



NORTH DAKOTA
**DEPARTMENT OF
PUBLIC INSTRUCTION**

**Crosswalk Between the
2026 and 2018
North Dakota Health Content Standards
K-12
2026**

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Introduction

The Standards Writing Committee has created a crosswalk between the 2026 and 2018 North Dakota Health Content Standards. This document shows the changes made between the 2018 standards and the revised 2026 standards. It was developed to help schools implement the revised standards.

General Changes

- Standards in the elementary grades are written by grade level, not grade span.
- Standards in middle school are grouped together rather than being written as two grade spans.
- Standards are arranged by category and sub-category.
- Goals have been set for each category.
- The number of standards (formerly benchmarks) has been reduced. (91-122 Standard reduction)
- Changed "Annotations" to "Clarifications."
- Formatted to be consistent with revised standards in other subject areas.
- Standards document includes a one to two-page overview of the standards in each grade level.
- Progressions of skills between grade levels are included at the end of the document.

GRADE-LEVEL CROSSWALK

Kindergarten

Health Concepts <i>Learners will comprehend core concepts related to health knowledge and disease prevention to promote and enhance their health.</i>		
2026 Standard	2018 Standard	Differences
K.HC.1 Identify examples of each basic dimension of wellness.	1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health. 1.2.2 Recognize that there are multiple dimensions of health.	The new standard combines the two previous standards.
K.HC.2 Recognize ways to prevent or reduce risks of illnesses and injuries.	1.2.3 Describe ways to prevent contagious diseases. 1.2.4 Identify ways to prevent common childhood injuries.	The new standard combines the two previous standards.
K.HC.3 Identify behaviors that show kindness and respect in relationships.	1.2.7 Identify characteristics of healthy and unhealthy relationships with family, peers, and other adults.	The new standard focuses on identifying characteristics of healthy relationships.
Analyze Influences <i>Learners will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</i>		
2026 Standard	2018 Standard	Differences
K.AI.1 Recognize factors that affect health.	2.2.1 Identify how family influences personal health behaviors. 2.2.2 Identify what the school can do to support personal health behaviors.	The new standard focuses on identifying factors influencing health. The ways in which they influence health is developed in first grade.
Access and Evaluate Information <i>Learners will demonstrate the ability to access valid health information about products and services to make informed decisions that enhance the health of self and others.</i>		
2026 Standard	2018 Standard	Differences
K.AE.1 Identify trusted adults and other individuals who support health.	3.2.1 Identify trusted adults and professionals who can help promote health.	The wording of the new standard has been revised, although its meaning remains the same as that of the 2018 standard.

Kindergarten

Communication		
<i>Learners will demonstrate communication skills to enhance health and avoid or reduce health risks.</i>		
2026 Standard	2018 Standard	Differences
K.C.1 Demonstrate ways to express kindness and compassion.	4.2.1 Demonstrate healthy ways to express needs, wants, feelings, and emotions.	The new standard focuses on demonstrating kindness and compassion. The remainder of the 2018 standard is developed in first grade.
K.C.2 Recognize ways to communicate and respect the boundaries of self and others.	4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.	The new standard focuses on communicating and respecting boundaries, which will lead to responding to unwanted, threatening, or dangerous situations, which is now the second-grade standard.
Goal Setting		
<i>Learners will demonstrate both long- and short-term goal-setting skills to enhance health.</i>		
2026 Standard	2018 Standard	Differences
K.GS.1 Identify a goal that supports health.	6.2.1 Identify a short-term personal health goal and describe the action toward achieving the goal.	The new standard focuses on identifying a goal, which is the first part of the previous standard. The actions are developed in first grade.
Decision Making		
<i>Learners will demonstrate decision-making skills to enhance health.</i>		
2026 Standard	2018 Standard	Differences
K.DM.1 Identify healthy choices.	5.2.1 Identify situations when a health-related decision is needed.	The new standard focuses on identifying healthy choices, which will lead to making health-related decisions in first grade.
Self-Management		
<i>Learners will demonstrate health-enhancing behaviors and avoid or reduce health risks. .</i>		
2026 Standard	2018 Standard	Differences
K.SM.1 Identify health behaviors to avoid or reduce risk.	7.2.2 Demonstrate health behaviors that avoid or reduce health risks.	The new standard focuses on identifying the behaviors. They will demonstrate their behaviors in first grade.
Advocacy		
<i>Learners will demonstrate the ability to advocate for personal, family, and community health.</i>		
2026 Standard	2018 Standard	Differences
K.A.1 Request assistance to support personal health.	8.2.1 Make a request to promote personal health.	The new standard focuses on requesting assistance to support health needs.

Grade 1

Health Concepts <i>Learners will comprehend core concepts related to health knowledge and disease prevention to promote and enhance their health</i>		
2026 Standard	2018 Standard	Differences
1.HC.1 Describe health-promoting behaviors for physical, mental, and social health.	1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health. 1.2.5 Describe why it is important to seek health care.	The new standard combines the 2018 standards. Seeking health care is considered an example of health-promoting behavior.
1.HC.2 Identify ways to prevent or reduce risks of illnesses and injuries to self.	1.2.3 Describe ways to prevent contagious diseases. 1.2.4 Identify ways to prevent common childhood injuries.	The new standard combines the two previous standards.
1.HC.3 Describe the difference between friendly/helpful behaviors and unfriendly/hurtful behaviors in relationships.	1.2.7 Identify characteristics of healthy and unhealthy relationships with family, peers, and other adults.	The new standard compares helpful and unhelpful behaviors within relationships.
Analyze Influences <i>Learners will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</i>		
2026 Standard	2018 Standard	Differences
1.AI.1 Identify how different factors influence personal health.	2.2.1 Identify how family influences personal health behaviors. 2.2.2 Identify what the school can do to support personal health behaviors. 2.2.3 Describe how the media and technology can influence health behaviors.	The new standard combines the three previous standards describing various influences to personal health and behavior.
Access and Evaluate Information <i>Learners will demonstrate the ability to access valid health information about products and services to make informed decisions that enhance the health of self and others.</i>		
2026 Standard	2018 Standard	Differences
1.AE.1 Identify trusted adults at school and in the community.	2.2.2 Identify what the school can do to support personal health behaviors. 3.2.2 Identify ways to locate school and community health helpers.	The new standard summarizes and combines the previous standards.

