets and other safety gear for biking, riding a scooter, skateboarding, and inline skating.</p> <p>7.SAFE.1.4. Explain the risks associated with using alcohol or other drugs and driving a motor vehicle.</p> <p>7.SAFE.1.5. Describe the relationship between using alcohol and other drugs and injuries.</p> <p>7.SAFE.1.6. Identify actions to take to prevent injuries during severe weather.</p> <p>7.SAFE.1.7. Describe ways to reduce risk of injuries from falls.</p> <p>7.SAFE.1.8. Describe ways to reduce risk of injuries around water.</p> <p>7.SAFE.1.9. Describe ways to reduce risk of injuries in case of fire.</p> <p>7.SAFE.1.10. Describe ways to reduce risk of injury when playing sports.</p> <p>7.SAFE.1.11. Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety of self or others.</p> <p>7.SAFE.1.12. Explain climate-related physical conditions that affect personal safety, such as heat exhaustion, sunburn, heatstroke, and hypothermia.</p> <p>7.SAFE.1.13. Describe ways to reduce risk of injuries as a pedestrian.</p> <p>7.SAFE.1.14. Describe actions to change unsafe situations at home.</p> <p>7.SAFE.1.15. Describe actions to change unsafe situations at school.</p> <p>7.SAFE.1.16. Describe actions to change unsafe situations in the community.</p> <p>7.SAFE.1.17. Describe ways to reduce risk of injuries from firearms.</p> <p>7.SAFE.1.18. Describe why household products are harmful if ingested or inhaled.</p> <p>7.SAFE.1.19. Describe potential risks associated with over the counter medicines.</p> <p>7.SAFE.1.20. Describe first response procedures needed to treat injuries and other emergencies.</p> <p>7.SAFE.1.21. Determine the benefits of reducing the risks for injury.</p>

<b>Standard 2: Analyzing Influences</b> <b>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors.</p> <p>G68.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.</p> <p>G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors.</p> <p>G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors.</p> <p>G68.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p>G68.2.6. Analyze how relevant influences of family and culture affect personal health practices and behaviors.</p> <p>G68.2.7. Analyze how relevant influences of school and community affect personal health practices and behaviors.</p> <p>G68.2.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.</p> <p>G68.2.9. Analyze how relevant influences of peers affect personal health practices and behaviors.</p>	<p>7.SAFE.2.1. Explain the influence of school rules and community laws on safety and injury prevention practices and behaviors.</p> <p>7.SAFE.2.2. Explain how perceptions of norms influence healthy and unhealthy safety and injury prevention practices and behaviors.</p> <p>7.SAFE.2.3. Explain how social expectations influence healthy and unhealthy safety and injury prevention practices and behaviors.</p> <p>7.SAFE.2.4. Explain how personal values and beliefs influence personal safety and injury prevention practices and behaviors.</p> <p>7.SAFE.2.5. Describe how some health risk behaviors influence safety and injury prevention practices and behaviors (e.g., how alcohol and other drug use increased the risk of unintentional injury).</p> <p>7.SAFE.2.6. Analyze how relevant influences of family and culture affect personal safety and injury prevention practices and behaviors.</p> <p>7.SAFE.2.7. Analyze how relevant influences of school and community affect personal safety and injury prevention practices and behaviors.</p> <p>7.SAFE.2.8. Analyze how relevant influences of media and technology affect personal safety and injury prevention practices and behaviors.</p> <p>7.SAFE.2.9. Analyze how relevant influences of peers affect personal safety and injury prevention practices.</p>



**Standard 3: Accessing Resources****Students will demonstrate the ability to access valid information, products, and services to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
G68.3.1. Analyze the validity and reliability of health information. G68.3.2. Analyze the validity and reliability of health products. G68.3.3. Analyze the validity and reliability of health services. G68.3.4. Describe situations that call for professional health services. G68.3.5. Determine the availability of valid and reliable health products. G68.3.6. Access valid and reliable health information from home, school or community. G68.3.7. Locate valid and reliable health products. G68.3.8. Locate valid and reliable health services.	7.SAFE.3.1. Analyze the validity and reliability of safety and injury prevention information. 7.SAFE.3.2. Analyze the validity and reliability of safety and injury prevention products. 7.SAFE.3.3. Analyze the validity and reliability of safety and injury prevention services. 7.SAFE.3.4. Describe situations that call for professional safety and injury prevention services. 7.SAFE.3.5. Determine the availability of valid and reliable safety and injury prevention products. 7.SAFE.3.6. Access valid and reliable safety and injury prevention information from home, school or community. 7.SAFE.3.7. Locate valid and reliable safety and injury prevention products. 7.SAFE.3.8. Locate valid and reliable safety and injury prevention services.

**Standard 4: Interpersonal Communication Skills****Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

<b>Benchmark</b>	<b>Indicators</b>
G68.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	7.SAFE.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance safety and injury prevention.
G68.4.2. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others.	7.SAFE.4.2. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chatgroups, e-mail, texting, websites, phone and tablet applications) to protect the personal safety of oneself and others.
G68.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risks.	7.SAFE.4.3. Demonstrate effective peer resistance skills to avoid or reduce injury.
G68.4.4. Demonstrate effective negotiation skills to avoid or reduce health risks.	7.SAFE.4.4. Demonstrate effective negotiation skills to avoid or reduce injury.
G68.4.5. Demonstrate healthy ways to manage or resolve conflict.	7.SAFE.4.5. Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.
G68.4.6. Demonstrate how to effectively ask for assistance to improve personal health.	7.SAFE.4.6. Demonstrate how to effectively ask for assistance to avoid or reduce personal injury.

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
G68.5.1. Identify circumstances that help or hinder healthy decision making.	7.SAFE.5.1. Identify circumstances that help or hinder healthy decision making related to safety and injury prevention.
G68.5.2. Determine when situations require a health-related decision.	7.SAFE.5.2. Determine when situations require a decision related to safety and injury prevention.
G68.5.3. Distinguish when health-related decisions should be made individually or with the help of others.	7.SAFE.5.3. Distinguish when safety and injury prevention decisions should be made individually or with the help of others.
G68.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	7.SAFE.5.4. Explain how family, culture, media, peers, and personal beliefs affect a decision related to safety and injury prevention.
G68.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision.	7.SAFE.5.5. Distinguish between healthy and unhealthy alternatives to a decision related to safety and injury prevention.
G68.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.	7.SAFE.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to injury.
G68.5.7. Choose a healthy alternative when making a health-related decision.	7.SAFE.5.7. Choose a healthy alternative when making a decision related to safety and injury prevention.
G68.5.8. Analyze the effectiveness of a final outcome of a health-related decision.	7.SAFE.5.8. Analyze the effectiveness of a final outcome of a decision related to safety and injury prevention.

<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.6.1. Assess personal health practices. G68.6.2. Set a realistic personal health goal. G68.6.3. Assess the barriers to achieving a personal health goal. G68.6.4. Apply strategies to overcome barriers to achieving a personal health goal. G68.6.5. Use strategies and skills to achieve a personal health goal.	7.SAFE.6.1. Assess personal safety and injury prevention practices. 7.SAFE.6.2. Set a realistic personal goal to avoid or reduce injury. 7.SAFE.6.3. Assess the barriers to achieving a personal goal to avoid or reduce injury. 7.SAFE.6.4. Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce injuries. 7.SAFE.6.5. Use strategies and skills to achieve a goal to personal avoid or reduce injuries.
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.7.1. Explain the importance of being responsible for personal health behaviors. G68.7.2. Analyze personal practices and behaviors that reduce or prevent health risks. G68.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others. G68.7.4. Make a commitment to practice healthy behaviors.	7.SAFE.7.1. Explain the importance of being responsible for promoting safety and avoiding or reducing injury. 7.SAFE.7.2. Analyze practices and behaviors that reduce or prevent injuries. 7.SAFE.7.3. Demonstrate healthy practices and behaviors to improve safety and injury prevention of oneself and others. 7.SAFE.7.4. Make a commitment to practice safety and injury prevention. 7.SAFE.7.5. Identify and utilize appropriate processes for reporting unsafe behaviors or situations for self and others (SEL A3.3c)
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
G68.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others. G68.8.2. Persuade others to make positive health choices.	7.SAFE.8.1. State a health enhancing position, supported with accurate information, to improve the safety of others. 7.SAFE.8.2. Persuade others to make positive safety and injury prevention choices. 7.SAFE.8.3. Collaborate with others to advocate for individuals, families and school safety and injury prevention. 7.SAFE.8.4. Demonstrate how to adapt safety and injury prevention messages for different audiences.

