

# North Dakota Health Education Content Standards

Grades K-12

August 2018



NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**

North Dakota Department of Public Instruction  
Kirsten Baesler, State Superintendent  
600 E Boulevard Avenue, Dept. 201  
Bismarck, North Dakota 58505-0440  
[www.nd.gov/dpi](http://www.nd.gov/dpi)

## Document Revision Log

| Date Revised | Description of Revision   | Page(s) |
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| June 2023    | <b>Grades 7-8, Code 1.8.10</b><br><b>High School, Code 1.12.10</b><br>During the 2023 Legislative Session, the North Dakota State Legislature passed <a href="#">Century Code 15.1-21-28</a> , impacting middle and high school health education regarding growth and development and human sexuality curriculum. | 40 & 48 |
| May 2024     | <b>Grades 7-8, Code 1.8.10</b><br><b>High School, Code 1.12.10</b><br>Added links and videos that would meet the requirements under NDCC 15.1-21-28.  | 40 & 48 |
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# North Dakota Health Education Content Standards Writing Team

Nicole Arnhalt  
Wahpeton Middle School

Samuel Burns  
Oak Grove Lutheran School, Fargo

Alyssa Cool  
Minot High School

Sara Deutsch  
Jim Hill Middle School, Minot

Kristen Hahne  
Simle Middle School, Bismarck

Nicole Lindgren  
Minot High School

Dave Moody  
Dickinson State University

Nicole Seyfried  
West Fargo Public Schools

Derek Simonsen  
St. Alphonsus School, Langdon

Jason Steele  
Florence Perkett Elementary, Minot

Leah Swedberg  
West Fargo High School

Kayla Taralson  
Westside Elementary, West Fargo

Amber Thompson  
Liberty Middle School, West Fargo

Leah Wheeling  
Simle Middle School, Bismarck

## Project Coordinators

Valerie Fischer, Director  
Adult Education  
Safe and Healthy Schools  
ND Department of Public Instruction  
600 East Boulevard Ave  
Bismarck, ND 58505-0440  
701.328.4138

Robin Lang, Assistant Director  
Safe and Healthy Schools  
ND Department of Public Instruction  
600 East Boulevard Ave  
Bismarck, ND 58505-0440  
701.328.2265

## Project Facilitator

Ben Cronkright  
Facilitator  
North Central Comprehensive Center at McREL International  
4601 DTC Blvd, Suite 500  
Denver, CO 80237  
303.632.5521

## Foreword

These new North Dakota Health Education Content Standards give our educators, administrators, and parents the information they need about what our students should know and be able to do during each step of their educational journey.

Health education includes information about physical, mental health, exercise and nutrition, and disease and injury prevention. Comprehensive health education builds students' knowledge, skills, and positive attitudes about health and motivates our young people to make positive choices that will maintain and improve their health.

This publication is the result of months of meticulous work by a group of 14 North Dakota educators drawn from our K-12 schools and university system, who agreed to devote the hours needed to compose these new standards. The standards writers are experts in health, science, physical education, and family and consumer science.

Our previous health standards were a decade old. In January 2018, we began the work to update them. The writing committee's drafts were made available for public comment in May 2018 and July 2018, which generated useful opinions from educators, administrators, and parents. We also added a second layer of review – a panel of community and business leaders and representatives of the general public – to provide a fresh set of eyes to scrutinize the health committee's work.

When I announced the new health standards initiative in November 2017, I emphasized the writing job would be in the hands of North Dakota educators. There were no dictates from the state or federal government. North Dakota Department of Public Instruction (NDDPI) staff provided support and served as facilitators only. They did not write the standards. Our North Dakota educators have worked with these standards since 2008, and no one is more qualified to improve them.

This document is an example of the best of North Dakota education: North Dakota educators writing North Dakota standards in an open, transparent, and conscientious manner. Thanks to their efforts, these standards are ready for use in our classrooms.

These hardworking professionals deserve thanks from all of us.

A handwritten signature in black ink that reads "Kirsten Baesler". The signature is written in a cursive, flowing style.

Kirsten Baesler  
Superintendent of Public Instruction

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## Introduction

The World Health Organization (WHO) defines Health Education as "any combination of learning experiences designed to help individuals and communities improve their health by increasing their knowledge and influencing their attitudes." On a national level, the Society of Health and Physical Educators (SHAPE America) states that Health Education should "provide students with the knowledge and skills needed to lead healthy lifestyles."

Health Education, like other disciplines, continues to evolve and change. When the original National Health Education Standards (NHES) were drafted in 1995, health, as a subject, was content driven. Today, Health Education has progressed into a skills-based approach that utilizes Health content.

As a result of this paradigm shift, it is our hope that the 2018 North Dakota Health Education Content Standards document reflects the need to provide our students with the skills necessary to lead healthy lives while providing accurate, relevant, and developmentally appropriate content knowledge.

In the process of drafting this document, the foundation started with the current NHES, which was last updated in 2007 to meet the needs of North Dakota students. The previously submitted North Dakota Health Content and Achievement Standards project published in 2008 was also a resource when writing the standards and benchmarks.

### Using this Document

The standards in this document provide guidance for teachers delivering instruction in Health Education. The standards and accompanying benchmarks are presented in five grade bands (K-2, 3-5, 6, 7-8, 9-12). Grade banding provides flexibility to those delivering instruction while recognizing the diversity present within the school structure. It is the expectation of this document that students meet the designated benchmarks by the end of each grade band. In addition to the eight content standards and correlating benchmarks, this document also provides annotations for each grade band with possible content, resources or assessment ideas that can be utilized in a school district's health curriculum.

### Use of e.g.

- e.g. - means "such as." It provides examples for teachers, but it is not inclusive of the whole.

# Key Components of this Document

The benchmarks are banded by grades and include grades K-2, grades 3-5, grade 6, grades 7-8 and grades 9-12. Each benchmark has been assigned a number, although the numbers do not reflect any particular priority. The number of the benchmark is affiliated with the standard, grade level, and benchmark. For example, 1.2.3 means Standard 1, grades Kindergarten to 2nd grade, Benchmark 3.

**Standard** – broad descriptions of what students should know and be able to do in health education.

**Benchmark** – a statement that clearly specifies and itemizes the standards of what students should know and be able to do within specific grade bands. Grade band expectations are benchmarked to indicate a higher level of knowledge and skills as the student progresses through the curriculum.

**Code** – the numerical order of the standards and benchmarks. The first digit refers to the standard (e.g., Standard 1). The second digit refers to the grade band (e.g., Kindergarten – 2<sup>nd</sup> grade). The third digit refers to the benchmark’s listing within the standard. (e.g., benchmark 2 within the 1<sup>st</sup> standard).

**Annotations** – Content possibilities, definitions, and optional resources for instruction and assessment. This is meant to assist teachers with examples that can help students achieve the standards. These examples are just that; they are not meant to be exhaustive or the only possibilities.

| Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention. |   |   | S1 Grades 3-5 |
|--|---|---|---------------|
| Code   | Benchmark   | Annotations   |               |
| 1.5.1  | Describe the relationship between health behaviors and social, emotional, physical, and mental health.  | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Daily hygiene habits</li> <li>• Eating habits</li> <li>• Sleep habits</li> <li>• Physical activity</li> <li>• Relationships (family, peer groups, community)</li> <li>• Self-image</li> <li>• Bullying</li> <li>• Alcohol, tobacco, and drug use</li> </ul>   |               |
| 1.5.2  | Identify examples of social, emotional, physical, and mental health.                                    | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Social-emotional (relationships, conflict resolution)</li> <li>• Physical (fitness, diet, maintaining an ideal weight, grooming habits, avoiding harmful substances, sleep habits)</li> <li>• Mental health (stress management, feelings, mindset)</li> </ul> |               |
| 1.5.3  | Describe ways in which a safe and healthy school and community environment can promote personal health. | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Community Outreach</li> <li>• School and community amenities</li> <li>• After-school programs, intramurals, community activities</li> <li>• School Resources and personnel</li> <li>• In-school physical activity</li> </ul>                                  |               |

The standards and benchmarks in this document address NHES Skills, Common Health Education Content Areas, Risk Behaviors, and Dimensions of Health. The six risk behaviors contribute to the leading causes of death, disability and social problems in the United States.