Grade 1

Communication		
<i>Learners will demonstrate communication skills to enhance health and avoid or reduce health risks.</i>		
2026 Standard	2018 Standard	Differences
1.C.1 Demonstrate ways to express thoughts, feelings, wants, and needs to support the health of self.	4.2.1 Demonstrate healthy ways to express needs, wants, feelings, and emotions.	The standards remained the same. The new standard is worded differently.
1.C.2 Identify ways to communicate and respect the boundaries of self and others.	4.2.3 Demonstrate ways to respond to an unwanted, threatening, or dangerous situation.	The new standard focuses on communicating and respecting boundaries, which will enable responding to unwanted, threatening, or dangerous situations, now a second-grade standard.
Goal Setting		
<i>Learners will demonstrate long- and short-term goal-setting skills to enhance health.</i>		
2026 Standard	2018 Standard	Differences
1.GS.1 Identify actions that support reaching a health-related goal.	6.2.1 Identify a short-term personal health goal and describe the action toward achieving the goal.	The new standard focuses on identifying actions to help achieve a goal, which is the second part of the previous standard.
Decision Making		
<i>Learners will demonstrate decision-making skills to enhance health.</i>		
2026 Standard	2018 Standard	Differences
1.DM.1 Identify options when making a health-related decision.	5.2.1 Identify situations when a health-related decision is needed. 5.5.1 Identify health-related situations that might require a decision-making process.	The focus of the new standard is on identifying options when making a decision.
Self-Management		
<i>Learners will demonstrate health-enhancing behaviors and avoid or reduce health risks.</i>		
2026 Standard	2018 Standard	Differences
1.SM.1 Demonstrate health behaviors to avoid or reduce risk.	7.2.1 Demonstrate health behaviors to maintain or improve personal health.	The new standard focuses on behaviors that avoid or reduce risks.
Advocacy		
<i>Learners will demonstrate the ability to advocate for personal, family, and community health.</i>		
2026 Standard	2018 Standard	Differences
1.A.1 Identify a variety of ways to support others in making health-promoting choices.	8.2.2 Encourage peers to make positive health choices.	The new standard focuses on supporting others in making health-promoting choices. The previous standard focused on providing encouragement to peers.

Grade 2

Health Concepts <i>Learners will comprehend core concepts related to health knowledge and disease prevention to promote and enhance their health.</i>		
2026 Standard	2018 Standard	Differences
2.HC.1 Explain why health-promoting behaviors are important for well-being.	1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.	The focus of the standards is the same. The previous standard identified specific dimensions of wellness. The committee did not specify them because they vary depending upon the resource used (e.g., wellness wheel, wellness triangle).
2.HC.2 Identify ways to prevent or reduce risks of illnesses and injuries to self and others.	1.2.3 Describe ways to prevent contagious diseases. 1.2.4 Identify ways to prevent common childhood injuries.	The new standard combines the two previous standards.
2.HC.3 Identify behaviors of healthy relationships.	1.2.7 Identify characteristics of healthy and unhealthy relationships with family, peers, and other adults.	The new standard focuses on the behaviors in a healthy relationship.
Analyze Influences <i>Learners will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</i>		
2026 Standard	2018 Standard	Differences
2.AI.1 Describe how different factors influence personal health.	2.2.1 Identify how family influences personal health behaviors. 2.2.2 Identify what the school can do to support personal health behaviors. 2.2.3 Describe how the media and technology can influence health behaviors.	The new standard combines the three standards from 2018. It focuses on explaining how the influence affects the health and well-being of others.
Access and Evaluate Information <i>Learners will demonstrate the ability to access valid health information about products and services to make informed decisions that enhance the health of self and others.</i>		
2026 Standard	2018 Standard	Differences
2.AE.1 Demonstrate when and how to seek help from others at home, at school, or in the community.	4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed. 5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	The new standard combines the two standards from 2018.

Grade 2

Communication		
<i>Learners will demonstrate communication skills to enhance health and avoid or reduce health risks.</i>		
2026 Standard	2018 Standard	Differences
2.C.1 Use active listening skills in a variety of situations.	4.2.2 Demonstrate listening skills to enhance health.	The focus of the standards is the same. The wording has changed.
2.C.2 Identify communication skills and strategies to use if uncomfortable, unsafe, or harmed.	4.2.3 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.	The subject of the standards is the same. The wording and rigor of the skill has changed.
Goal Setting		
<i>Learners will demonstrate both long- and short-term goal-setting skills to enhance health.</i>		
2026 Standard	2018 Standard	Differences
2.GS.1 Demonstrate steps to achieve a health-related goal.	6.2.1 Identify a short-term personal health goal and describe the action toward achieving the goal.	The new standard focuses on implementing the action. Standards in kindergarten and first grade developed the skills of identifying a goal and actions to achieve the goal.
Decision Making		
<i>Learners will demonstrate decision-making skills to enhance health.</i>		
2026 Standard	2018 Standard	Differences
2.DM.1 Identify consequences of health-related choices.	5.5.6 Describe the outcomes of a health-related decision.	The focus of the standards is the same. The consequences within the new standard could be positive or negative.
Self-Management		
<i>Learners will demonstrate health-enhancing behaviors and avoid or reduce health risks.</i>		
2026 Standard	2018 Standard	Differences
2.SM.1 Demonstrate health and safety routines.	7.2.2 Demonstrate health behaviors that avoid or reduce health risks.	The new standard focuses on demonstrating health and safety routines which would help avoid or reduce health risks.
Advocacy		
<i>Learners will demonstrate the ability to advocate for personal, family, and community health.</i>		
2026 Standard	2018 Standard	Differences
2.A.1 Encourage others to make health-promoting choices.	8.2.2 Encourage peers to make positive health choices.	The new standard expands the individuals encouraged beyond peers.