## Violence Prevention (VP)

<b>Grade 7(VP)-Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Violence Prevention.	7.VP.1.1. Describe strategies to avoid physical fighting and violence. 7.VP.1.2. Analyze how impulsive behaviors can lead to violence. 7.VP.1.3. Describe situations that could lead to physical fighting and violence. 7.VP.1.4. Describe how the presence of weapons increases the risk of serious violent injuries. 7.VP.1.5. Summarize how participation in gangs can lead to violence. 7.VP.1.6. Analyze how impulsive behaviors can lead to violence.
<b>Standard 2: Analyzing Influences</b> <b>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors. G68.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors. G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors. G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors. G68.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors. G68.2.6. Analyze how relevant influences of family and culture affect personal health practices and behaviors. G68.2.7. Analyze how relevant influences of school and community affect personal health practices and behaviors.	7.VP.2.1. Explain the influence of school rules and community laws on violence prevention practices and behaviors. 7.VP.2.2. Explain how social expectations influence healthy and unhealthy violence and violence prevention practices and behaviors. 7.VP.2.3. Explain how personal values and beliefs influence personal violence prevention practices and behaviors. 7.VP.2.4. Analyze how relevant influences of family and culture affect personal violence practices and behaviors. 7.VP.2.5. Analyze how relevant influences of school and community affect personal violence practices and behaviors. 7.VP.2.6. Analyze how relevant influences of media and technology affect personal violence practices and behaviors. 7.VP.2.7. Analyze how relevant influences of peers affect personal violence prevention practices and behaviors.

<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others. G68.8.2. Persuade others to make positive health choices. G68.8.3. Collaborate with others to advocate for healthy individuals, families and schools.	7.VP.8.1. State a health-enhancing position on a violence prevention topic, supported with accurate information, to improve the health of others. 7.VP.8.2. Persuade others to prevent violence. 7.VP.8.3. Collaborate with others to advocate for individuals, families, and schools to prevent violence.

***SUPPORTIVE SKILLS-** If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **Grade 7(VP)-Supportive**

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
G68.3.1. Analyze the validity and reliability of health information. G68.3.2. Analyze the validity and reliability of health products. G68.3.3. Analyze the validity and reliability of health services. G68.3.4. Describe situations that call for professional health services. G68.3.5. Determine the availability of valid and reliable health products. G68.3.6. Access valid and reliable health information from home, school or community. G68.3.7. Locate valid and reliable health products. G68.3.8. Locate valid and reliable health services.	7.VP.3.1. Analyze the validity and reliability of violence prevention information. 7.VP.3.2. Analyze the validity and reliability of violence prevention or intervention services. 7.VP.3.3. Describe situations that call for professional violence prevention or intervention services. 7.VP.3.4. Access valid and reliable violence prevention information from home, school or community. 7.VP.3.5. Locate valid and reliable violence prevention or intervention services.

### **Standard 4: Interpersonal Communication Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
G68.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health. G68.4.2. Demonstrate effective peer resistance skills to avoid or reduce health risks. G68.4.3. Demonstrate healthy ways to manage or resolve conflict. G68.4.4. Demonstrate how to effectively ask for assistance to improve personal health. G68.4.5. Demonstrate how to effectively communicate empathy and support for others.	7.VP.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to prevent violence. 7.VP.4.2. Demonstrate effective peer resistance skills to avoid or reduce violence. 7.VP.4.3. Demonstrate effective negotiation skills to avoid or reduce violence. 7.VP.4.4. Demonstrate healthy ways to manage or resolve conflict to prevent violence. 7.VP.4.5. Demonstrate how to effectively ask for assistance to prevent violence. 7.VP.4.6. Demonstrate how to communicate empathy and support for others to prevent violence.

<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.5.1. Identify circumstances that help or hinder healthy decision making. G68.5.2. Determine when situations require a health-related decision. G68.5.3. Distinguish when health-related decisions should be made individually or with the help of others. G68.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision. G68.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision. G68.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision. G68.5.7. Choose a healthy alternative when making a health-related decision. G68.5.8. Analyze the effectiveness of a final outcome of a health-related decision.	7.VP.5.1. Identify circumstances that help or hinder making a decision to prevent violence. 7.VP.5.2. Determine when potentially violent situations require a decision. 7.VP.5.3. Distinguish when decisions about potentially violent situations should be made individually or with others. 7.VP.5.4. Explain how family, culture, media, peers, and personal beliefs affect a decision that could lead to violence. 7.VP.5.5. Distinguish between healthy and unhealthy alternatives of a decision that could lead to violence. 7.VP.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to violence. 7.VP.5.7. Choose a healthy alternative when making a decision that could lead to violence. 7.VP.5.8. Analyze the effectiveness of a final outcome of a decision that could lead to violence.
<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.6.1. Assess personal health practices. G68.6.2. Set a realistic personal health goal. G68.6.3. Assess the barriers to achieving a personal health goal. G68.6.4. Apply strategies to overcome barriers to achieving a personal health goal. G68.6.5. Use strategies and skills to achieve a personal health goal.	7.VP.6.1. Assess personal violent and non-violent practices. 7.VP.6.2. Set a realistic personal goal to prevent violence. 7.VP.6.3. Assess the barriers to achieving a personal goal to prevent violence. 7.VP.6.4. Apply strategies to overcome barriers to achieving a personal goal to prevent violence. 7.VP.6.5. Use strategies and skills to achieve a personal goal to prevent violence.

**Standard 7: Practicing Healthy Behaviors****Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

<b>Benchmark</b>	<b>Indicators</b>
G68.7.1. Explain the importance of being responsible for personal health behaviors.	7.VP.7.1. Explain the importance of being responsible for practicing violence prevention behaviors.
G68.7.2. Analyze personal practices and behaviors that reduce or prevent health risks.	7.VP.7.2. Analyze personal practices and behaviors that reduce or prevent violence.
G68.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	7.VP.7.3. Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.
G68.7.4. Make a commitment to practice healthy behaviors.	7.VP.7.4. Make a commitment to practice violence prevention behaviors.



## Grade 8

### Alcohol, Tobacco, And Other Drug Prevention (ATOD)

#### Grade 8 (ATOD) - Essential

##### Standard 1: Functional Knowledge

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

Benchmark	Indicators
G68.1.1.Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs.	<p>8.ATOD.1.1. Summarize the dangers of experimenting with marijuana.</p> <p>8.ATOD.1.2. Summarize the negative short and long- term physical, mental, social, legal, and economic consequences of using of marijuana.</p> <p>8.ATOD.1.3. Determine reasons why people choose to use or not to use marijuana.</p> <p>8.ATOD.1.4. Describe situations that could lead to the use marijuana.</p> <p>8.ATOD.1.5. Explain why using marijuana is an unhealthy way to manage stress.</p> <p>8.ATOD.1.6. Explain school policies and community laws about marijuana.</p> <p>8.ATOD.1.7. Determine the benefits of being marijuana free.</p> <p>8.ATOD.1.8. Describe positive alternatives to using marijuana.</p>

**Standard 2: Analyzing influences****Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
<p>G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors.</p> <p>G68.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.</p> <p>G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors.</p> <p>G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors.</p> <p>G68.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p>	<p>8.ATOD.2.1. Explain the influence of school rules and community laws on marijuana use.</p> <p>8.ATOD.2.2. Explain how perceptions of norms can influence marijuana use.</p> <p>8.ATOD.2.3. Explain how social expectations can influence marijuana use.</p> <p>8.ATOD.2.4. Explain how personal values and beliefs can influence marijuana use.</p> <p>8.ATOD.2.5. Describe how marijuana use can influence the likelihood of engaging in other unhealthy behaviors.</p>