**NHES Skills**

- Analyze influences
- Access valid health information
- Communication skills
- Decision making
- Goal setting
- Practice health-enhancing behaviors
- Advocacy

**Common Health Education Content Areas**

- Community Health
- Consumer Health
- Environmental Health
- Family Life (including Social Health)
- Mental/Emotional Health
- Injury Prevention/Safety
- Nutrition
- Personal Health (including Growth and Development)
- Prevention/Control of Disease
- Substance Use/Abuse

**Risk Behaviors**

- Behaviors that result in unintentional and intentional injuries
- Tobacco use
- Alcohol and other drug use
- Inadequate dietary behaviors
- Inadequate physical activity
- Sexual behaviors that may result in HIV infection, other sexually transmitted infections, and unintended pregnancy

**Dimensions of Health**

- Physical
- Emotional
- Social
- Spiritual
- Mental
- Occupational
- Financial
- Environmental

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<sup>1</sup> Joint Committee on National Health Education Standards. (2007). National Health Education Standards: Achieving Excellence (2nd ed.) Athens, GA: The American Cancer Society.



## North Dakota K-12 Health Education Content Standards

- |                   |   |
|-------------------|---|
| <b>Standard 1</b> | Understand concepts related to human growth and development, health promotion, disease prevention.                    |
| <b>Standard 2</b> | Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.            |
| <b>Standard 3</b> | Demonstrate the ability to access valid health information, products, and services.                                   |
| <b>Standard 4</b> | Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. |
| <b>Standard 5</b> | Demonstrate the ability to use decision-making skills to enhance health and avoid or reduce health risks.             |
| <b>Standard 6</b> | Demonstrate the ability to use goal-setting skills to enhance health and avoid or reduce health risks.                |
| <b>Standard 7</b> | Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.                      |
| <b>Standard 8</b> | Demonstrate the ability to advocate for personal, family, and community health.                                       |

# Health Education Content Standards Vertical Alignment

| <b>Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.</b> |   |  |   |   |
|---|---|--|---|---|
| <b>K-2</b>  | <b>3-5</b>  | <b>6</b>   | <b>7-8</b>  | <b>9-12</b>   |
| 1.2.1 Identify how health behaviors affect mental, emotional, physical, and social health.                            | 1.5.1 Describe the relationship between health behaviors and mental, emotional, physical, and social health.  | 1.6.1 Analyze the relationship between health behaviors and personal health.                 | 1.8.1 Analyze the relationship between health behaviors and personal health.                            | 1.12.1 Predict how health behaviors can affect health status.   |
| 1.2.2 Recognize that there are multiple dimensions of health.   | 1.5.2 Identify examples of mental, emotional, physical, and social health.                                    | 1.6.2 Identify examples of mental, emotional, physical, and social health.                   | 1.8.2 Describe the interrelationships of mental, emotional, physical, and social health in adolescence. | 1.12.2 Analyze the interrelationships of mental, emotional, physical, and social health.                                |
| 1.2.3 Describe ways to prevent contagious diseases.   | 1.5.3 Describe ways in which a safe and healthy school and community environment can promote personal health. | 1.6.3 Describe how one's environment can promote personal health.                            | 1.8.3 Analyze how the environment affects personal health.  | 1.12.3 Analyze how the environment and personal health are interrelated.  |
|   |   | 1.6.4 Describe how family history can affect personal health.                                | 1.8.4 Describe how family history can affect personal health.   | 1.12.4 Analyze how genetics and family history can impact personal health.  |
| 1.2.4 Identify ways to prevent common childhood injuries.   | 1.5.4 Describe ways to prevent common childhood injuries and health problems.                                 | 1.6.5 Identify adolescent health problems.   | 1.8.5 Describe ways to reduce or prevent injuries and other adolescent health problems.                 | 1.12.5 Formulate strategies to reduce or prevent injuries and health problems.  |
| 1.2.5 Describe why it is important to seek health care.   | 1.5.5 Describe when it is important to seek health care.  | 1.6.6 Explain how appropriate health care can promote personal health.                       | 1.8.6 Explain how appropriate health care can promote personal health.                                  | 1.12.6 Analyze the relationship between access to health care and health status.  |
|   |   | 1.6.7 Describe the benefits of and barriers to practicing health-enhancing behaviors.        | 1.8.7 Describe the benefits of and barriers to practicing health-enhancing behaviors.                   | 1.12.7 Analyze the benefits of and barriers to practicing a variety of health-enhancing behaviors.                      |
|   |   | 1.6.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.        | 1.8.8 Examine the potential seriousness of injury and illness if engaging in unhealthy behaviors.       | 1.12.8 Examine personal susceptibility to and severity of injury, illness, or death if engaging in unhealthy behaviors. |
| 1.2.6 Explain how responsibility changes as we grow older.  | 1.5.6 Explain the stages of mental, emotional, physical, and social growth and                                | 1.6.9 Explain mental, emotional, physical, and social changes that occur during adolescence. | 1.8.9 Identify the anatomical structures of the reproductive system.                                    | 1.12.9 Explain the functions of the reproductive system.  |

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|   | development in humans from infancy to late adulthood.   |  |   |  |
|   |   |  | 1.8.10 Explain the processes of conception, prenatal development, and birth.                                | 1.12.10 Describe prenatal and postnatal practices that can contribute to or threaten a healthy pregnancy for parent and child. |
|   | 1.5.7 Define abstinence in relation to health behaviors.  | 1.6.10 Define abstinence in relation to health behaviors.  | 1.8.11 Identify the benefits of abstinence and/or contraceptive methods.                                    | 1.12.11 Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods.                   |
|   |   |  | 1.8.12 Acknowledge differences among individuals regarding gender.  | 1.12.12 Acknowledge differences among individuals regarding gender.  |
| 1.2.7 Identify characteristics of healthy and unhealthy relationships with family, peers, and other adults. | 1.5.8 Describe 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. | 1.12.13 Analyze characteristics of healthy and unhealthy relationships with family, peers, and other adults.                   |

| <b>Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b> |  |  |  |   |
|---|--|--|--|---|
| <b>K-2</b>  | <b>3-5</b>   | <b>6</b>   | <b>7-8</b>   | <b>9-12</b>   |
| 2.2.1 Identify how family influences personal health behaviors.   | 2.5.1 Describe how family influences personal health behaviors.                    | 2.6.1 Describe how family influences health in positive and negative ways.                       | 2.8.1 Analyze how family influences the health of individuals.   | 2.12.1 Analyze how family influences the health of individuals.   |
|   | 2.5.2 Identify the influence of culture on health behaviors.                       | 2.6.2 Describe how culture, personal values, and beliefs support and challenge health behaviors. | 2.8.2 Describe how culture, personal values, and beliefs support and challenge health behaviors.                     | 2.12.2 Analyze how culture, personal values, and beliefs support and challenge health behaviors.                            |
|   | 2.5.3 Identify how peers influence health behaviors.                               | 2.6.3 Identify how peers influence health behaviors.   | 2.8.3 Describe how peers influence health behaviors.   | 2.12.3 Analyze how peers influence health behaviors.  |
| 2.2.2 Identify what the school can do to support personal health behaviors.   | 2.5.4 Describe how the school and community can support personal health behaviors. | 2.6.4 Identify risk behaviors that can lead to future unhealthy behaviors.                       | 2.8.4 Analyze how the school and community can affect personal health behaviors.                                     | 2.12.4 Evaluate how the school and community can affect personal health behaviors.  |
| 2.2.3 Describe how the media and technology can influence health behaviors.   | 2.5.5 Explain how media and technology influence personal health behaviors.        | 2.6.5 Explain how messages from media and technology influence health behaviors.                 | 2.8.5 Analyze how messages from media and technology influence health behaviors.                                     | 2.12.5 Evaluate the impact of media and technology on personal, family, and community health.                               |
|   |  |  | 2.8.6 Explain the influence of norms, personal values, and beliefs on individual health behaviors.                   | 2.12.6 Analyze how the perceptions of norms influence health behaviors.   |
|   |  |  | 2.8.7 Describe how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors. | 2.12.7 Examine how some health risk 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.           | 2.12.8 Analyze how public health policies and government regulations can influence health promotion and disease prevention. |