Omitted Standards K-2

2026 Standard	2018 Standard	Differences
	1.2.6 Explain how responsibility changes as we grow older.	This standard has been omitted.
	6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.	This is part of the goal setting process.

Grade 3

Health Concepts <i>Learners will comprehend core concepts related to health knowledge and disease prevention to promote and enhance their health.</i>		
2026 Standard	2018 Standard	Differences
3.HC.1 Describe how health-promoting behaviors impact the dimensions of wellness.	1.5.1 Describe the relationship between health behaviors and social, emotional, physical, and mental health.	The new standard focuses on the impact of behavior within the dimensions of wellness. The dimensions are not specified because these may vary depending upon the resources used (e.g., wellness wheel, wellness triangle).
3.HC.2 Describe ways to prevent or reduce risks of illnesses and injuries.	1.5.4 Describe ways to prevent common childhood injuries and health problems. 7.5.3 Demonstrate health behaviors to avoid or reduce health risks. 1.5.7 Define abstinence in relation to health behaviors.	The new standard combines the three previous standards.
3.HC.3 Identify behaviors of healthy and unhealthy relationships.	1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.	The new standard focuses on the behaviors exhibited in healthy and unhealthy relationships.
Analyze Influences <i>Learners will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</i>		
2026 Standard	2018 Standard	Differences
3.AI.1 Explain how family, peers, and environment influence the health of self and others.	2.5.1 Describe how family influences personal health behaviors. 2.5.2 Identify the influence of culture on health behaviors. 2.5.3 Identify how peers can influence health behaviors. 2.5.4 Describe how the school and community can support personal health practices and behaviors. 2.5.5 Explain how media and technology influence personal health behaviors.	The new standard combines the five standards from 2018, which identified specific influences. Examples of the various influences are found in the clarifications of the new standards.

Grade 3

Access and Evaluate Information		
<i>Learners will demonstrate the ability to access valid health information about products and services to make informed decisions that enhance the health of self and others.</i>		
2026 Standard	2018 Standard	Differences
3.AE.1 Demonstrate which trusted adults and other health resources are appropriate in various situations.	3.5.2 Locate resources from home, school, and community that provide valid health information.	The new standard emphasizes the use of the most suitable resource for a specific situation.
Communication		
<i>Learners will demonstrate communication skills to enhance health and avoid or reduce health risks.</i>		
2026 Standard	2018 Standard	Differences
3.C.1 Use active listening skills and strategies in a variety of situations.	4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	The new standard focuses on use of active listening skills.
3.C.2 Demonstrate communication and refusal skills to use if uncomfortable, unsafe, or harmed.	4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. 4.5.2 Demonstrate refusal skills that avoid or reduce health risks. 4.5.4 Demonstrate how to ask for assistance to enhance personal health.	The new standard combines the three standards from 2018, focusing on communication skills appropriate for the situation.
3.C.3 Recognize strategies to prevent conflict in simple situations.	4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.	Both standards focus on conflict resolution skills. They are worded differently.
Goal Setting		
<i>Learners will demonstrate both long- and short-term goal-setting skills to enhance health.</i>		
2026 Standard	2018 Standard	Differences
3.GS.1 Set a goal and explain how the goal supports health.	6.5.1 Set a personal health short-term goal and track progress toward its achievement.	The new standards focus on the goal-setting piece. It identifies a goal and asks students to justify how it supports health and wellbeing.
Decision Making		
<i>Learners will demonstrate decision-making skills to enhance health.</i>		
2026 Standard	2018 Standard	Differences
3.DM.1 Describe how healthy decisions influence personal health.	5.5.6 Describe the outcomes of a health-related decision.	The new standard focuses on ways decisions can impact health.

Grade 3

Self-Management		
<i>Learners will demonstrate health-enhancing behaviors and avoid or reduce health risks.</i>		
2026 Standard	2018 Standard	Differences
3.SM.1 Recognize practices and behaviors that support the health of self and others.	7.5.1 Identify responsible personal health behaviors.	The new standard focuses on examining practices and behaviors that support health and well-being. This increases the rigor of the 2018 standard.
Advocacy		
<i>Learners will demonstrate the ability to advocate for personal, family, and community health.</i>		
2026 Standard	2018 Standard	Differences
3.A.1 Identify advocacy skills and strategies to support health.	8.5.2 Encourage others to make positive health choices.	The new standard focuses on skills and strategies. The previous standard focused on encouraging others.

Grade 4

Health Concepts <i>Learners will comprehend core concepts related to health knowledge and disease prevention to promote and enhance their health.</i>		
2026 Standard	2018 Standard	Differences
4.HC.1 Explain ways to engage in health-promoting behaviors, including how to manage health conditions.	1.5.1 Describe the relationship between health behaviors and social, emotional, physical, and mental health. 1.5.5 Describe when it is important to seek health care.	The new standard combines the concepts within the two 2018 standards and embeds health condition management (e.g., diabetes, asthma, epilepsy, allergies).
4.HC.2 Describe ways to prevent or reduce risks of illnesses and injuries to self and others.	1.5.4 Describe ways to prevent common childhood injuries and health problems. 7.5.3 Demonstrate health behaviors to avoid or reduce health risks. 1.5.7 Define abstinence in relation to health behaviors.	The new standard combines the previous standards regarding the prevention or reduction of illnesses and injuries. The abstinence standard from 2018 refers to demonstrating restraint from indulging in risky behaviors.
4.HC.3 Identify personal physical changes that occur during puberty.	1.5.6 Explain the stages of social, emotional, physical, and mental growth and development in humans from infancy to late adulthood.	The focus of the standards is the same. The wording has changed slightly. This standard may include puberty and discussion of hormones and may be taught in either fourth or fifth grade.
4.HC.4 Explain how healthy and unhealthy relationship behaviors influence the health of self and others.	1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.	The new standard focuses on the influences of relationships on the health of self and others.
Analyze Influences <i>Learners will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</i>		
2026 Standard	2018 Standard	Differences
4.AI.1 Explain how different factors can influence health choices for self and others.	2.5.1 Describe how family influences personal health behaviors. 2.5.2 Identify the influence of culture on health behaviors. 2.5.3 Identify how peers can influence health behaviors. 2.5.4 Describe how the school and community can support personal health practices and behaviors. 2.5.5 Explain how media and technology influence personal health behaviors.	The new standard combines the five standards from 2018, which identified specific influences and focuses on how those factors influence health choices.