**Standard 4: Interpersonal Communication Skill****Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

<b>Benchmark</b>	<b>Indicators</b>
<p>G68.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.</p> <p>G68.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risks.</p> <p>G68.4.7. Demonstrate how to effectively communicate empathy and support for others.</p>	<p>8.ATOD.4.1. Demonstrate the use of effective verbal and nonverbal communication to avoid experimenting with marijuana.</p> <p>8.ATOD.4.2. Demonstrate the use of effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who is under the influence of marijuana.</p> <p>8.ATOD.4.3. Demonstrate effective peer resistance skills to avoid experimenting with or using marijuana.</p> <p>8.ATOD.4.4. Demonstrate how to communicate empathy and support for a friend or family member trying to quit using ATOD.</p> <p>8.ATOD.4.5. Demonstrate how to seek help for a friend or family member to help them quit using ATOD.</p>

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

Benchmark	Indicators
G68.5.1. Identify circumstances that help or hinder healthy decision making.	8.ATOD.5.1. Identify circumstances that help or hinder making a decision to be marijuana free.
G68.5.2. Determine when situations require a health- related decision.	8.ATOD.5.2. Determine when situations require a decision related to marijuana use (e.g., when offered an unknown pill by a peer).
G68.5.3. Distinguish when health-related decisions should be made individually or with the help of others.	8.ATOD.5.3. Distinguish when decisions related to marijuana use should be made individually or with help of others.
G68.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.	8.ATOD.5.4. Explain how family, culture, media, peers, and personal beliefs affect a decision related to marijuana use.
G68.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision.	8.ATOD.5.5. Distinguish between healthy and unhealthy alternatives of a decision related to marijuana use.
G68.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health- related decision.	8.ATOD.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to marijuana use.
G68.5.7. Choose a healthy alternative when making a health-related decision.	8.ATOD.5.7. Choose a healthy alternative when making a decision related to marijuana use.
G68.5.8. Analyze the effectiveness of a final outcome of a health-related decision.	8.ATOD.5.8. Analyze the effectiveness of a related to marijuana final outcome of a decision use.

**SUPPORTIVE SKILLS** – To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## **Grade 8 ATOD - Supportive**

### **Standard 3: Accessing Resources**

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

<b>Benchmark</b>	<b>Indicators</b>
G68.3.1. Analyze the validity and reliability of health information. G68.3.4. Describe situations that call for professional health services. G68.3.6. Access valid and reliable health information from home, school or community. G68.3.8. Locate valid and reliable health services.	8.ATOD.3.1. Analyze the validity and reliability of information about marijuana. 8.ATOD.3.2. Describe situations that call for professional treatment services for marijuana use. 8.ATOD.3.3. Access valid and reliable marijuana prevention information. 8.ATOD.3.4. Locate valid and reliable drug use treatment programs.

### **Standard 8 : Advocacy Skills**

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

<b>Benchmark</b>	<b>Indicators</b>
G68.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others. G68.8.2. Persuade others to make positive health choices. G68.8.3. Collaborate with others to advocate for healthy individuals, families and	8.ATOD.8.1. State a health-enhancing position about being tobacco, alcohol, marijuana, and other drug-free, supported with accurate information, to improve the health of others. 8.ATOD.8.2. Persuade others to be tobacco, alcohol, marijuana, and other drug-free. 8.ATOD.8.3. Persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol, marijuana, or other drugs. 8.ATOD.8.5. Develop a plan of action to encourage peers to be tobacco, alcohol, marijuana, and other drug-free.

## Healthy Eating (HE)

### Grade 8 (HE) - Essential

#### Standard 1: Functional Knowledge

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

Benchmark	Indicators
G68.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Healthy Eating.	8.HE.1.1. Examine how nutritional choices can contribute to health problems including energy and performance levels 8.HE.1.2. Examine the relationship between calorie intake and level of activity to body weight and maintaining a healthy body weight. 8.HE.1.3. Describe the role of exercise and proper nutrition play in prevention of disease and proper growth through adolescence. 8.HE.1.4. Identify healthy and risky approaches to weight management.

#### Standard 6: Goal Setting Skills

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

Benchmark	Indicators
G68.6.1. Assess personal health practices. G58.6.2 Set a realistic personal health goal. G68.6.3. Assess the barriers to achieving a personal health goal. G68.6.4. Apply strategies to overcome barriers to achieving a personal health goal. G68.6.5. Use strategies and skills to achieve a personal health goal.	8.HE.6.1. Assess personal eating practices. 8.HE.6.2. Set a realistic personal goal to improve healthy eating behaviors. 8.HE.6.3. Assess the barriers to achieving a personal goal to improve healthy eating behaviors. 8.HE.6.4. Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. 8.HE.6.5. Use strategies and skills to achieve a personal goal to improve healthy eating behaviors.

***SUPPORTIVE SKILLS**– To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **Grade 8 (HE) - Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behavior.**

<b>Benchmark</b>	<b>Indicators</b>
<p>G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors.</p> <p>G68.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.</p> <p>G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors.</p> <p>G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors.</p> <p>G68.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p>G68.2.6. Analyze how relevant influences of family and culture affect personal health practices and behaviors.</p> <p>G68.2.7. Analyze how relevant influences of school and community affect personal health practices and behaviors.</p> <p>G68.2.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.</p> <p>G68.2.9. Analyze how relevant influences of peers affect personal health practices and behaviors.</p>	<p>8.HE.2.1. Explain the influence of school rules and community laws on food choices.</p> <p>8.HE.2.2. Explain how perceptions of norms influence food choices.</p> <p>8.HE.2.3. Explain how social expectations influence food Choices</p> <p>8.HE.2.4. Explain how personal values and beliefs influence food choices.</p> <p>8.HE.2.5. Analyze how relevant influences of family and culture affect food choices.</p> <p>8.HE.2.6. Analyze how relevant influences of school and community affect personal food choices.</p> <p>8.HE.2.7. Analyze how relevant influences of media and technology affect personal food choices.</p> <p>8.HE.2.8. Analyze how relevant influences of peers affect personal food choices.</p>

**Standard 3: Accessing Resources****Students will demonstrate the ability to access valid information, products, and services to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>G68.3.1. Analyze the validity and reliability of health information.</p> <p>G68.3.2. Analyze the validity and reliability of health products.</p> <p>G68.3.3. Analyze the validity and reliability of health services.</p> <p>G68.3.4. Describe situations that call for professional health services.</p> <p>G68.3.5. Determine the availability of valid and reliable health products.</p> <p>G68.3.6. Access valid and reliable health information from home, school or community.</p> <p>G68.3.7. Locate valid and reliable health products.</p> <p>G68.3.8. Locate valid and reliable health services.</p>	<p>8.HE.3.1. Analyze the validity and reliability of nutrition information.</p> <p>8.HE.3.2. Analyze the validity and reliability of nutrition products</p> <p>8.HE.3.3. Analyze the validity and reliability of nutrition services.</p> <p>8.HE.3.4. Describe situations that call for professional nutrition services.</p> <p>8.HE.3.5. Determine the availability of valid and reliable nutrition products.</p> <p>8.HE.3.6. Access valid and reliable nutrition information from home, school, or community.</p> <p>8.HE.3.7. Locate valid and reliable nutrition products.</p> <p>8.HE.3.8. Locate valid and reliable nutrition services.</p>

**Standard 4: Interpersonal Communication Skills****Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

<b>Benchmark</b>	<b>Indicators</b>
<p>G68.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.</p> <p>G68.4.2. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others.</p> <p>G68.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risks.</p> <p>G68.4.4. Demonstrate effective negotiation skills to avoid or reduce health risks.</p> <p>G68.4.5. Demonstrate healthy ways to manage or resolve conflict.</p> <p>G68.4.6. Demonstrate how to effectively ask for assistance to improve personal health.</p> <p>G68.4.7. Demonstrate how to effectively communicate empathy and support for others.</p>	<p>8.HE.4.1. Demonstrate the use of effective verbal and nonverbal communication to avoid unhealthy food choices and promote healthy food choices.</p> <p>8.HE.4.2. Demonstrate effective peer resistance skills to avoid or reduce exposure to unhealthy food choices.</p> <p>8.HE.4.3. Demonstrate effective negotiation skills to avoid or reduce unhealthy eating.</p> <p>8.HE.4.4. Demonstrate how to effectively ask for assistance to improve personal food choices, eating behaviors, and weight management.</p> <p>8.HE.4.5. Demonstrate how to effectively communicate empathy and support for others who are trying to improve personal food choices and healthy eating.</p>