| <b>Standard 3: Demonstrate the ability to access valid health information, products, and services.</b> |  |  |   |   |
|--|--|--|---|---|
| <b>K-2</b>   | <b>3-5</b>   | <b>6</b>   | <b>7-8</b>  | <b>9-12</b>   |
| 3.2.1 Identify trusted adults and professionals who can help promote health.                           | 3.5.1 Identify characteristics of valid health information, products, and services.            | 3.6.1 Describe the validity of health information, products, and services. | 3.8.1 Analyze the validity of health information, products, and services. | 3.12.1 Evaluate the validity of health information, products, and services.     |
| 3.2.2 Identify ways to locate school and community health helpers.                                     | 3.5.2 Locate resources from home, school, and community that provide valid health information. | 3.6.2 Access valid health information from home, school, and community.    | 3.8.2 Access valid health information from home, school, and community.   | 3.12.2 Utilize valid health resources that protect and inform consumers.        |
|  |  |  | 3.8.3 Access valid and reliable health products and services.             | 3.12.3 Evaluate the accessibility of products and services that enhance health. |
|  |  | 3.6.3 Identify situations that may require professional health services.   | 3.8.4 Describe situations that may require professional health services.  | 3.12.4 Determine when professional health services may be required.             |

| <b>Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b> |  |  |  |  |
|--|--|--|--|--|
| <b>K-2</b>   | <b>3-5</b>   | <b>6</b>   | <b>7-8</b>   | <b>9-12</b>  |
| 4.2.1 Demonstrate healthy ways to express needs, wants, feelings, and emotions.  | 4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. | 4.6.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. | 4.8.1 Demonstrate effective verbal and nonverbal communication skills to enhance health. | 4.12.1 Demonstrate active listening skills to enhance health and avoid or reduce health risks.                       |
| 4.2.2 Demonstrate listening skills to enhance health.  | 4.5.2 Demonstrate refusal skills that avoid or reduce health risks.                      | 4.6.2 Demonstrate refusal skills to avoid or reduce health risks.                        | 4.8.2 Demonstrate refusal skills to avoid or reduce health risks.                        | 4.12.2 Apply effective verbal and nonverbal refusal skills to enhance health and avoid or reduce health risks.       |
|  |  | 4.6.3 Demonstrate negotiation skills to avoid or reduce health risks.                    | 4.8.3 Demonstrate negotiation skills to avoid or reduce health risks.                    | 4.12.3 Apply effective verbal and nonverbal negotiation skills to enhance health and avoid or reduce health risks.   |
|  |  |  | 4.8.4 Demonstrate collaboration skills to avoid or reduce health risks.                  | 4.12.4 Apply effective verbal and nonverbal collaboration skills to enhance health and avoid or reduce health risks. |
| 4.2.3 Demonstrate ways to respond when an unwanted, threatening, or dangerous situation.   | 4.5.3 Demonstrate nonviolent strategies to manage or resolve conflicts.                  | 4.6.4 Demonstrate effective conflict management or resolution strategies.                | 4.8.5 Demonstrate effective conflict management or resolution strategies.                | 4.12.5 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. |
| 4.2.4 Demonstrate ways to tell a trusted adult if threatened or harmed.  | 4.5.4 Demonstrate how to ask for assistance to enhance personal health.                  | 4.6.5 Demonstrate how to ask for assistance to enhance the health of self and others.    | 4.8.6 Demonstrate how to ask for assistance to enhance 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.                     |

**Standard 5: Demonstrate the ability to use decision-making skills to enhance health and avoid or reduce health risks.**

| <b>K-2</b>   | <b>3-5</b>   | <b>6</b>   | <b>7-8</b>   | <b>9-12</b>  |
|--|--|--|--|--|
|  |  | 5.6.1 Identify circumstances that can help or hinder healthy decision making.                        | 5.8.1 Identify circumstances that can help or hinder healthy decision making.                      | 5.12.1 Examine barriers that can hinder healthy decision making.                                     |
| 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.     | 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.                              | 5.12.2 Apply the decision-making process in health-related situations.                               |
| 5.2.2 Differentiate between situations when a health-related decision can be made individually or when assistance is needed. | 5.5.2 Analyze when assistance is needed when making a health-related decision.             | 5.6.3 Distinguish when individual or collaborative decision-making is appropriate.                   | 5.8.3 Distinguish when individual or collaborative decision-making is appropriate.                 | 5.12.3 Justify when individual or collaborative decision-making is appropriate.                      |
|  | 5.5.3 List healthy options for health-related issues or problems.                          | 5.6.4 Identify healthy and unhealthy alternatives to health-related issues or problems.              | 5.8.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems. | 5.12.4 Generate alternatives to health-related issues or problems.                                   |
|  | 5.5.4 Predict the potential outcomes of each option when making a health-related decision. | 5.6.5 Predict the potential outcomes of healthy and unhealthy decisions on self and others.          | 5.8.5 Predict the potential outcomes of healthy and unhealthy decisions on self and others.        | 5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others. |
|  | 5.5.5 Choose a healthy option when making a decision.                                      | 5.6.6 Choose healthy alternatives over unhealthy alternatives when making a decision.                | 5.8.6 Choose healthy alternatives over unhealthy alternatives when making a decision.              | 5.12.6 Defend the healthy choice when making decisions.  |
|  | 5.5.6 Describe the outcomes of a health-related decision.                                  | 5.6.7 Analyze the outcomes of a health-related decision.   | 5.8.7 Analyze the outcomes of a health-related decision.   | 5.12.7 Evaluate the effectiveness of health-related decisions.                                       |

| <b>Standard 6: Demonstrate the ability to use goal-setting skills to enhance health and avoid or reduce health risks.</b> |  |   |  |  |
|---|--|---|--|--|
| <b>K-2</b>  | <b>3-5</b>   | <b>6</b>  | <b>7-8</b>   | <b>9-12</b>  |
|   |  | 6.6.1 Assess personal health practices.   | 6.8.1 Assess personal health practices.  | 6.12.1 Assess personal health practices.   |
| 6.2.1 Identify a short-term personal health goal and the action toward achieving the goal.                                | 6.5.1 Set a personal health short-term goal and track progress toward its achievement. | 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.                              | 6.12.2 Develop a plan to attain a personal health goal.                              |
| 6.2.2 Identify who can help when assistance is needed to achieve a personal health goal.                                  | 6.5.2 Identify resources to assist in achieving 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.                                   | 6.12.3 Implement strategies to monitor progress in achieving a personal health goal. |
|   |  |   | 6.8.4 Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. | 6.12.4 Create an effective short-term and long-term personal health plan.            |

| <b>Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b> |  |   |   |  |
|---|--|---|---|--|
| <b>K-2</b>  | <b>3-5</b>   | <b>6</b>  | <b>7-8</b>  | <b>9-12</b>  |
|   | 7.5.1 Identify responsible personal health behaviors.                      | 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.      | 7.12.1 Analyze the role of individual responsibility for enhancing health.                   |
| 7.2.1 Demonstrate health behaviors to maintain or improve personal health.  | 7.5.2 Demonstrate health behaviors to maintain or improve personal health. | 7.6.2 Demonstrate health behaviors that will maintain or improve the health of self and others. | 7.8.2 Analyze 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 and others. |
| 7.2.2 Demonstrate health behaviors that avoid or reduce health risks.   | 7.5.3 Demonstrate health behaviors to avoid or reduce health risks.        | 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.      | 7.12.3 Demonstrate health behaviors to avoid or reduce health risks to self and others.      |