Grade 4

Access and Evaluate Information		
<i>Learners will demonstrate the ability to access valid health information about products and services to make informed decisions that enhance the health of self and others.</i>		
2026 Standard	2018 Standard	Differences
4.AE.1 Describe home, school, and community resources that support health.	3.5.2 Locate resources from home, school, and community that provide valid health information.	The focus of the standards is similar.
Communication		
<i>Learners will demonstrate communication skills to enhance health and avoid or reduce health risks.</i>		
2026 Standard	2018 Standard	Differences
4.C.1 Use verbal and nonverbal communication skills to build understanding.	4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	The focus of the standards is similar.
4.C.2 Demonstrate how to seek and/or offer help to support the health of self and others.	4.5.4 Demonstrate how to ask for assistance to enhance personal health.	The new standard adds supporting the health and well-being of oneself and others.
4.C.3 Recognize strategies to prevent and manage conflict in simple situations.	4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.	Both standards emphasize the importance of conflict resolution skills. The new standard also emphasizes the prevention of conflict.
Goal Setting		
<i>Learners will demonstrate both long- and short-term goal-setting skills to enhance health.</i>		
2026 Standard	2018 Standard	Differences
4.GS.1 Identify supports and barriers that affect progress toward a health-related goal.	6.5.2 Identify resources to assist in achieving a personal health goal.	The new standard focuses on identifying supports (e.g., trusted adults, peers, resources) and barriers impacting progress toward meeting a goal. The previous standard focuses on the resources.
Decision Making		
<i>Learners will demonstrate decision-making skills to enhance health</i>		
2026 Standard	2018 Standard	Differences
4.DM.1 Choose a health-promoting option in a health-related situation and explain why it is a good choice.	5.5.3 List healthy options to health-related issues or problems. 5.5.4 Predict the potential outcomes of each option when making a health-related decision. 5.5.5 Choose a healthy option when making a decision.	The new standard combines previous standards focusing on options and potential outcomes.

Grade 4

Self-Management		
<i>Learners will demonstrate health-enhancing behaviors and avoid or reduce health risks.</i>		
2026 Standard	2018 Standard	Differences
4.SM.1 Determine appropriate situations for practices and behaviors that support the well-being of oneself and others.		The new standard asks learners not only to look at the practices and behaviors but also to determine if those behaviors and practices are appropriate for the situation.
Advocacy		
<i>Learners will demonstrate the ability to advocate for personal, family, and community health.</i>		
2026 Standard	2018 Standard	Differences
4.A.1 Describe how collaboration and communication support advocacy.		This standard explores the role of collaboration and communication in addressing health needs.

Grade 5

Health Concepts <i>Learners will comprehend core concepts related to health knowledge and disease prevention to promote and enhance their health.</i>		
2026 Standard	2018 Standard	Differences
5.HC.1 Examine how health knowledge supports health and well-being.		This standard helps connect the health concepts learned previously to maintaining health and well-being.
5.HC.2 Explain ways to prevent or reduce risks of illnesses and injuries.	1.5.4 Describe ways to prevent common childhood injuries and health problems. 7.5.3 Demonstrate health behaviors to avoid or reduce health risks. 1.5.7 Define abstinence in relation to health behaviors.	The new standard combines the previous standards regarding the prevention or reduction of illnesses and injuries. The abstinence standard from 2018 refers to demonstrating restraint from indulging in risky behaviors.
5.HC.3 Explain when and why it is important to seek health care.	1.5.5 Describe when it is important to seek health care.	The new standard asks students to explain both when and why one may need to seek health care. The 2018 standard focused on when to seek health care.
5.HC.4 Identify the stages of physical, social, emotional development during puberty.	1.5.6 Explain the stages of social, emotional, physical, and mental growth and development in humans from infancy to late adulthood.	The focus of the standards is the same.
5.HC.5 Identify patterns of unhealthy relationship behaviors and identify strategies to respond or seek help.	1.5.8 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.	The new standard focuses on identifying behaviors within unhealthy relationships and strategies to respond or seek assistance.
Analyze Influences <i>Learners will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</i>		
2026 Standard	2018 Standard	Differences
5.AI.1 Apply knowledge of influences to make healthy choices for self and others.	2.5.1 Describe how family influences personal health behaviors. 2.5.2 Identify the influence of culture on health behaviors. 2.5.3 Identify how peers can influence health behaviors. 2.5.4 Describe how the school and community can support personal health practices and behaviors. 2.5.5 Explain how media and technology influence personal health behaviors.	The new standard combines the five standards from 2018, which identified specific influences and focuses on applying information learned to make healthy choices.