<b>Standard 5 : Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>G68.5.1. Identify circumstances that help or hinder healthy decision making.</p> <p>G68.5.2. Determine when situations require a health- related decision.</p> <p>G68.5.3. Distinguish when health-related decisions should be made individually or with the help of others.</p> <p>G68.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>G68.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision.</p> <p>G68.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health- related decision.</p> <p>G68.5.7. Choose a healthy alternative when making a health-related decision.</p> <p>G68.5.8. Analyze the effectiveness of a final outcome of a health-related decision.</p>	<p>8.HE.5.1. Identify circumstances that help or hinder healthy decision making related to food and behavior choices.</p> <p>8.HE.5.2. Determine when situations require a decision related to a healthy eating behavior.</p> <p>8.HE.5.3. Distinguish when a decision related to food and beverage choices should be made individually or with the help of others.</p> <p>8.HE.5.4. Explain how family, culture, media, peers and personal beliefs affect a decision related to healthy eating behaviors.</p> <p>8.HE.5.5. Distinguish between healthy and unhealthy alternatives of a decision related to eating behaviors.</p> <p>8.HE.5.6. Predict the potential outcomes of healthy and unhealthy alternatives of a decision related to healthy eating behaviors.</p> <p>8.HE.5.7. Choose a healthy food or beverage alternative when making a decision related to healthy eating behaviors.</p> <p>8.HE.5.8. Analyze the effectiveness of a final outcome of a decision related to healthy eating behaviors.</p>
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<p>G68.7.1. Explain the importance of being responsible for personal health behaviors.</p> <p>G68.7.2. Analyze personal practices and behaviors that reduce or prevent health risks.</p> <p>G68.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p> <p>G68.7.4. Make a commitment to practice healthy behaviors.</p>	<p>8.HE.7.1. Explain the importance of being responsible for personal healthy eating behaviors.</p> <p>8.HE.7.2. Analyze personal eating practices and behaviors that reduce or prevent health risks.</p> <p>8.HE.7.3. Demonstrate healthy eating practices and behaviors to improve the health of oneself and others.</p> <p>8.HE.7.4. Make a commitment to practice healthy eating behaviors.</p>



<b>Standard 8 : Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others. G68.8.2. Persuade others to make positive health choices. G68.8.3. Collaborate with others to advocate for healthy individuals, families and schools. G68.8.4. Demonstrate how to adapt positive health-related messages for different audiences.	8.HE.8.1. State a healthy eating position, supported with accurate information, to improve the health of others. 8.HE.8.2. Persuade and support others to make positive food and beverage choices. 8.HE.8.3. Collaborate with others to advocate for healthy eating at home, in school, or in the community. 8.HE.8.4. Demonstrate how to adapt healthy eating messages for different audiences.

## Mental and Emotional Health / Healthy Relationships (MEH/HR)

Healthy Relationship (HR) Indicators for K-8 are included in the content area of Mental and Emotional Health (MEH/HR).

<b>Grade 8 (MEH/HR) - Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Mental and Emotional Health, Healthy Relationships	8.MEH/HR.1.1. Explain the negative characteristics of power and control in a relationship 8.MEH/HR.1.2. Describe how power differences and controlling behaviors can contribute to unhealthy relationships (e.g., aggression and violence) 8.MEH/HR.1.3. Describe techniques that are used to coerce or pressure someone. 8.MEH/HR.1.4. Explain why individuals have the right to set boundaries. 8.MEH/HR.1.5. Determine the benefits of being sexually abstinent. 8.MEH/HR.1.6. Describe why sexual abstinence is the safest and most effective risk avoidance method of protection from HIV, other STIs and pregnancy. 8.MEH/HR.1.7. Describe a variety of appropriate ways to respond to stress when angry or upset. 8.MEH/HR.1.8. Explain causes and effects of stress. 8 . MEH/HR.1.9. Describe personal stressors at home in school and with friends. 8.MEH/HR.1.10. Explain positive and negative ways of dealing with stress. 8.MEH/HR.1.11. Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others. 8.MEH/HR.1.12. Describe warning signs of people who are in danger of hurting themselves or others.

**Standard 2 : Analyzing Influences****Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

Benchmark	Indicators
<p>G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors.</p> <p>G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors.</p> <p>G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors.</p> <p>G68.2.6. Analyze how relevant influences of family and culture affect personal health practices and behaviors.</p> <p>G68.2.9. Analyze how relevant influences of peers affect personal health practices and behaviors.</p>	<p>8.MEH/HR.2.1. Explain how social expectations influence healthy and unhealthy relationships and mental health.</p> <p>8.MEH/HR.2.2. Explain how personal values and beliefs affect relationships and mental health.</p> <p>8.MEH/HR.2.3. Analyze how relevant influences of family and culture affect relationships and mental health.</p> <p>8.MEH/HR.2.4. Analyze how relevant influences of media and technology affect relationships and mental health.</p> <p>8.MEH/HR.2.5. Analyze how relevant influences of peers affect relationships and mental health.</p>

**Standard 4: Interpersonal Communication Skills****Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

Benchmark	Indicators
<p>G68.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.</p> <p>G68.4.6. Demonstrate how to effectively ask for assistance to improve personal health.</p>	<p>8.MEH/HR.4.1. Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health and promote healthy relationships.</p> <p>8.MEH/HR.4.2. Demonstrate how to effectively ask for assistance from a trusted adult regarding relationship questions or concerns.</p> <p>8.MEH/HR.4.3. Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.</p> <p>8.MEH/HR.4.4. Demonstrate how to seek help for a friend or family member who is showing signs of suicidal ideation.</p> <p>8.MEH/HR.4.5. Demonstrate how to communicate to a trusted adult if there is a perception that someone wants to engage in violence.</p> <p>8.MEH/HR.4.6. Demonstrate respect for human dignity virtually and in-person. (SEL C3.3c)</p> <p>8.MEH/HR.4.7. Recognize that personal and group needs can differ and identify positive actions to balance the needs of all (SEL C4.3c)</p> <p>8.MEH/HR.4.8. Exchange ideas and negotiate solutions to resolve conflicts, seeking support when needed (SEL D3.3c)</p>