**Standard 8: Demonstrate the ability to advocate for personal, family, and community health.**

| <b>K-2</b>   | <b>3-5</b>  | <b>6</b>   | <b>7-8</b>  | <b>9-12</b>  |
|--|---|--|---|--|
| 8.2.1 Make a request to promote personal health.       | 8.5.1 Express opinions and give accurate information about health issues. | 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.                  | 8.12.1 Utilize peer and societal norms to formulate a health-enhancing message.                |
| 8.2.2 Encourage peers to make positive health choices. | 8.5.2 Encourage others to make positive health choices.                   | 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.                            | 8.12.2 Demonstrate how to influence and support others to make positive health choices.        |
|  |   |  | 8.8.3 Work cooperatively to advocate for healthy individuals, families, and schools.                              | 8.12.3 Work cooperatively as an advocate for improving personal, family, and community health. |
|  |   |  | 8.8.4 Identify ways in which health messages and communication techniques can be altered for different audiences. | 8.12.4 Adapt health messages and communication techniques to a specific target audience.       |

## Grades K-2 Health Education Content Standards

| <b>Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention. S1 Grades K-2</b> |   |  |
|---|---|--|
| <b>Code</b>   | <b>Benchmark</b>  | <b>Annotations</b>   |
| 1.2.1   | Identify how health behaviors affect mental, emotional, physical, and social health.                  | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Daily hygiene habits</li> <li>• Eating habits</li> <li>• Sleep habits</li> <li>• Physical activity</li> <li>• Relationships</li> </ul>   |
| 1.2.2   | Recognize that there are multiple dimensions of health.   | <b>Resource</b> <ul style="list-style-type: none"> <li>• Dimensions of Wellness</li> <li>• Health triangle</li> </ul>  |
| 1.2.3   | Describe ways to prevent contagious diseases.   | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Handwashing</li> <li>• Covering your cough/sneeze</li> <li>• Avoid sharing water bottles, food, Chapstick, etc.</li> </ul>   |
| 1.2.4   | Identify ways to prevent common childhood injuries.   | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Wearing protective equipment (e.g., bicycle helmets, sports equipment, seat belts, sun safety, life jackets)</li> <li>• Avoiding dangerous situations (e.g., fire, strangers, medication, traffic safety)</li> <li>• Paying attention to surroundings</li> </ul> |
| 1.2.5   | Describe why it is important to seek health care.   | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Dental care</li> <li>• Wellness check-ups</li> <li>• Hearing, vision, and speech test</li> </ul>   |
| 1.2.6   | Explain how responsibility changes as we grow older.  | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Household responsibilities</li> <li>• Increase privileges</li> <li>• School and community responsibilities</li> </ul>  |
| 1.2.7   | Identify characteristics of healthy and unhealthy relationships with family, peers, and other adults. | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Trust, respect</li> <li>• Personal Boundaries</li> <li>• Abuse (e.g., emotional, physical, sexual)</li> </ul>  |

**Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.****S2 Grades K-2**

| <b>Code</b> | <b>Benchmark</b>  | <b>Annotations</b>   |
|-------------|---|--|
| 2.2.1       | Identify how family influences personal health behaviors.             | <b>Clarification</b> <ul style="list-style-type: none"><li>• Family can be defined as any support person</li></ul> <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Physical (e.g., eating habits, physical activity, hygiene habits, sleeping habits, home environment)</li><li>• Social (e.g., conflict resolution, interactions, technology use)</li><li>• Emotional (e.g., mindfulness, coping skills)</li></ul> |
| 2.2.2       | Identify what the school can do to support personal health behaviors. | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Visual reminders</li><li>• Available resources (e.g., counselor, custodian, teachers)</li><li>• Rules/procedures</li><li>• Breakfast/lunch/snack program/concessions</li><li>• School amenities (e.g., garbage, recycling, hand sanitizers)</li><li>• Time for physical activity</li></ul>  |
| 2.2.3       | Describe how the media and technology can influence health behaviors. | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Technology use (e.g., screen time, safe use)</li><li>• Advertisements</li><li>• Age-appropriate media</li></ul>   |

**Standard 3: Demonstrate the ability to access valid health information, products, and services.****S3 Grades K-2**

| <b>Code</b> | <b>Benchmark</b>   | <b>Annotations</b>   |
|-------------|--|--|
| 3.2.1       | Identify trusted adults and professionals who can help promote health. | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Emergency personnel</li><li>• Medical professionals</li><li>• Family members</li><li>• School staff</li><li>• Community helpers</li></ul>   |
| 3.2.2       | Identify ways to locate school and community health helpers.           | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• School staff (e.g., nurse's office, counselor's office)</li><li>• Hospital, police station, fire department</li><li>• Community health clinics</li><li>• Emergency number/911</li></ul> |

**Standard 4:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**S4 Grades K-2**

| <b>Code</b> | <b>Benchmark</b>   | <b>Annotations</b>  |
|-------------|--|---|
| 4.2.1       | Demonstrate healthy ways to express needs, wants, feelings, and emotions.        | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Self-regulation</li><li>• Problem-solving skills/conflict resolution</li><li>• Empathy skills</li><li>• Effective communication skills</li></ul> |
| 4.2.2       | Demonstrate listening skills to enhance health.                                  | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Paying attention</li><li>• Verbal and non-verbal constructive feedback</li><li>• Active listening</li></ul>                                      |
| 4.2.3       | Demonstrate ways to respond in an unwanted, threatening, or dangerous situation. | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Avoid certain places/people</li><li>• Walk away</li><li>• Saying no</li><li>• Tell a trusted adult</li><li>• Child predators</li></ul>           |
| 4.2.4       | Demonstrate ways to tell a trusted adult if threatened or harmed.                | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Verbal</li><li>• Non-verbal</li><li>• Written</li><li>• Using technology</li></ul>   |

**Standard 5: Demonstrate the ability to use decision-making skills to enhance health and avoid or reduce health risks.****S5 Grades K-2**

| <b>Code</b> | <b>Benchmark</b>   | <b>Annotations</b>   |
|-------------|--|--|
| 5.2.1       | Identify situations when a health-related decision is needed.  | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Medical (e.g., medication, injury)</li><li>• Healthy eating-related decisions</li><li>• Mental and emotional health (e.g., anger, sadness, anxiety)</li><li>• Physical health and wellness (e.g., exercise, skincare, teeth care, hygiene)</li><li>• Social health (e.g., conflict resolution, building relationships, social media)</li><li>• Abuse situations</li></ul> |
| 5.2.2       | Differentiate between situations when a health-related decision can be made individually or when assistance is needed. | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Minor vs. major decisions with mental, emotional, physical, and social health (see examples from 5.2.1)</li></ul>   |

**Standard 6: Demonstrate the ability to use goal-setting skills to enhance health and avoid or reduce health risks.****S6 Grades K-2**

| <b>Code</b> | <b>Benchmark</b>  | <b>Annotations</b>  |
|-------------|---|---|
| 6.2.1       | Identify a short-term personal health goal and describe the action toward achieving the goal. | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Healthy eating</li><li>• Sleep habits</li><li>• Technology use</li><li>• Physical activity</li><li>• Family and peer relationships</li></ul> |
| 6.2.2       | Identify who can help when assistance is needed to achieve a personal health goal.            | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Trusted adults (e.g., school staff, family members)</li><li>• Peers</li></ul>  |

**Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. S7 Grades K-2**

| <b>Code</b> | <b>Benchmark</b>   | <b>Annotations</b>   |
|-------------|--|--|
| 7.2.1       | Demonstrate health behaviors to maintain or improve personal health. | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Eating practices</li> <li>• Physical activity</li> <li>• Sleep habits</li> <li>• Hygiene</li> <li>• Positive peer and family relationships</li> <li>• Following safety rules and procedures</li> </ul>   |
| 7.2.2       | Demonstrate health behaviors that avoid or reduce health risks.      | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Healthier food choices</li> <li>• Technology (e.g., limit screen time, age-appropriate use)</li> <li>• Follow safety rules and procedures (e.g., community and school)</li> <li>• Use protective equipment (e.g., seatbelt use, life jackets, helmets)</li> <li>• Physical activity</li> </ul> |