Grade 5

Access and Evaluate Information		
<i>Learners will demonstrate the ability to access valid health information about products and services to make informed decisions that enhance the health of self and others.</i>		
2026 Standard	2018 Standard	Differences
5.AE.1 Determine the validity of health information, products, and services.	3.5.1 Identify characteristics of valid health information, products, and services.	The new standard asks students to determine the validity of health resources (e.g., products, information, and services), increasing the rigor of the standard.
Communication		
<i>Learners will demonstrate communication skills to enhance health and avoid or reduce health risks.</i>		
2026 Standard	2018 Standard	Differences
5.C.1 Use effective communication skills to support the health of self and others.	4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	The new standard does not specify verbal and nonverbal skills; however, both are included in the intent of the standard.
5.C.2 Demonstrate skills to communicate and respect personal limits and the limits of others.	4.5.2 Demonstrate refusal skills that avoid or reduce health risks.	The new standard emphasizes respecting personal limits and communicating them, which includes demonstrating refusal skills.
5.C.3 Identify strategies to prevent and manage conflict in peer or group situations.	4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.	Both standards focus on conflict resolution skills.
Goal Setting		
<i>Learners will demonstrate both long- and short-term goal-setting skills to enhance health.</i>		
2026 Standard	2018 Standard	Differences
5.GS.1 Develop a plan to achieve a health-related goal.	6.5.1 Set a personal health short-term goal and track progress toward its achievement.	The new standard focuses on developing an implementation plan to achieve the goal. Setting the goal is the focus in third grade.
Decision Making		
<i>Learners will demonstrate decision-making skills to enhance health.</i>		
2026 Standard	2018 Standard	Differences
5.DM.1 Choose a health-promoting option in a health-related situation and reflect on the results of that choice.	5.5.5 Choose a healthy option when making a decision. 5.5.6 Describe the outcomes of a health-related decision.	The new standard combines the two 2018 standards.

Grade 5

Self-Management		
<i>Learners will demonstrate health-enhancing behaviors and avoid or reduce health risks.</i>		
2026 Standard	2018 Standard	Differences
5.SM.1 Use strategies and resources to manage influences that impact health.	7.5.2 Demonstrate health behaviors to maintain or improve personal health.	The new standard emphasizes strategies and resources that mitigate the impact of external influences.

Advocacy		
<i>Learners will demonstrate the ability to advocate for personal, family, and community health.</i>		
2026 Standard	2018 Standard	Differences
5.A.1 Demonstrate how to advocate for health.	8.5.2 Encourage others to make positive health choices.	The new standard focuses on supporting others' health and promoting safety. The 2018 standard focused on encouraging healthy choices.

Omitted Standards 3-5

2026 Standard	2018 Standard	Differences
	5.5.2 Analyze when assistance is needed when making a health-related decision.	This is part of the decision-making process.
	8.5.1 Express opinions and give accurate information about health issues.	This standard would result from standard 5.AE.1.

Middle School

Health Concepts <i>Learners will comprehend core concepts related to health knowledge and disease prevention to promote and enhance their health.</i>		
2026 Standard	2018 Standard	Differences
MS.HC.1 Describe how the dimensions of wellness in adolescence influence overall wellness.	1.6.1 Analyze the relationship between health behaviors and personal health. 1.6.2 Identify examples of mental, emotional, physical, and social health. 1.6.3 Describe how the environment can promote personal health. 1.8.1 Analyze the relationship between health behaviors and personal health. 1.8.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence.	The new standard combines the 2018 standards, focusing on health behaviors and different dimensions of wellness.
MS.HC.2 Describe ways to prevent injury and adolescent health problems.	1.6.5 Identify adolescent health problems. 1.6.8 Examine the likelihood or injury or illness if engaging in unhealthy behaviors. 1.6.10 Define abstinence in relation to health behaviors. 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems. 1.8.7 Describe the benefits and barriers to practicing health-enhancing behaviors. 1.8.8 Examine the potential seriousness of injury and illness if engaging in unhealthy behaviors. 2.6.4 Identify risk behaviors that can lead to future unhealthy behaviors. 7.6.3 Demonstrate health behaviors to avoid or reduce health risks to self and others. 7.8.3 Demonstrate health behaviors to avoid or reduce health risks to self and others.	The new standard combines the standards from 2018, addressing injury prevention and adolescent health concerns, injury, and illnesses. Examples of potential topics are found in the clarifications of the new standards.

Middle School

Health Concepts <i>Learners will comprehend core concepts related to health knowledge and disease prevention to promote and enhance their health.</i>		
2026 Standard	2018 Standard	Differences
MS.HC.3 Explain how health care can contribute to personal health.	1.6.6 Explain how appropriate health care can promote personal health. 1.8.6 Explain how appropriate health care can promote personal health. 3.6.3 Identify situations that may require professional health services. 3.8.4 Describe situations that may require professional health services.	The new standard combines the 2018 standards focusing on health care.
MS.HC.4 Explain the stages of social, emotional, and physical growth and development during adolescence.	1.6.9 Explain mental, emotional, physical, and social changes that occur during adolescence.	The focus of the standards is similar.
MS.HC.5 Identify the anatomical structures of the reproductive system.	1.8.9 Identify the anatomical structures of the reproductive system.	The standards are the same.
MS.HC.6 Explain the processes of conception and prenatal development.	1.8.10 Explain the processes of conception, prenatal development, and birth.	The focus of the standards is similar. This standard includes the required video that is part of NDCC 15.1-21-28. Potential videos may be found in the resources section of the Health Standards webpage.
MS.HC.7 Identify the benefits of abstinence and the risks of adolescent sexual activity.	1.8.11 Identify the benefits of abstinence and/or contraceptive methods.	This standard focuses on the benefits of abstinence and the risks of adolescent sexual activity. It meets the requirements of NDCC 15.1-21-24.
MS.HC.8 Compare characteristics of healthy and unhealthy relationships with family, peers, and other adults.	1.6.11 Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults. 1.8.13 Analyze characteristics of healthy and unhealthy relationships with family, peers, and other adults.	This standard is the same as the two standards from 2018.

Middle School

Analyze Influences <i>Learners will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</i>		
2026 Standard	2018 Standard	Differences
MS.AI.1 Analyze how various influences impact health, behaviors, and well-being.	1.6.4 Describe how family history can affect personal health. 2.6.1 Describe how family influences health in positive and negative ways. 2.6.2 Describe how culture, personal values, and beliefs support and challenge health practices and behaviors. 2.6.3 Identify how peers influence health behaviors. 2.6.5 Explain how messages from media and technology influence health behaviors. 2.8.1 Analyze how family influences the health of individuals. 2.8.2 Describe how culture, personal values, and beliefs support and challenge health practices and behaviors. 2.8.3 Describe how peers influence health behaviors. 2.8.4 Analyze how the school and community can affect personal health practices and behaviors. 2.8.5 Analyze how messages from media and technology influence health behaviors. 2.8.6 Explain the influence of norms, personal values, and beliefs on individual health behaviors. 2.8.7 Describe how some health behaviors can influence the likelihood of engaging in other unhealthy behaviors. 2.8.8 Explain how school and public health policies can influence health promotion and disease prevention.	The new standard combines the standards from 2018, which identified specific influences. Examples of the various influences are found in the clarifications of the new standards.