**Standard 7: Practicing Healthy Behaviors****Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

<p>G68.7.1. Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p> <p>G68.7.1. Explain the importance of being responsible for personal health behaviors.</p> <p>G68.7.2.. Analyze personal practices and behaviors that reduce or prevent health risks.</p> <p>G68.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p> <p>G68.7.4. Make a commitment to practice healthy behaviors.</p>	<p>8.MEH/HR.7.1. Explain the importance of being responsible for practicing sexual abstinence.</p> <p>8.MEH/HR.7.2. Analyze personal practices and behaviors that reduce or prevent risky behaviors.</p> <p>8.MEH/HR.7.3. Demonstrate practices and behaviors to improve the health of oneself and others.</p> <p>8.MEH/HR.7.4. Make a commitment to practice healthy behaviors.</p> <p>8.MEH/HR.7.5. Demonstrate how to prevent and manage stress in healthy ways.</p> <p>8.MEH/HR.7.6. Investigate a potential career path that builds on personal strengths and addresses challenges (SEL A2. 2c)</p> <p>8.MEH/HR.7.7. Demonstrate basic self- advocacy academically and socially. (SEL A4. 3c)</p> <p>8.MEH/HR.7.8. Interact on social and digital media responsibly and understand the potential impact on reputation and relationships. (SEL D1. 3c)</p> <p>8.MEH/HR.7.9. Utilize strategies to manage social pressures. (SEL D2. 3c)</p> <p>8.MEH/HR.7.10. Gather evidence to support and solve academic and social challenges. (SEL E1. 2c)</p> <p>8.MEH/HR.7.11. Demonstrate ability to manage transitions and adapt to changing situations and responsibilities in school and life. (SEL E4. 3c)</p>
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Standards for Christian Anthropology (Theology of the Body) Alignment		
Standard		Reference
8.1.1 TOB	Propose that creation should be received as a gift and not manipulated, dominated and controlled.	cf. TOB 13:3-4, 59:3; CCC 358, 373
8.5.1 TOB	Compare how the loving communion of man and woman is like that of the Trinity, a communion of persons who are love and who in giving and receiving are fruitful.	TOB 9:1-3, 10:4, 14:6, 15:1; CCC 355-357
8.6.1 TOB	Give examples of how a person is pure in heart, that is, when he/she perceives and respects others as a gift and seeks to make a gift of him/herself to others.	TOB 50, 54, 57:3; CCC 2518, 2519
8.8.1 TOB	Explain that living out the spousal meaning of the body can be through marriage or virginity for the sake of the Kingdom.	TOB 15:5, 81:6; CCC 915, 916, 922, 923, 926, 1640, 1646
8.10.1 TOB	Evaluate the beatitude: "Blessed are the pure in heart, because they will see God."	cf. Mt.5:8 and TOB 43:5; CCC 2518, 2519, 2530-2533
8.11.1 TOB	Describe the idea of a vocation and how it is the way one makes a total gift-of-self.	TOB 78, 86; CCC 915-916, 929, 932, 1579, 1603, 1605, 1618-1620
8.11.2 TOB	Compare and contrast the sacrament of marriage and celibacy for the sake of the kingdom.	TOB 76:6, 78:4; CCC 915, 916, 1603, 1618-1620, 1621
8.11.3 TOB	Explain how God invites, and does not force, when he calls someone to the vocation of married life, consecrated life, or the priesthood, leaving the person free to respond.	TOB 73:3-4, 76:4, 79:8; CCC 915, 1565, 1578, 1599, 1618, 1625-1628, 2233
8.11.4 TOB	Describe how responding to the call of the consecrated life is a radical imitation of the life of Christ and is done to work for the kingdom of God on earth.	TOB 75:1, 75:4, 76:3, 79:2, 79:9, 81:4; CCC 915-916, 929, 932, 1579, 1618
8.11.5 TOB	Explain that when God calls two people to the vocation of marriage, he is inviting them into a special sacrament of his love.	Ephesians 5 and TOB 87-93; CCC 1601, 1604
8.12.1 TOB	Explain what will happen to the body at the Resurrection.	cf. TOB 64-72; CCC 997-1001

**SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## Grade 8 (MEH/HR) - Supportive

### Standard 2 : Analyzing Influences

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

Benchmark	Indicators
<p>G68.1.8. Explain the influence of school rules and community laws on health practices and behaviors.</p> <p>G68.2.8. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.</p> <p>G68.3.8. Explain how social expectations influence healthy and unhealthy practices and behaviors.</p> <p>G68.4.8. Explain how personal values and beliefs influence personal health practices and behaviors.</p> <p>G68.5.8. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p>G68.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.</p> <p>G68.7.8. Analyze how relevant influences of school and community affect personal health practices and behaviors.</p> <p>G68.8.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.</p> <p>G68.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.</p>	<p>8.MEH/HR.2.1. Explain the influence of school rules and community laws on issues pertaining to mental/emotional health.</p> <p>8.MEH/HR.2.2. Explain how perceptions of norms influence healthy and unhealthy mental health practices and behaviors.</p> <p>8.MEH/HR.2.3. Explain how social expectations influence perceptions, practices, and behaviors pertaining to mental/emotional health</p> <p>8.MEH/HR.2.4. Explain how personal values and beliefs influence perceptions, practices, and behaviors pertaining to mental/emotional health</p> <p>8.MEH/HR.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental/emotional health behaviors.</p> <p>8.MEH/HR.2.6. Analyze how relevant influences of family and culture affect perceptions, practices, and behaviors pertaining to mental/emotional health.</p> <p>8.MEH/HR.2.7. Analyze how relevant influences of school and community affect perceptions, practices, and behaviors pertaining to mental/emotional health</p> <p>8.MEH/HR.2.8. Analyze how relevant influences of media and technology affect perceptions, practices, and behaviors pertaining to mental/emotional health</p> <p>8.MEH/HR.2.9. Analyze how relevant influences of peers affect mental/emotional health practices and behaviors.</p>

**Standard 3: Accessing resources****Students will demonstrate the ability to access valid information, products, and services to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>G68.3.1. Analyze the validity and reliability of health information.</p> <p>G68.3.2. Analyze the validity and reliability of health products.</p> <p>G68.3.3. Analyze the validity and reliability of health services.</p> <p>G68.3.4. Describe situations that call for professional health services.</p> <p>G68.3.6. Access valid and reliable health information from home, school or community.</p> <p>G68.3.7. Locate valid and reliable health products.</p> <p>G68.3.8. Locate valid and reliable health services.</p>	<p>8.MEH/HR.3.1. Analyze the validity and reliability of information, products, and services pertaining to healthy relationships.</p> <p>8.MEH/HR.3.2. Analyze the validity and reliability of mental/emotional health information.</p> <p>8.MEH/HR.3.3. Analyze the validity and reliability of mental/emotional health services.</p> <p>8.MEH/HR.3.4. Describe situations that call for professional mental/emotional health services.</p> <p>8.MEH/HR.3.5. Determine the availability of valid and reliable mental/emotional health products.</p> <p>8.MEH/HR.3.6. Access valid and reliable mental/emotional health information from home, school or community.</p> <p>8.MEH/HR.3.7. Locate valid and reliable mental/emotional health products.</p> <p>8.MEH/HR.3.8. Locate valid and reliable mental/emotional health services.</p>

**Standard 5: Decision-Making skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>G68.5.1. Identify circumstances that help or hinder healthy decision making.</p> <p>G68.5.2. Determine when situations require a health-related decision.</p> <p>G68.5.3. Distinguish when health-related decisions should be made individually or with the help of others.</p> <p>G68.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>G68.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision.</p> <p>G68.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.</p> <p>G68.5.7. Choose a healthy alternative when making a health-related decision.</p>	<p>8.MEH/HR.5.1. Identify circumstances that help or hinder making a healthy decision related to healthy relationships and mental/emotional health.</p> <p>8.MEH/HR.5.2. Determine when situations require a decision related to healthy relationships and mental/emotional health.</p> <p>8.MEH/HR.5.3. Distinguish when decisions about a mental or emotional health problem should be made individually or with the help of others.</p> <p>8.MEH/HR.5.4. Explain how family, culture, media, peers, and personal beliefs affect a mental or emotional health related decision.</p> <p>8.MEH/HR.5.5. Distinguish between healthy and unhealthy alternatives of a healthy relationships or mental/emotional health-related decision.</p> <p>8.MEH/HR.5.6. Predict the potential outcomes of healthy and unhealthy alternatives of a healthy relationships or mental/emotional health-related decision.</p>

<p>G68.5.8. Analyze the effectiveness of a final outcome of a health-related decision.</p>	<p>8.MEH/HR.5.7. Choose a healthy alternative when making a decision related to mental/emotional health and healthy relationships.  8.MEH/HR.5.8. Analyze the effectiveness of a final outcome of a to healthy relationships or mental/emotional health-related decision.  8.1.MEH/HR.5.9. Identify circumstances that help or hinder making a decision related to a potentially risky situation.  8.2.MEH/HR.5.10. Determine when potentially risky health-related situations require a decision.  8.3.MEH/HR.5.11. Distinguish when decisions about potentially risky health-related situations should be made individually or with others.  8.4.MEH/HR.5.12. Explain how family, culture, media, peers, and personal beliefs affect a health- related decision.</p>
<p><b>Standard 6: Goal Setting Skills</b>  <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b></p>	
<p><b>Benchmark</b></p>	<p><b>Indicators</b></p>
<p>G68.6.1. Assess personal health practices.  G68.6.2. Set a realistic personal health goal.  G68.6.3. Assess the barriers to achieving a personal health goal.  G68.6.4. Apply strategies to overcome barriers to achieving a personal health goal.  G68.6.5. Use strategies and skills to achieve a personal health goal.</p>	<p>8.MEH/HR.6.1. Assess personal mental/emotional health practices.  8.MEH/HR.6.2. Set a realistic goal to improve or maintain positive mental/emotional health.  8.MEH/HR.6.3. Assess the barriers to achieving a goal to improve or maintain positive mental/emotional health.  8.MEH/HR.6.4. Apply strategies to overcome barriers to achieving a goal to improve or maintain positive mental/emotional health.  8.MEH/HR.6.5. Use strategies and skills to achieve a goal to improve or maintain positive mental/emotional health.  8.MEH/HR.6.6. Monitor progress toward a specified goal by developing checkpoints and adjusting the plan or action steps as needed. (SEL B2. 4c)</p>
<p><b>Standard 8 : Advocacy Skills</b>  <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b></p>	
<p>G68.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others.  G68.8.2. Persuade others to make positive health choices.  G68.8.3. Collaborate with others to advocate for healthy individuals, families and schools.  G68.8.4. Demonstrate how to adapt positive health-related messages for different audiences.</p>	<p>8.MEH/HR.8.1. State a health-enhancing position on a health-related topic, supported with accurate information, to improve the health of others.  8.MEH/HR.8.2. Persuade others to avoid or reduce risky behaviors.  8.MEH/HR.8.3. Persuade others to avoid teasing, bullying, or stigmatizing others based on their personal characteristics.</p>