**Standard 8: Demonstrate the ability to advocate for personal, family, and community health. S8 Grades K-2**

| <b>Code</b> | <b>Benchmark</b>                                 | <b>Annotations</b>   |
|-------------|--|--|
| 8.2.1       | Make a request to promote personal health.       | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Daily hygiene habits</li> <li>• Eating habits</li> <li>• Sleep habits</li> <li>• Physical activity</li> <li>• Relationships</li> </ul>   |
| 8.2.2       | Encourage peers to make positive health choices. | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Physical (e.g., eating habits, physical activity, hygiene habits)</li> <li>• Social (e.g., conflict resolution, positive interactions, appropriate technology use, positive peer influence)</li> <li>• Emotional (e.g., mindfulness, coping skills)</li> </ul> |

## Grades 3-5 Health Education Content Standards

| <b>Standard 1: Understand concepts related to human growth and development, health promotion, and disease prevention.</b> |   | <b>S1 Grades 3-5</b>  |
|---|---|---|
| <b>Code</b>   | <b>Benchmark</b>  | <b>Annotations</b>  |
| 1.5.1   | Describe the relationship between health behaviors and social, emotional, physical, and mental health.  | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Daily hygiene habits</li> <li>• Eating habits</li> <li>• Sleep habits</li> <li>• Physical activity</li> <li>• Relationships (e.g., family, peer groups, community)</li> <li>• Self-image</li> <li>• Bullying</li> <li>• Alcohol, tobacco, and drug use</li> </ul>               |
| 1.5.2   | Identify examples of social, emotional, physical, and mental health.                                    | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Social-emotional (e.g., relationships, conflict resolution)</li> <li>• Physical (e.g., fitness, diet, maintaining an ideal weight, grooming habits, avoiding harmful substances, sleep habits)</li> <li>• Mental health (e.g., stress management, feelings, mindset)</li> </ul> |
| 1.5.3   | Describe ways in which a safe and healthy school and community environment can promote personal health. | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Community outreach</li> <li>• School and community amenities</li> <li>• After-school programs, intramurals, and community activities</li> <li>• School resources and personnel</li> <li>• In-school physical activity</li> <li>• Access to healthy food</li> </ul>              |
| 1.5.4   | Describe ways to prevent common childhood injuries and health problems.                                 | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Wearing protective equipment (e.g., bicycle helmets, sports equipment, seat belts, life jackets)</li> <li>• Avoiding dangerous situations (e.g., fire, strangers, medication, alcohol, tobacco, drugs, traffic safety)</li> <li>• First Aid</li> </ul>                          |

|       |  |  |
|-------|--|--|
| 1.5.5 | Describe when it is important to seek health care.   | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Emergency and non-emergency situations</li> <li>• Wellness check-ups</li> <li>• Hearing, vision, and dental check-ups</li> </ul>  |
| 1.5.6 | Explain the stages of social, emotional, physical, and mental growth and development in humans from infancy to late adulthood. | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Puberty</li> <li>• Increase privileges</li> <li>• Family roles and responsibilities</li> </ul>  |
| 1.5.7 | Define abstinence in relation to health behaviors.   | <p><b>Definition</b></p> <ul style="list-style-type: none"> <li>• Abstinence is defined as the practice of restraining oneself from indulging in something.</li> </ul> <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Choosing healthy over unhealthy foods or beverages</li> <li>• Refraining from drugs, alcohol, and tobacco</li> </ul> |
| 1.5.8 | Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults.                          | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Trust, respect</li> <li>• Personal Boundaries</li> <li>• Abuse (e.g., emotional, physical, sexual)</li> <li>• Signs of abuse</li> </ul>   |



**Standard 2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**S2 Grades 3-5**

| <b>Code</b> | <b>Benchmark</b>   | <b>Annotations</b>   |
|-------------|--|--|
| 2.5.1       | Describe how family influences personal health behaviors.                                  | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Food and beverage choices</li><li>• Daily activity</li><li>• Family roles and responsibilities</li><li>• Hygiene</li><li>• Social behaviors</li><li>• Substance use</li></ul>   |
| 2.5.2       | Identify the influence of culture on health behaviors.                                     | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• See possibilities in 2.5.1</li></ul>  |
| 2.5.3       | Identify how peers can influence health behaviors.   | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Positive behaviors</li><li>• Negative behaviors</li></ul>   |
| 2.5.4       | Describe how the school and community can support personal health practices and behaviors. | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Visual reminders</li><li>• Rules/procedures, laws</li><li>• Breakfast/lunch/snack program/vending</li><li>• School and community amenities (e.g., garbage, recycling, recreational areas &amp; programs, hand sanitizers)</li></ul> |
| 2.5.5       | Explain how media and technology influence personal health behaviors.                      | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Technology use (e.g., screen time, safe use)</li><li>• Social media</li><li>• Social interaction</li><li>• Age-appropriate media</li><li>• Advertisements</li></ul>   |

| <b>Standard 3: Demonstrate the ability to access valid health information, products, and services.</b> |  | <b>S3 Grades 3-5</b>   |
|--|--|--|
| <b>Code</b>  | <b>Benchmark</b>   | <b>Annotations</b>   |
| 3.5.1  | Identify characteristics of valid health information, products, and services.            | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Reliable sources (e.g., community health organizations, medical personnel, media)</li> <li>• Label vs. marketing</li> <li>• Advertisements</li> </ul>                        |
| 3.5.2  | Locate resources from home, school, and community that provide valid health information. | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• School staff (e.g., nurse's office, counselor's office)</li> <li>• Hospital, police station, fire department</li> <li>• Community health clinics and organization</li> </ul> |

| <b>Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b> |  | <b>S4 Grades 3-5</b>  |
|--|--|---|
| <b>Code</b>  | <b>Benchmark</b>   | <b>Annotations</b>  |
| 4.5.1  | Demonstrate effective verbal and nonverbal communication skills to enhance health. | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Problem-solving skills</li> <li>• Empathy skills</li> </ul>                            |
| 4.5.2  | Demonstrate refusal skills that avoid or reduce health risks.                      | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Avoiding unsafe situations</li> <li>• Walk away</li> <li>• Say no</li> <li>• Suggest an alternative</li> </ul>    |
| 4.5.3  | Demonstrate nonviolent strategies to manage or resolve conflict.                   | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Conflict resolution strategies (e.g., walk away, work on a compromise, find a mediator, put to a vote)</li> </ul> |
| 4.5.4  | Demonstrate how to ask for assistance to enhance personal health.                  | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Self-advocacy for healthier options</li> <li>• Access to physical activity or amenities</li> </ul>                |

**Standard 5:** Demonstrate the ability to use decision-making skills to enhance health and avoid or reduce health risks.