Middle School

Access and Evaluate Information <i>Learners will demonstrate the ability to access valid health information about products and services to make informed decisions that enhance the health of self and others.</i>		
2026 Standard	2018 Standard	Differences
MS.AE.1 Analyze valid and reliable sources of health information, products, and services.	3.6.1 Describe the validity of health information, products, and services. 3.6.2 Assess valid health information from home, school, and community. 3.8.1 Analyze the validity of health information, products, and services. 3.8.2 Access valid health information from home, school, and community. 3.8.3 Access valid and reliable health products and services.	The new standard combines the 2018 standards, focusing on the access and analysis of the validity of health resources, services, products, and information.
MS.AE.2 Recognize examples of misinformation and disinformation.		This new standard focuses on recognizing misinformation and disinformation to lay the background for the high school standard.

Middle School

Communication <i>Learners will demonstrate communication skills to enhance health and avoid or reduce health risks.</i>		
2026 Standard	2018 Standard	Differences
MS.C.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. 4.6.5 Demonstrate how to ask for assistance to enhance the health of self and others. 4.8.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. 4.8.6 Demonstrate how to ask for assistance to enhance the health of self and others. 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences. 4.6.3 Demonstrate negotiation skills to avoid or reduce health risks. 4.8.3 Demonstrate negotiation skills to avoid or reduce health risks. 4.8.4 Demonstrate collaboration skills to avoid or reduce health risks.	The new standard summarizes the various forms of effective verbal and nonverbal communication identified in the 2018 standards. It is the same as the 4.1 standard for both sixth and eighth grade in 2018.
MS.C.2 Demonstrate refusal skills to enhance health.	4.6.2 Demonstrate refusal skills to avoid or reduce health risks. 4.8.2 Demonstrate refusal skills to avoid or reduce health risks.	The new standard combines the 2018 standards.
MS.C.3 Demonstrate effective conflict management and resolution strategies to enhance health.	4.6.4 Demonstrate effective conflict management or resolution strategies. 4.8.5 Demonstrate effective conflict management or resolution strategies.	The new standard combines the 2018 standards.

Middle School

Goal Setting		
<i>Learners will demonstrate both long- and short-term goal-setting skills to enhance health.</i>		
2026 Standard	2018 Standard	Differences
MS.GS.1 Assess personal health practices.	6.6.1 Assess personal health practices. 6.8.1 Assess personal health practices. 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.	The new standard consolidates the 2018 standards, with a focus on assessing health practices.
MS.GS.2 Develop a goal to support health and well-being.	6.6.2 Develop a goal to adopt, maintain, or improve a personal health practice. 6.8.2 Develop a goal to adopt, maintain, or improve a personal health practice.	The new standard combines the 2018 standards.
MS.GS.3 Apply the strategies and skills needed to attain a personal health goal.	6.6.3 Identify strategies and skills needed to attain a personal health goal. 6.8.3 Apply strategies and skills needed to attain a personal health goal.	The new standard combines the 2018 standards.
Decision Making		
<i>Learners will demonstrate decision-making skills to enhance health.</i>		
2026 Standard	2018 Standard	Differences
MS.DM.1 Apply a decision-making process in health-related situations.	5.6.2 Determine when health-related situations require the application of a decision-making process. 5.8.2 Apply the decision-making process in health-related situations.	The new standard combines the 2018 standards.

Middle School

Self-Management		
<i>Learners will demonstrate health-enhancing behaviors and avoid or reduce health risks.</i>		
2026 Standard	2018 Standard	Differences
MS.SM.1 Identify behaviors and practices that contribute to the health of self and others.	7.6.2 Demonstrate health behaviors that will maintain or improve the health of self and others.	The new standard asks learners to identify the behaviors and practices that lead to MS.SM.2, which focuses on evaluating those behaviors and practices. The new standard focuses on personal and community health and well-being.
MS.SM.2 Explain how personal responsibility for health behaviors impacts overall health.	7.6.1 Identify the importance of assuming responsibility for personal health behaviors. 7.8.1 Explain the importance of assuming responsibility for personal health behaviors.	The focus of the 2018 standards and the new standard are similar.
Advocacy		
<i>Learners will demonstrate the ability to advocate for personal, family, and community health.</i>		
2026 Standard	2018 Standard	Differences
MS.A.1 Promote health-enhancing behavior with the support of valid health information.	8.6.1 Construct a health-enhancing position on a topic and support it with accurate information. 8.8.1 Construct a health-enhancing position on a topic and support it with accurate information.	The standards share a similar focus on utilizing valid health information to promote health and wellness. They are worded differently.
MS.A.2 Demonstrate self-advocacy skills to support positive health outcomes.	8.6.2 Demonstrate how to influence and support others to make positive health choices. 8.8.2 Demonstrate how to influence and support others to make positive health choices.	The new standard focuses on self-advocacy.