	<p>8.MEH/HR.8.4. Collaborate with others to advocate for safe, respectful, and responsible relationships.</p> <p>8.MEH/HR.8.5. Collaborate with others to advocate for opportunities to avoid or reduce risky behaviors.</p> <p>8.MEH/HR.8.6. Demonstrate how to adapt positive health-related messages for different audiences.</p> <p>8.MEH/HR.8.7. Persuade others to make positive mental/emotional health choices.</p> <p>8.MEH/HR.8.8. Collaborate with others to advocate for improving mental/emotional health of individuals, families, and schools.</p> <p>8.MEH/HR.8.9. Demonstrate how to adapt a positive mental/emotional health message for different audiences.</p> <p>8.MEH/HR.8.10. Engage in an activity to improve school, home or community. (SEL C2. 4c)</p> <p>8.MEH/HR.8.11. Research opportunities for participation in civic-minded activities that contribute to the larger community. (SEL E3. 3c)</p>
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**Personal Health and Wellness (PHW)****(PHW) - Essential****Standard 1: Functional Knowledge****Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
G68.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Personal Health and Wellness.	8.PHW.1.1. Explain how the most common STIs are transmitted. 8.PHW.1.2. Explain how HIV is transmitted. 8.PHW.1.3. Describe usual signs and symptoms of common STIs. 8.PHW.1.4. Describe usual signs and symptoms of HIV. 8.PHW.1.5. Explain that some STIs and HIV are asymptomatic. 8.PHW.1.6. Explain the short- and long-term consequences of common STIs. 8.PHW.1.7. Explain the short- and long-term consequences of HIV. 8.PHW.1.8. Summarize which STIs can be cured and which can be treated. 8.PHW.1.9. Explain that being sexually abstinent is the only 100% way to prevent STIs and HIV. 8.PHW.1.10. Summarize ways to decrease the spread of STIs and HIV.

**Standard 2: Analyzing Influences****Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors. G68.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors. G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors.	8.PHW.2.1. Explain the influence of school rules and community laws on personal health and wellness-related practices and behaviors. 8.PHW.2.2. Explain how perceptions of norms influence healthy and unhealthy personal health and wellness related practices and behaviors. 8.PHW.2.3. Explain how social expectations influence healthy and unhealthy personal health and wellness related practices and behaviors. 8.PHW.2.4. Explain how personal values and beliefs influence personal health and wellness- related practices and behaviors.

<p>G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors</p> <p>G68.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p>G68.2.6. Analyze how relevant influences of family and culture affect personal health practices and behaviors.</p> <p>G68.2.7. Analyze how relevant influences of school and community affect personal health practices and behaviors.</p> <p>G68.2.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.</p> <p>G68.2.9. Analyze how relevant influences of peers affect personal health practices and behaviors.</p>	<p>8.PHW.2.5. Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.</p> <p>8.PHW.2.6. Analyze how relevant influences of family and culture affect personal health and wellness-related practices and behaviors.</p> <p>8.PHW.2.7. Analyze how relevant influences of school and community affect personal health and wellness related practices and behaviors.</p> <p>8.PHW.2.8. Analyze how relevant influences of media and technology affect personal health and wellness related practices and behaviors.</p> <p>8.PHW.2.9. Analyze how relevant influences of peers affect personal health and wellness-related practices and behaviors.</p>
<p><b>Standard 5: Decision-Making Skills</b>  <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b></p>	
<b>Benchmark</b>	<b>Indicators</b>
<p>G68.5.1. Identify circumstances that help or hinder healthy decision making.</p> <p>G68.5.3. Distinguish when health-related decisions should be made individually or with the help of others.</p> <p>G68.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health- related decision.</p> <p>G68.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision.</p>	<p>8.PHW.5.1. Identify circumstances that help or hinder making a healthy decision related to avoiding the consequences of STIs.</p> <p>8.PHW.5.2. Distinguish when decisions about health should be made individually or with the help of others.</p> <p>8.PHW.5.3. Explain how family, culture, media, peers, and personal beliefs affect decisions to prevent STIs.</p>

**SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## **Grade 8 (PHW) - Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
<p>G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors.</p> <p>G68.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.</p> <p>G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors.</p> <p>G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors.</p> <p>G68.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p>G68.2.6. Analyze how relevant influences of family and culture affect personal health practices and behaviors.</p> <p>G68.2.7. Analyze how relevant influences of school and community affect personal health practices and behaviors.</p> <p>G68.2.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.</p> <p>G68.2.9. Analyze how relevant influences of peers affect personal health practices and behaviors.</p>	<p>8.PHW.2.1. Explain the influence of school rules and community laws on personal health and wellness-related practices and behaviors.</p> <p>8.PHW.2.2. Explain how perceptions of norms influence healthy and unhealthy personal health and wellness related practices and behaviors.</p> <p>8.PHW.2.3. Explain how social expectations influence healthy and unhealthy personal health and wellness related practices and behaviors.</p> <p>8.PHW.2.4. Explain how personal values and beliefs influence personal health and wellness- related practices and behaviors.</p> <p>8.PHW.2.5. Describe how some personal health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.</p> <p>8.PHW.2.6. Analyze how relevant influences of family and culture affect personal health and wellness-related practices and behaviors.</p> <p>8.PHW.2.7. Analyze how relevant influences of school and community affect personal health and wellness related practices and behaviors.</p> <p>8.PHW.2.8. Analyze how relevant influences of media and technology affect personal health and wellness related practices and behaviors.</p> <p>8.PHW.2.9. Analyze how relevant influences of peers affect personal health and wellness-related practices and behaviors.</p>

**Standard 3: Accessing Resources****Students will demonstrate the ability to access valid information, products, and services to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
G68.3.1. Analyze the validity and reliability of health information.	8.PHW.3.1. Analyze the validity and reliability of personal health and wellness information.
G68.3.2. Analyze the validity and reliability of health products.	8.PHW.3.2. Analyze the validity and reliability of personal health and wellness products.
G68.3.3. Analyze the validity and reliability of health services.	8.PHW.3.3. Analyze the validity and reliability of personal health and wellness services.
G68.3.4. Describe situations that call for professional health services.	8.PHW.3.4. Describe situations that call for professional personal health and wellness services.
G68.3.5. Determine the availability of valid and reliable health products.	8.PHW.3.5. Determine the availability of valid and reliable personal health and wellness products.
G68.3.6. Access valid and reliable health information from home, school or community.	8.PHW.3.6. Access valid and reliable personal health and wellness information from home, school or community.
G68.3.7. Locate valid and reliable health products.	8.PHW.3.7. Locate valid and reliable personal health and wellness products.
G68.3.8. Locate valid and reliable health services.	8.PHW.3.8. Locate valid and reliable personal health and wellness services.