**S5 Grades 3-5**

| Code  | Benchmark  | Annotations  |
|-------|--|--|
| 5.5.1 | Identify health-related situations that might require a decision-making process.     | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Mental and emotional health (e.g., anger, sadness, anxiety)</li> <li>• Physical health and wellness (e.g., exercise, skincare, teeth care, hygiene, medical, diet)</li> <li>• Social health (e.g., conflict resolution, building relationships, social media)</li> <li>• Risky behaviors</li> </ul> |
| 5.5.2 | Analyze when assistance is needed when making a health-related decision.             | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Minor vs. major decisions with mental, emotional, physical, and social health</li> </ul>  |
| 5.5.3 | List healthy options to health-related issues or problems.                           | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Physical health</li> <li>• Mental and emotional health</li> <li>• Social health</li> <li>• Breaking unhealthy habits or behaviors</li> </ul> <p><b>Clarification</b></p> <ul style="list-style-type: none"> <li>• This is a step in the decision-making process</li> </ul>                          |
| 5.5.4 | Predict the potential outcomes of each option when making a health-related decision. | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Positive and negative consequences of decisions with self, family, and peers</li> </ul> <p><b>Clarification</b></p> <ul style="list-style-type: none"> <li>• This is a step in the decision-making process</li> </ul>   |
| 5.5.5 | Choose a healthy option when making a decision.                                      | <p><b>Clarification</b></p> <ul style="list-style-type: none"> <li>• This is a step in the decision-making process</li> </ul>  |
| 5.5.6 | Describe the outcomes of a health-related decision.                                  | <p><b>Clarification</b></p> <ul style="list-style-type: none"> <li>• This is a step in the decision-making process</li> </ul>  |

**Standard 6: Demonstrate the ability to use goal-setting skills to enhance health and avoid or reduce health risks.****S6 Grades 3-5**

| <b>Code</b> | <b>Benchmark</b>   | <b>Annotations</b>  |
|-------------|--|---|
| 6.5.1       | Set a personal health short-term goal and track progress toward its achievement. | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Healthy eating</li><li>• Sleep habits</li><li>• Technology use</li><li>• Physical activity</li><li>• Family and peer relationships</li><li>• Progress monitoring tools</li></ul> |
| 6.5.2       | Identify resources to assist in achieving a personal health goal.                | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Trusted adults (e.g., school staff, family members, peers, role models)</li><li>• Technology</li><li>• Community programs</li></ul>  |

**Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.****S7 Grades 3-5**

| <b>Code</b> | <b>Benchmark</b>   | <b>Annotations</b>   |
|-------------|--|--|
| 7.5.1       | Identify responsible personal health behaviors.                            | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Healthier eating</li><li>• Physical activity</li><li>• Sleep habits</li><li>• Hygiene</li><li>• Safety</li></ul>  |
| 7.5.2       | 7.5.2 Demonstrate health behaviors to maintain or improve personal health. | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Healthier eating</li><li>• Physical activity</li><li>• Sleep habits</li><li>• Hygiene</li><li>• Positive peer and family relationships</li><li>• Avoiding risk behaviors</li></ul>  |
| 7.5.3       | Demonstrate health behaviors to avoid or reduce health risks.              | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Healthier eating</li><li>• Technology (e.g., limit screen time, age-appropriate use)</li><li>• Follow safety rules and procedures (e.g., community, school)</li><li>• Use protective equipment (e.g., seatbelt use, life jackets, helmets)</li><li>• Avoid risk behaviors</li></ul> |

| <b>Code</b> | <b>Benchmark</b>  | <b>Annotations</b>   |
|-------------|---|--|
| 8.5.1       | Express opinions and give accurate information about health issues. | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Daily hygiene habits</li><li>• Eating habits</li><li>• Sleep habits</li><li>• Physical activity</li><li>• Relationships</li><li>• Risk behavior consequences</li><li>• Mindfulness</li><li>• Coping Skills</li><li>• Social Media</li></ul> |
| 8.5.2       | Encourage others to make positive health choices.                   | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• See possibilities in 8.5.1</li></ul>  |

## Grade 6 Health Education Content Standards

| <b>Standard 1: Understand concepts related to human growth and development, health promotion, and disease prevention.</b> |  | <b>S1 Grade 6</b>   |
|---|--|---|
| <b>Code</b>   | <b>Benchmark</b>   | <b>Annotations</b>  |
| 1.6.1   | Analyze the relationship between health behaviors and personal health. |   |
| 1.6.2   | Identify examples of mental, emotional, physical, and social health.   | <b>Resources</b> <ul style="list-style-type: none"> <li>• Health triangle</li> <li>• Dimensions of wellness</li> </ul>  |
| 1.6.3   | Describe how the environment can promote personal health.              | <b>Clarification</b> <ul style="list-style-type: none"> <li>• Environment (see glossary)</li> </ul> <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Social interaction</li> <li>• Home life</li> <li>• School</li> <li>• Community</li> </ul> |
| 1.6.4   | Describe how family history can affect personal health.                | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Addictions</li> <li>• Genetics</li> <li>• Abuse</li> <li>• Traditions</li> <li>• Culture</li> <li>• Teen pregnancy</li> <li>• Chronic disease</li> </ul>                                      |
| 1.6.5   | Identify adolescent health problems.                                   | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Depression</li> <li>• Diabetes</li> <li>• STI/STD</li> <li>• Bullying</li> <li>• School dropouts</li> </ul>  |

|        |   |   |
|--------|---|---|
| 1.6.6  | Explain how appropriate health care can promote personal health.                                      | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Personal hygiene</li> <li>• Professional practitioners/treatment</li> <li>• Preventative treatment (e.g., physical, mental)</li> </ul>  |
| 1.6.7  | Describe the benefits of and barriers to practicing health-enhancing behaviors.                       | <b>Clarification</b> <ul style="list-style-type: none"> <li>• Barriers (see glossary)</li> </ul>  |
| 1.6.8  | Examine the likelihood of injury or illness if engaging in unhealthy behaviors.                       |   |
| 1.6.9  | Explain mental, emotional, physical, and social changes that occur during adolescence.                |   |
| 1.6.10 | Define abstinence in relation to health behaviors.  | <b>Definition</b> <ul style="list-style-type: none"> <li>• Abstinence is defined as the practice of restraining oneself from indulging in something.</li> </ul>   |
| 1.6.11 | Describe characteristics of healthy and unhealthy relationships with family, peers, and other adults. | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Trust, respect</li> <li>• Personal Boundaries</li> <li>• Abuse (e.g., emotional, physical, sexual)</li> <li>• Signs of abuse</li> </ul> |



**Standard 2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**S2 Grade 6**

| <b>Code</b> | <b>Benchmark</b>   | <b>Annotations</b>  |
|-------------|--|---|
| 2.6.1       | Describe how family influences health in positive and negative ways.                                     | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Diet</li><li>• Daily activity</li><li>• Family roles and responsibilities</li><li>• Hygiene</li><li>• Social behaviors</li><li>• Substance use</li></ul> |
| 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.   |   |
| 2.6.4       | Identify risk behaviors that can lead to future unhealthy behaviors.                                     | <b>Clarification</b> <ul style="list-style-type: none"><li>• CDC six risk behaviors (see introduction)</li></ul> <b>Resource</b> <ul style="list-style-type: none"><li>• YRBS data (see glossary)</li></ul>                   |
| 2.6.5       | Explain how messages from media and technology influence health behaviors.                               |   |

**Standard 3: Demonstrate the ability to access valid health information, products, and services.****S3 Grade 6**

| <b>Code</b> | <b>Benchmark</b>   | <b>Annotations</b>   |
|-------------|--|--|
| 3.6.1       | Describe the validity of health information, products, and services. | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Reliable sources (e.g., community health organizations, medical personnel, media)</li> <li>• Label vs. marketing</li> <li>• Advertisements</li> </ul>                        |
| 3.6.2       | Access valid health information from home, school, and community.    | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• School staff (e.g., nurse's office, counselor's office)</li> <li>• Hospital, police station, fire department</li> <li>• Community health clinics and organization</li> </ul> |
| 3.6.3       | Identify situations that may require professional health services.   | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Depression</li> <li>• Eating disorders</li> <li>• Addiction</li> <li>• Hospice</li> </ul>  |

**Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.****S4 Grade 6**

| <b>Code</b> | <b>Benchmark</b>   | <b>Annotations</b>   |
|-------------|--|--|
| 4.6.1       | Demonstrate effective verbal and nonverbal communication skills to enhance health. | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Problem-solving skills</li> <li>• Empathy skills</li> </ul>             |
| 4.6.2       | Demonstrate refusal skills to avoid or reduce health risks.                        |  |
| 4.6.3       | Demonstrate negotiation skills to avoid or reduce health risks.                    |  |
| 4.6.4       | Demonstrate effective conflict management or resolution strategies.                |  |
| 4.6.5       | Demonstrate how to ask for assistance to enhance the health of self and others.    | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Self-advocacy for healthier options</li> <li>• Access to physical activity or amenities</li> </ul> |