Omitted Standards Middle School

2026 Standard	2018 Standard	Differences
	1.6.7 Describe the benefits of and barriers to practicing health enhancing behaviors.	This standard was embedded at earlier grade levels and will be embedded in the decision-making process at the high school level.
	1.8.12 Acknowledge differences among individuals regarding gender.	This standard was left off due to NDCC 15.1-39-01, which defines sex and gender in the state.
	5.6.1 Identify circumstances that can help or hinder healthy decision making.	Part of the decision-making process in standard MS.DM.1.
	5.6.3 Distinguish when individual or collaborative decision making is appropriate.	Part of the decision-making process in standard MS.DM.1.
	5.6.4 Identify healthy and unhealthy alternatives to health-related issues or problems.	Part of the decision-making process in standard MS.DM.1.
	5.6.5 Predict the potential outcomes of healthy and unhealthy decisions on self and others.	Part of the decision-making process in standard MS.DM.1.
	5.6.6 Choose healthy alternatives over unhealthy alternatives when making a decision.	Part of the decision-making process in standard MS.DM.1.
	5.6.7 Analyze the outcomes of a health-related decision.	Part of the decision-making process in standard MS.DM.1.
	5.8.1 Identify circumstances that can help or hinder healthy decision making.	Part of the decision-making process in standard MS.DM.1.
	5.8.3 Distinguish when individual or collaborative decision making is appropriate.	Part of the decision-making process in standard MS.DM.1.
	5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.	Part of the decision-making process in standard MS.DM.1.
	5.8.5 Predict the potential outcomes of healthy and unhealthy decisions on self and others.	Part of the decision-making process in standard MS.DM.1.
	5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.	Part of the decision-making process in standard MS.DM.1.
	5.8.7 Analyze the outcomes of a health-related decision.	Part of the decision-making process in standard MS.DM.1.
	8.8.3 Work collaboratively to advocate for healthy individuals, families, and schools.	The new standards focus more on self-advocacy and advocating for healthy practices that impact self and others.

High School

Health Concepts <i>Learners will comprehend core concepts related to health knowledge and disease prevention to promote and enhance their health.</i>		
2026 Standard	2018 Standard	Differences
HS.HC.1 Analyze the relationships between the dimensions of wellness as related to health outcomes.	1.12.2 Analyze the interrelationships of mental, emotional, physical, and social health. 1.12.3 Analyze how the environment and personal health are interrelated.	The new standard combines the two 2018 standards, focusing on dimensions of wellness and health outcomes.
HS.HC.2 Formulate strategies to reduce or prevent injuries and health problems.	1.12.5 Formulate strategies to reduce or prevent injuries and health problems.	The standards are the same.
HS.HC.3 Analyze how health behaviors can affect one's health status.	1.12.1 Predict how health behaviors can affect health status.	The new standard focuses on analyzing the impact of one's health behavior on overall health. The 2018 standards focused on predicting how behaviors could impact health.
HS.HC.4 Explain the functions of the anatomical reproductive system.	1.12.9 Explain the functions of the reproductive system.	The new standard focuses on the anatomical structures.
HS.HC.5 Explain fetal development from conception to birth.	1.12.10 Describe prenatal and postnatal practices that can contribute to or threaten a healthy pregnancy for parent and child.	The focus of the new standard is fetal development which changes the focus of the 2018 standard. This standard includes the required video that is part of NDCC 15.1-21-24. Potential videos may be found in the resources section of the Health Standards webpage.
HS.HC.6 Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods.	1.12.11 Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms.	The focus of the standards is the same. This standard meets the requirements of NDCC 15.1-21-24.
HS.HC.7 Analyze the benefits of and barriers to practicing a variety of health-enhancing behaviors.	1.12.7 Analyze the benefits of and barriers to practicing a variety of health-enhancing behaviors.	The standards are the same.
HS.HC.8 Describe how self-efficacy, perceived susceptibility, and perceived severity influence health behaviors.	1.12.8 Examine personal susceptibility to and severity of injury, illness, or death if engaging in unhealthy behaviors.	The focus of the standards is similar. The new standard includes self-efficacy and perceptions.

High School

Health Concepts <i>Learners will comprehend core concepts related to health knowledge and disease prevention to promote and enhance their health.</i>		
2026 Standard	2018 Standard	Differences
HS.HC.9 Analyze disparities amongst the population that impact health behaviors.	1.12.6 Analyze the relationship between access to health care and health status. 1.12.12 Acknowledge differences among individuals regarding gender.	The new standard focuses on disparities in a broader sense, allowing for more discussion regarding specific types (e.g., historical, cultural, socio-economic, social pressures, and stereotypes).
HS.HC.10 Analyze characteristics of healthy and unhealthy relationships with family, peers, and other adults.	1.12.13 Analyze characteristics of healthy and unhealthy relationships with family, peers, and other adults.	The standards are the same.
Analyze Influences <i>Learners will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</i>		
2026 Standard	2018 Standard	Differences
HS.AI.1 Evaluate the relationships and impacts of various influences on one's health and well-being.	2.12.1 Analyze how family influences the health of individuals. 2.12.2 Analyze how culture, personal values, and beliefs support and challenge health behaviors. 2.12.3 Analyze how peers influence health behaviors. 2.12.4 Evaluate how the school and community can affect personal health behaviors. 2.12.5 Evaluate the impact of media and technology on personal, family, and community health. 2.12.6 Analyze how the perceptions of norms influence health behaviors.	The new standard combines the five standards from 2018, which identified specific influences. Examples of these various influences can be found in the clarifications of the new standards.

High School

Analyze Influences <i>Learners will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</i>		
2026 Standard	2018 Standard	Differences
HS.AI.2 Evaluate how various influences affect health outcomes and the elimination of health disparities.	1.12.6 Analyze the relationship between access to health care and health status. 2.12.6 Analyze how the perceptions of norms influence health behaviors. 2.12.7 Examine how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors. 2.12.8 Analyze how public health policies and government regulations can influence health promotion and disease prevention.	
HS.AI.3 Formulate strategies to manage influences that impact health and well-being.		The new standard focuses on managing influences.
HS.AI.4 Use resources to manage influences that impact health and well-being.		The new standard emphasizes the use of resources to manage influences.
Access and Evaluate Information <i>Learners will demonstrate the ability to access valid health information about products and services to make informed decisions that enhance the health of self and others.</i>		
2026 Standard	2018 Standard	Differences
HS.AE.1 Use valid and reliable sources of health information, products, and services.	3.12.1 Evaluate the validity of health information, products, and services. 3.12.2 Utilize valid health resources that protect and inform consumers.	The new standard focuses on the use of valid and reliable resources, information, products, and services.
HS.AE.2 Analyze supports and barriers to accessing valid and reliable health information, products, and services.	3.12.3 Evaluate the accessibility of products and services that enhance health.	The new standard focuses on the barriers and supports impacting access to valid and reliable health resources. The 2018 standard focused on evaluating accessibility.
HS.AE.3 Identify strategies to manage misinformation and disinformation.		The new standard focuses on identifying strategies to manage misinformation and disinformation.