**Standard 6: Goal Setting Skills****Students will demonstrate the ability to use goal-setting skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
G68.6.1. Assess personal health practices.	8.PHW.6.1. Assess personal health and wellness- related practices.
G68.6.2. Set a realistic personal health goal.	8.PHW.6.2. Set a realistic goal to improve a positive personal health and wellness-related practice.
G68.6.3. Assess the barriers to achieving a personal health goal.	8.PHW.6.3. Assess the barriers to achieving a personal health and wellness-related goal.
G68.6.4. Apply strategies to overcome barriers to achieving a personal health goal.	8.PHW.6.4. Apply strategies to overcome barriers to achieving a personal health and wellness-related goal.
G68.6.5. Use strategies and skills to achieve a personal health goal.	8.PHW.6.5. Use strategies and skills to achieve a personal health and wellness-related goal.

**Standard 7: Practicing Healthy Behaviors****Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

<b>Benchmark</b>	<b>Indicators</b>
G68.7.1. Explain the importance of being responsible for personal health behaviors. G68.7.2. Analyze personal practices and behaviors that reduce or prevent health risks. G68.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others. G68.7.4. Make a commitment to practice healthy behaviors.	8.PHW.7.1. Explain the importance of being responsible for personal health and wellness-related behaviors. 8.PHW.7.2. Analyze personal health and wellness-related practices and behaviors that reduce or prevent health risks. 8.PHW.7.3. Demonstrate healthy practices and behaviors to improve the personal health and wellness of oneself and others. 8.PHW.7.4. Make a commitment to practice positive personal health and wellness-related behaviors.

**Standard 8: Advocacy Skills****Students will demonstrate the ability to advocate for personal, family, and community health.**

<b>Benchmark</b>	<b>Indicators</b>
G68.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others. G68.8.2. Persuade others to make positive health choices. G68.8.3. Collaborate with others to advocate for healthy individuals, families and schools. G68.8.4. Demonstrate how to adapt positive health-related messages for different audiences.	8.PHW.8.1. State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others. 8.PHW.8.2. Persuade others to make positive personal health and wellness-related choices. 8.PHW.8.3. Collaborate with others to advocate for individuals, families and schools to be healthy. 8.PHW.8.4. Demonstrate how to adapt a personal health and wellness-related message for different audiences.

**Safety (SAFE)**

<b>Grade 8 (SAFE) - Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Safety.	8.SAFE.1.1. Describe ways to reduce risk of injury when playing sports. 8.SAFE.1.2. Explain climate-related physical conditions that affect personal safety such as heat exhaustion sunburn heat stroke and hypothermia. 8.SAFE.1.3. Identify protective equipment needed for sports and recreational activities. 8.SAFE.1.4. Explain the importance of helmets and other safety gear for biking riding a scooter skateboarding and inline skating. 8.SAFE.1.5. Describe ways to reduce risk of injuries while riding in or on a motor vehicle.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others. G68.8.2. Persuade others to make positive health choices. G68.8.3. Collaborate with others to advocate for healthy individuals, families and schools. G68.8.4. Demonstrate how to adapt positive health-related messages for different audiences.	8.SAFE.8.1. State a health enhancing position, supported with accurate information, to improve the safety of others. 8.SAFE.8.2. Persuade others to make positive safety and injury prevention choices.

**SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## Grade 8 (SAFE) - Supportive

### Standard 2: Analyzing Influences

Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Benchmark	Indicators
<p>G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors.</p> <p>G68.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.</p> <p>G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors.</p> <p>G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors.</p> <p>G68.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors</p> <p>G68.2.6. Analyze how relevant influences of family and culture affect personal health practices and behaviors.</p> <p>G68.2.7. Analyze how relevant influences of school and community affect personal health practices and behaviors.</p> <p>G68.2.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.</p> <p>G68.2.9. Analyze how relevant influences of peers affect personal health practices and behaviors.</p>	<p>8.SAFE.2.1. Explain the influence of school rules and community laws on safety and injury prevention practices and behaviors.</p> <p>8.SAFE.2.2. Explain how perceptions of norms influence healthy and unhealthy safety and injury prevention practices and behaviors.</p> <p>8.SAFE.2.3. Explain how social expectations influence healthy and unhealthy safety and injury prevention practices and behaviors.</p> <p>8.SAFE.2.4. Explain how personal values and beliefs influence personal safety and injury prevention practices and behaviors.</p> <p>8.SAFE.2.5. Describe how some health risk behaviors influence safety and injury prevention practices and behaviors (e.g., how alcohol and other drug use increased the risk of unintentional injury).</p> <p>8.SAFE.2.6. Analyze how relevant influences of family and culture affect personal safety and injury prevention practices and behaviors.</p> <p>8.SAFE.2.7. Analyze how relevant influences of school and community affect personal safety and injury prevention practices and behaviors.</p> <p>8.SAFE.2.8. Analyze how relevant influences of media and technology affect personal safety and injury prevention practices and behaviors.</p> <p>8.SAFE.2.9. Analyze how relevant influences of peers affect personal safety and injury prevention practices.</p>



**Standard 3: Accessing Resources****Students will demonstrate the ability to access valid information, products, and services to enhance health.**

G68.3.1. Analyze the validity and reliability of health information.

G68.3.2. Analyze the validity and reliability of health products.

G68.3.3. Analyze the validity and reliability of health services.

G68.3.4. Describe situations that call for professional health services.

G68.3.5. Determine the availability of valid and reliable health products.

G68.3.6. Access valid and reliable health information from home, school or community.

G68.3.7. Locate valid and reliable health products.

G68.3.8. Locate valid and reliable health services.

8.SAFE.3.1. Analyze the validity and reliability of safety and injury prevention information.

8.SAFE.3.2. Analyze the validity and reliability of safety and injury prevention products.

8.SAFE.3.3. Analyze the validity and reliability of safety and injury prevention services.

8.SAFE.3.4. Describe situations that call for professional safety and injury prevention services.

8.3.5.SAFE.5.8. Determine the availability of valid and reliable safety and injury prevention products.

8.SAFE.3.5. Access valid and reliable safety and injury prevention information from home, school or community.

8.SAFE.3.6. Locate valid and reliable safety and injury prevention products.

8.SAFE.3.7. Locate valid and reliable safety and injury prevention services.

**Standard 4: Interpersonal Communication Skills****Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.****Benchmark****Indicators**

G68.4.1.Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.

G68.4.2.Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others.

G68.4.3.Demonstrate effective peer resistance skills to avoid or reduce health risks.

G68.4.4.Demonstrate effective negotiation skills to avoid or reduce health risks.

G68.4.5.Demonstrate healthy ways to manage or resolve conflict.

G68.4.6.Demonstrate how to effectively ask for assistance to improve personal health.

8.SAFE.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance safety and injury prevention.

8.SAFE.4.2. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e- mail, texting, websites, phone and tablet applications) to protect the personal safety of oneself and others.

8.SAFE.4.3. Demonstrate effective peer resistance skills to avoid or reduce injury.

8.SAFE.4.4. Demonstrate effective negotiation skills to avoid or reduce injury.

8.SAFE.4.5. Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.

8.SAFE.4.6. Demonstrate how to effectively ask for assistance to avoid or reduce personal injury.