**Standard 5:** Demonstrate the ability to use decision-making skills to enhance health and avoid or reduce health risks.**S5 Grade 6**

| <b>Code</b> | <b>Benchmark</b>   | <b>Annotations</b>   |
|-------------|--|--|
| 5.6.1       | Identify circumstances that can help or hinder healthy decision making.                        | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Peers</li><li>• Family dynamics</li><li>• Environment</li></ul>     |
| 5.6.2       | Determine when health-related situations require the application of a decision-making process. | <b>Resources</b> <ul style="list-style-type: none"><li>• Decision making model(s)</li><li>• DECIDE Model</li><li>• SODAS Model</li></ul> |
| 5.6.3       | Distinguish when individual or collaborative decision making is appropriate.                   |  |
| 5.6.4       | Identify healthy and unhealthy alternatives to health-related issues or problems.              | <b>Clarification</b> <ul style="list-style-type: none"><li>• This is a step in the decision-making process</li></ul>                     |
| 5.6.5       | Predict the potential outcomes of healthy and unhealthy decisions on self and others.          | <b>Clarification</b> <ul style="list-style-type: none"><li>• This is a step in the decision-making process</li></ul>                     |
| 5.6.6       | Choose healthy alternatives over unhealthy alternatives when making a decision.                | <b>Clarification</b> <ul style="list-style-type: none"><li>• This is a step in the decision-making process</li></ul>                     |
| 5.6.7       | Analyze the outcomes of a health-related decision.   | <b>Clarification</b> <ul style="list-style-type: none"><li>• This is a step in the decision-making process</li></ul>                     |

**Standard 6: Demonstrate the ability to use goal-setting skills to enhance health and avoid or reduce health risks.****S6 Grade 6**

| <b>Code</b> | <b>Benchmark</b>  | <b>Annotations</b>  |
|-------------|---|---|
| 6.6.1       | Assess personal health practices.   | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Health inventories</li><li>• Journaling</li><li>• Fitness testing</li></ul>  |
| 6.6.2       | Develop a goal to adopt, maintain, or improve a personal health practice. | <b>Resource</b> <ul style="list-style-type: none"><li>• SMART goals</li><li>• Short-term and long-term goals</li></ul>  |
| 6.6.3       | Identify strategies and skills needed to attain a personal health goal.   | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Journal</li><li>• Personal trainer</li><li>• Health professional</li><li>• Family</li><li>• Time management</li><li>• Organization</li></ul> |

**Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.****S7 Grade 6**

| <b>Code</b> | <b>Benchmark</b>  | <b>Annotations</b>   |
|-------------|---|--|
| 7.6.1       | Identify the importance of assuming responsibility for personal health behaviors.         | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Social norms</li><li>• Increased privileges</li></ul>   |
| 7.6.2       | Demonstrate health behaviors that will maintain or improve the health of self and others. | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Nutrition</li><li>• Social media</li><li>• Sexual behavior/protection</li><li>• Safety</li><li>• Coping</li><li>• Stress management</li><li>• Gratitude</li><li>• Positive self-talk</li></ul>  |
| 7.6.3       | Demonstrate health behaviors to avoid or reduce health risks to self and others.          | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Healthier eating</li><li>• Technology (e.g., limit screen time, age-appropriate use)</li><li>• Follow safety rules and procedures (e.g., community, school)</li><li>• Use protective equipment (e.g., seatbelt use, life jackets, helmets)</li><li>• Avoid risk behaviors (e.g., refusal skills, communication, advocacy)</li></ul> |

**Standard 8: Demonstrate the ability to advocate for personal, family, and community health.****S8 Grade 6**

| <b>Code</b> | <b>Benchmark</b>   | <b>Annotations</b>   |
|-------------|--|--|
| 8.6.1       | Construct a health-enhancing position on a topic and support it with accurate information. | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Daily hygiene habits</li><li>• Eating habits</li><li>• Sleep habits</li><li>• Physical activity</li><li>• Relationships</li><li>• Risk behavior consequences</li><li>• Mindfulness</li><li>• Coping skills</li><li>• Social media</li></ul> |
| 8.6.2       | Demonstrate how to influence and support others to make positive health choices.           | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Role-play</li><li>• Communication skills</li><li>• Media</li></ul>  |

## Grades 7-8 Health Education Content Standards

| <b>Standard 1: Understand concepts related to human growth and development, health promotion, and disease prevention.</b> |   | <b>S1 Grades 7-8</b>  |
|---|---|---|
| <b>Code</b>   | <b>Benchmark</b>  | <b>Annotations</b>  |
| 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. | <b>Resources</b> <ul style="list-style-type: none"> <li>• Health triangle</li> <li>• Dimensions of wellness</li> </ul>  |
| 1.8.3   | Analyze how the environment affects personal health.  | <b>Definition</b> <ul style="list-style-type: none"> <li>• Environment (see glossary)</li> </ul> <b>Clarification</b> <ul style="list-style-type: none"> <li>• Consider multiple types of environments</li> </ul>   |
| 1.8.4   | Describe how family history can affect personal health.   | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Addictions</li> <li>• Genetics</li> <li>• Abuse</li> <li>• Traditions</li> <li>• Culture</li> <li>• Teen pregnancy</li> <li>• Chronic disease</li> </ul>  |
| 1.8.5   | Describe ways to reduce or prevent injuries and other adolescent health problems.                 | <b>Clarification</b> <ul style="list-style-type: none"> <li>• Consider intentional and unintentional injuries</li> </ul> <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Depression</li> <li>• Diabetes</li> <li>• STI/STD</li> <li>• Bullying</li> <li>• School dropouts</li> </ul> |

|        |  |   |
|--------|--|---|
| 1.8.6  | Explain how appropriate health care can promote personal health.                                     | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Personal hygiene</li> <li>• Professional practitioners/treatment</li> <li>• Preventative treatment (e.g., physical and mental)</li> </ul>   |
| 1.8.7  | Describe the benefits of and barriers to practicing health-enhancing behaviors.                      | <b>Clarifications</b> <ul style="list-style-type: none"> <li>• Barriers (see glossary)</li> </ul>   |
| 1.8.8  | Examine the potential seriousness of injury and illness if engaging in unhealthy behaviors.          |   |
| 1.8.9  | Identify the anatomical structures of the reproductive system.                                       |   |
| 1.8.10 | Explain the processes of conception, prenatal development, and birth.                                | <p><a href="#">North Dakota Century Code 15.1-21-28</a> requires a high-definition ultrasound video, at least three minutes in duration, showing the development of the brain, heart, sex organs, and other vital organs in early fetal development. The video must contain a high-quality, computer-generated rendering or animation showing the process of fertilization and every stage of human development in the uterus, noting significant markers in cell growth and organ development for every week of pregnancy until birth.</p> <p>Videos that meet the requirements under the North Dakota Century Code include:</p> <ul style="list-style-type: none"> <li>• <a href="#">WOW! Meet Baby Olivia: A Never Before Seen Look at a Human Life in the Womb.</a></li> <li>• Conception to Birth – Visualized / Alexander Tsiaras <a href="https://youtu.be/fKyljukBE70?si=Sht1OLt9dJbMR-2A">https://youtu.be/fKyljukBE70?si=Sht1OLt9dJbMR-2A</a></li> <li>• Imperial College – Human Embryo Development <a href="https://youtu.be/1zpV5rzWXMA?si=ApH44AwolX4u6eYv">https://youtu.be/1zpV5rzWXMA?si=ApH44AwolX4u6eYv</a></li> </ul> <p>3D Animated Pregnancy Guide</p> <ul style="list-style-type: none"> <li>• First Trimester <a href="https://youtu.be/2-ZF-T_95sc">https://youtu.be/2-ZF-T_95sc</a></li> <li>• Second Trimester <a href="https://youtu.be/k_V8axPqI34?si=Oz7wyin7MknTOFP7">https://youtu.be/k_V8axPqI34?si=Oz7wyin7MknTOFP7</a></li> <li>• Third Trimester <a href="https://youtu.be/n7BSXMvo3O4">https://youtu.be/n7BSXMvo3O4</a></li> </ul> |
| 1.8.11 | Identify the benefits of abstinence and/or contraceptive methods.                                    |   |
| 1.8.12 | Acknowledge differences among individuals regarding gender.  |   |
| 1.8.13 | Analyze characteristics of healthy and unhealthy relationships with family, peers, and other adults. | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Trust, respect</li> <li>• Personal Boundaries</li> <li>• Abuse (e.g., emotional, physical, sexual)</li> <li>• Signs of abuse</li> </ul>   |