High School

Communication <i>Learners will demonstrate communication skills to enhance health and avoid or reduce health risks.</i>		
2026 Standard	2018 Standard	Differences
HS.C.1 Apply effective communication skills across multiple modes of communication and media formats to support the health of self and others.	4.12.1 Demonstrate active listening skills to enhance health and avoid or reduce health risks.	The new standard emphasizes the application of effective communication skills across various modalities.
HS.C.2 Apply communication skills and strategies within a variety of interpersonal contexts.	4.12.3 Apply effective verbal and nonverbal negotiation skills to enhance health and avoid or reduce health risks. 4.12.4 Apply effective verbal and nonverbal collaboration skills to enhance health and avoid or reduce health risks. 4.12.5 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	The new standard combines the 2018 standards by referencing a variety of interpersonal contexts.
HS.C.3 Apply refusal skills and strategies in a variety of situations.	4.12.2 Apply effective verbal and nonverbal refusal skills to enhance health and avoid or reduce health risks.	The focus of the standards is the same. The wording is different.
HS.C.4 Demonstrate how to ask for and offer assistance to support the health of self and others.	4.12.6 Demonstrate how to ask for and offer assistance to enhance the health of self and others.	The focus of the standards is the same. The wording is different.
HS.C.5 Adapt strategies to communicate with others with different perspectives and values in various contexts.		The new standard focuses on adapting communication to meet the audience's needs.
HS.C.6 Communicate with empathy and compassion.		The new standard emphasizes the importance of using empathy and compassion when communicating.

High School

Goal Setting		
<i>Learners will demonstrate long- and short-term goal-setting skills to enhance health.</i>		
2026 Standard	2018 Standard	Differences
HS.GS.1 Assess personal health, well-being, and factors for engaging in a goal-setting process.	6.12.1 Assess personal health status.	Both standards focus on assessing one's personal health.
HS.GS.2 Develop a goal to support health and well-being.	6.12.2 Develop a plan to attain a personal health goal.	The new standard focuses on developing a goal. The plan outlined in the 2018 standards aims to help achieve that goal and was developed as part of the goal-setting process.
HS.GS.3 Implement a goal to support health and well-being.	6.12.3 Implement strategies to monitor progress in achieving a personal health goal. 6.12.4 Create an effective short-term and long-term personal health plan.	The new standard focuses on implementing the goal, which includes monitoring strategies and planning.
Decision Making		
<i>Learners will demonstrate decision-making skills to enhance health.</i>		
2026 Standard	2018 Standard	Differences
HS.DM.1 Apply a decision-making process to maintain or improve health and well-being.	5.12.2 Apply the decision-making process in health-related situations.	The focus of the standards is the same.
HS.DM.2 Analyze how personal health choices impact personal well-being and the health of the community.	5.12.6 Defend the healthy choice when making decisions. 5.12.7 Evaluate the effectiveness of health-related decisions.	The new standard summarizes the focus of the standards from 2018.
HS.DM.3 Evaluate the impact of supports and barriers that affect decision-making.	5.12.1 Examine barriers that can hinder healthy decision making.	The new standard focuses on evaluating supports and barriers. The 2018 standard focused on barriers.
Self-Management		
<i>Learners will demonstrate health-enhancing behaviors and avoid or reduce health risks.</i>		
2026 Standard	2018 Standard	Differences
HS.SM.1 Demonstrate health behaviors to avoid or reduce health risks to self and others.	7.12.3 Demonstrate health behaviors to avoid or reduce health risks to self and others.	The standards are the same.
HS.SM.2 Analyze and adopt health behaviors that will maintain or improve the health of self and others.	7.12.2 Analyze health behaviors that will maintain or improve the health of self or others.	The new standard includes the adoption of health behaviors once the analysis is complete.
HS.SM.3 Analyze the role of individual responsibility for enhancing health.	7.12.1 Analyze the role of individual responsibility for enhancing health.	The standards are the same.

High School

Advocacy <i>Learners will demonstrate the ability to advocate for personal, family, and community health.</i>		
New Standard	2018 Standard	Differences
HS.A.1 Adapt health messages and communication techniques to a specific target audience.	8.12.4 Adapt health messages and communication techniques to a specific target audience.	The standards are the same.
HS.A.2 Demonstrate self-advocacy skills to promote health and well-being.		The new standard focuses on self-advocacy.
HS.A.3 Demonstrate advocacy skills to influence and support others to make positive health choices.	8.12.2 Demonstrate how to influence and support others to make positive health choices.	The new standard focuses on advocacy skills that will enable and support others in making positive health choices.

Omitted Standards High School

2026 Standard	2018 Standard	Differences
	3.12.4 Determine when professional health services may be required.	This is a step in the decision-making process.
	5.12.3 Justify when individual or collaborative decision making is appropriate.	Part of the decision-making process in standard HS.DM.1.
	5.12.4 Generate alternatives to health-related issues or problems.	Part of the decision-making process in standard HS.DM.1.
	5.12.5 Defend a healthy choice when making decisions.	Part of the decision-making process in standard HS.DM.1.
	8.12.1 Utilize peer and societal norms to formulate a health-enhancing message.	The new standards focus more on self-advocacy and advocating for healthy practices that impact self and others.
	8.12.3 Work cooperatively as an advocate for improving personal health, and family and community health.	The new standards focus more on self-advocacy and advocating for healthy practices that impact self and others.