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>G68.5.1. Identify circumstances that help or hinder healthy decision making</p> <p>G68.5.2. Determine when situations require a health-related decision.</p> <p>G68.5.3. Distinguish when health-related decisions should be made individually or with the help of others.</p> <p>G68.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>G68.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision.</p> <p>G68.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.</p> <p>G68.5.7. Choose a healthy alternative when making a health-related decision.</p> <p>G68.5.8. Analyze the effectiveness of a final outcome of a health-related decision.</p>	<p>8.SAFE.5.1. Identify circumstances that help or hinder healthy decision making related to safety and injury prevention.</p> <p>8.SAFE.5.2. Determine when situations require a decision related to safety and injury prevention.</p> <p>8.SAFE.5.3. Distinguish when safety and injury prevention decisions should be made individually or with the help of others.</p> <p>8.SAFE.5.4. Explain how family, culture, media, peers, and personal beliefs affect a decision related to safety and injury prevention.</p> <p>8.SAFE.5.5. Distinguish between healthy and unhealthy alternatives to a decision related to safety and injury prevention.</p> <p>8.SAFE.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to injury.</p> <p>8.SAFE.5.7. Choose a healthy alternative when making a decision related to safety and injury prevention.</p> <p>8.SAFE.5.8. Analyze the effectiveness of a final outcome of a decision related to safety and injury prevention.</p>
<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>G68.6.1. Assess personal health practices.</p> <p>G68.6.2. Set a realistic personal health goal.</p> <p>G68.6.3. Assess the barriers to achieving a personal health goal.</p> <p>G68.6.4. Apply strategies to overcome barriers to achieving a personal health goal.</p> <p>G68.6.5. Use strategies and skills to achieve a personal health goal.</p>	<p>8.SAFE.6.1. Assess personal safety and injury prevention practices.</p> <p>8.SAFE.6.2. Set a realistic personal goal to avoid or reduce injury.</p> <p>8.SAFE.6.3. Assess the barriers to achieving a personal goal to avoid or reduce injury.</p> <p>8.SAFE.6.4. Apply strategies to overcome barriers to achieving a personal goal to avoid or reduce injuries.</p> <p>8.SAFE.6.5. Use strategies and skills to achieve a goal to personal avoid or reduce injuries.</p>

## Violence Prevention (VP)

<b>Grade 8 (VP)-Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Violence Prevention.	8.VP.1.1. Describe how prejudice, discrimination, intolerance, and bias can lead to violence. 8.VP.1.2. Explain how intolerance can affect others. 8.VP.1.3. Explain the benefits of living in a diverse society. 8.VP.1.4. Describe ways to manage interpersonal conflict nonviolently. 8.VP.1.5. Determine the benefits of using non- violence to solve interpersonal conflict. 8.VP.1.6. Explain why it is important to understand the perspectives of other in resolving conflict situations nonviolently. 8.VP.1.7. Analyze the risks of using violence as an impulsive behavior or response to stress or conflict. 8.VP.1.8. Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others. 8.VP.1.9. Describe the signs and symptoms of people who are in danger of hurting themselves or others.
<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
G68.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.	8.VP.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to prevent violence.
G68.4.2. Demonstrate effective peer resistance skills to avoid or reduce health risks.	8.VP.4.2. Demonstrate effective negotiation skills to avoid or reduce violence.
G68.4.3. Demonstrate healthy ways to manage or resolve conflict.	8.VP.4.3. Demonstrate healthy ways to manage or resolve conflict to prevent violence.
G68.4.4. Demonstrate how to effectively ask for assistance to improve personal health.	8.VP.4.4. Demonstrate how to effectively ask for assistance to prevent violence.
G68.4.5. Demonstrate how to effectively communicate empathy and support for others.	

***SUPPORTIVE SKILLS-** If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **Grade 8 (VP)-Supportive**

### **Standard 2: Analyzing Influences**

**Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.**

<b>Benchmark</b>	<b>Indicators</b>
<p>G68.2.1. Explain the influence of school rules and community laws on health practices and behaviors.</p> <p>G68.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.</p> <p>G68.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors.</p> <p>G68.2.4. Explain how personal values and beliefs influence personal health practices and behaviors.</p> <p>G68.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors</p> <p>G68.2.6. Analyze how relevant influences of family and culture affect personal health practices and behaviors.</p> <p>G68.2.7. Analyze how relevant influences of school and community affect personal health practices and behaviors.</p> <p>G68.2.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.</p> <p>G68.2.9. Analyze how relevant influences of peers affect personal health practices and behaviors.</p>	<p>8.VP.2.1. Explain the influence of school rules and community laws on violence prevention practices and behaviors.</p> <p>8.VP.2.2. Explain how perceptions of norms influence healthy and unhealthy violence and violence prevention practices and behaviors.</p> <p>8.VP.2.3. Explain how social expectations influence healthy and unhealthy violence and violence prevention practices and behaviors.</p> <p>8.VP.2.4. Explain how personal values and beliefs influence personal violence prevention practices and behaviors.</p> <p>8.VP.2.5. Describe how some health risk behaviors influence the likelihood of engaging in violent behaviors (e.g., how alcohol and other drug use influence violent behaviors).</p> <p>8.VP.2.6. Analyze how relevant influences of family and culture affect personal violence practices and behaviors.</p> <p>8.VP.2.7. Analyze how relevant influences of school and community affect personal violence practices and behaviors.</p> <p>8.VP.2.8. Analyze how relevant influences of media and technology affect personal violence practices and behaviors.</p> <p>8.VP.2.9. Analyze how relevant influences of peers affect personal violence prevention practices and behaviors.</p>

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>G68.5.1. Identify circumstances that help or hinder healthy decision making</p> <p>G68.5.2. Determine when situations require a health-related decision.</p> <p>G68.5.3. Distinguish when health-related decisions should be made individually or with the help of others.</p> <p>G68.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>G68.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision.</p> <p>G68.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.</p> <p>G68.5.7. Choose a healthy alternative when making a health-related decision.</p> <p>G68.5.8. Analyze the effectiveness of a final outcome of a health-related decision.</p>	<p>8.VP.5.1. Identify circumstances that help or hinder making a decision to prevent violence.</p> <p>8.VP.5.2. Determine when potentially violent situations require a decision.</p> <p>8.VP.5.3. Distinguish when decisions about potentially violent situations should be made individually or with others.</p> <p>8.VP.5.4. Explain how family, culture, media, peers, and personal beliefs affect a decision that could lead to violence.</p> <p>8.VP.5.5. Distinguish between healthy and unhealthy alternatives of a decision that could lead to violence.</p> <p>8.VP.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to violence.</p> <p>8.VP.5.7. Choose a healthy alternative when making a decision that could lead to violence.</p> <p>8.VP.5.8. Analyze the effectiveness of a final outcome of a decision that could lead to violence.</p>

**Standard 6: Goal Setting Skills****Students will demonstrate the ability to use goal-setting skills to enhance health.**

<p>G68.6.1. Assess personal health practices.</p> <p>G68.6.2. Set a realistic personal health goal.</p> <p>G68.6.3. Assess the barriers to achieving a personal health goal.</p> <p>G68.6.4. Apply strategies to overcome barriers to achieving a personal health goal.</p> <p>G68.6.5. Use strategies and skills to achieve a personal health goal.</p>	<p>8.VP.6.1. Assess personal violent and non-violent practices.</p> <p>8.VP.6.2. Set a realistic personal goal to prevent violence.</p> <p>8.VP.6.3. Assess the barriers to achieving a personal goal to prevent violence.</p> <p>8.VP.6.4. Apply strategies to overcome barriers to achieving a personal goal to prevent violence.</p> <p>8.VP.6.5. Use strategies and skills to achieve a personal goal to prevent violence.</p>
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**Standard 7: Practicing Healthy Behaviors****Students will demonstrate the ability to advocate for personal, family, and community health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>G68.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others.</p> <p>G68.8.2. Persuade others to make positive health choices.</p> <p>G68.8.3. Collaborate with others to advocate for healthy individuals, families and schools.</p> <p>G68.8.4. Demonstrate how to adapt positive health-related messages for different audiences.</p>	<p>8.VP.7.1. Explain the importance of being responsible for practicing violence prevention behaviors.</p> <p>8.VP.7.2. Analyze personal practices and behaviors that reduce or prevent violence.</p> <p>8.VP.7.3. Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.</p> <p>8.VP.7.4. Make a commitment to practice violence prevention behaviors.</p>

**Standard 8: Advocacy Skills****Students will demonstrate the ability to advocate for personal, family, and community health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>G68.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others.</p> <p>G68.8.2. Persuade others to make positive health choices.</p> <p>G68.8.3. Collaborate with others to advocate for healthy individuals, families and schools.</p> <p>G68.8.4. Demonstrate how to adapt positive health-related messages for different audiences.</p>	<p>8.VP.8.1. State a health-enhancing position on a violence prevention topic, supported with accurate information, to improve the health of others.</p> <p>8.VP.8.2. Persuade others to prevent violence.</p> <p>8.VP.8.3. Collaborate with others to advocate for individuals, families and schools to prevent violence.</p> <p>8.VP.8.4. Demonstrate how to adapt violence prevention messages for different audiences.</p>