|   |  |  |
|---|--|--|
|   |  | <ul style="list-style-type: none"> <li>• Predatory behaviors</li> <li>• Sex trafficking</li> </ul>   |
| <b>Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b> |  | <b>S2 Grades 7-8</b>   |
| <b>Code</b>   | <b>Benchmark</b>   | <b>Annotations</b>   |
| 2.8.1   | Analyze how family influences the health of individuals.   | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Alcoholism</li> <li>• Eating habits</li> <li>• Genetics</li> <li>• Family structure</li> </ul>   |
| 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.   | <b>Clarification</b> <ul style="list-style-type: none"> <li>• Peer pressure (positive and/or negative)</li> </ul>  |
| 2.8.4   | Analyze how the school and community can affect personal health practices and behaviors.                       | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• School food services</li> <li>• Community services/amenities</li> <li>• Health care</li> </ul>   |
| 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 risk behaviors can influence the likelihood of engaging in other unhealthy behaviors. | <b>Clarification</b> <ul style="list-style-type: none"> <li>• CDC six risk behaviors (see introduction)</li> </ul> <b>Resources</b> <ul style="list-style-type: none"> <li>• YRBS data (see glossary)</li> </ul> |
| 2.8.8   | Explain how school and public health policies can influence health promotion and disease prevention.           |  |

**Standard 3: Demonstrate the ability to access valid health information, products, and services.****S3 Grades 7-8**

| <b>Code</b> | <b>Benchmark</b>  | <b>Annotations</b>   |
|-------------|---|--|
| 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.             |  |
| 3.8.4       | Describe situations that may require professional health services.  | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Depression</li> <li>• Eating disorders</li> <li>• Addiction</li> <li>• Prenatal and postnatal care</li> <li>• Hospice</li> </ul> |

**Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.****S4 Grades 7-8**

| <b>Code</b> | <b>Benchmark</b>   | <b>Annotations</b>  |
|-------------|--|---|
| 4.8.1       | Demonstrate effective verbal and nonverbal communication skills to enhance health. | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Problem-solving skills</li> <li>• Empathy skills</li> <li>• Communication skills (e.g., passive, aggressive, assertive)</li> </ul> |
| 4.8.2       | Demonstrate refusal 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.                  |   |
| 4.8.5       | Demonstrate effective conflict management or resolution strategies.                | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• “I” messages</li> <li>• Role-play</li> <li>• Mediation</li> </ul>   |
| 4.8.6       | Demonstrate how to ask for assistance to enhance the health of self and others.    |   |

**Standard 5:** Demonstrate the ability to use decision-making skills to enhance health and avoid or reduce health risks.

**S5 Grades 7-8**

| <b>Code</b> | <b>Benchmark</b>   | <b>Annotations</b>  |
|-------------|--|---|
| 5.8.1       | Identify circumstances that can help or hinder healthy decision making.                      | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Peers</li> <li>• Family dynamics</li> <li>• Environment</li> </ul>                          |
| 5.8.2       | Apply the decision-making process in health-related situations.                              | <b>Resources</b> <ul style="list-style-type: none"> <li>• Decision making model(s)</li> <li>• DECIDE Model</li> <li>• SODAS Model</li> </ul>                      |
| 5.8.3       | Distinguish when individual or collaborative decision making is appropriate.                 | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Course Registration</li> <li>• Activities</li> <li>• Conflict</li> <li>• Assault</li> </ul> |
| 5.8.4       | Distinguish between healthy and unhealthy alternatives to health-related issues or problems. | <b>Clarification</b> <ul style="list-style-type: none"> <li>• This is a step in the decision-making process</li> </ul>  |
| 5.8.5       | Predict the potential outcomes of healthy and unhealthy decisions on self and others.        | <b>Clarification</b> <ul style="list-style-type: none"> <li>• This is a step in the decision-making process</li> </ul>  |
| 5.8.6       | Choose healthy alternatives over unhealthy alternatives when making a decision.              | <b>Clarification</b> <ul style="list-style-type: none"> <li>• This is a step in the decision-making process</li> </ul>  |
| 5.8.7       | Analyze the outcomes of a health-related decision.   | <b>Clarification</b> <ul style="list-style-type: none"> <li>• This is a step in the decision-making process</li> </ul>  |

**Standard 6: Demonstrate the ability to use goal-setting skills to enhance health and avoid or reduce health risks. S6 Grades 7-8**

| <b>Code</b> | <b>Benchmark</b>   | <b>Annotations</b>  |
|-------------|--|---|
| 6.8.1       | Assess personal health practices.  | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Health inventories</li><li>• Journaling</li><li>• Fitness testing</li></ul>  |
| 6.8.2       | Develop a goal to adopt, maintain, or improve a personal health practice.                              | <b>Resource</b> <ul style="list-style-type: none"><li>• SMART goals</li></ul>   |
| 6.8.3       | Apply strategies and skills needed to attain a personal health goal.                                   | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Journal</li><li>• Personal trainer</li><li>• Health professional</li><li>• Family</li><li>• Time management</li><li>• Organization</li></ul> |
| 6.8.4       | Describe how personal health goals can vary with changing abilities, priorities, and responsibilities. |   |

**Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.****S7 Grades 7-8**

| <b>Code</b> | <b>Benchmark</b>  | <b>Annotations</b>   |
|-------------|---|--|
| 7.8.1       | Explain the importance of assuming responsibility for personal health behaviors.      | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Social norms</li><li>• Increased privileges</li></ul>   |
| 7.8.2       | Analyze health behaviors that will maintain or improve the health of self and others. | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Nutrition</li><li>• Social media</li><li>• Sexual behavior/protection</li><li>• Safety</li><li>• Coping</li><li>• Stress management</li><li>• Gratitude</li><li>• Positive self-talk</li></ul>  |
| 7.8.3       | Demonstrate health behaviors to avoid or reduce health risks to self and others.      | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Healthier eating</li><li>• Technology (e.g., limit screen time, age-appropriate use, social media)</li><li>• Follow safety rules and procedures (e.g., community, school)</li><li>• Use protective equipment (e.g., seatbelt use, life jackets, helmets)</li><li>• Avoid risk behaviors (e.g., refusal skills, communication, advocacy)</li></ul> |

**Standard 8: Demonstrate the ability to advocate for personal, family, and community health.****S8 Grades 7-8**

| <b>Code</b> | <b>Benchmark</b>  | <b>Annotations</b>   |
|-------------|---|--|
| 8.8.1       | Construct a health-enhancing position on a topic and support it with accurate information.                  | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Daily hygiene habits</li><li>• Eating habits</li><li>• Sleep habits</li><li>• Physical activity</li><li>• Relationships</li><li>• Risk behavior consequences</li><li>• Mindfulness</li><li>• Coping skills</li><li>• Social media</li></ul> |
| 8.8.2       | Demonstrate how to influence and support others to make positive health choices.                            | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Role-play</li><li>• Communication skills</li><li>• Media</li></ul>  |
| 8.8.3       | Work cooperatively to advocate for healthy individuals, families, and schools.                              |  |
| 8.8.4       | Identify ways in which health messages and communication techniques can be altered for different audiences. | <b>Clarification</b> <ul style="list-style-type: none"><li>• Consider the audience (e.g., children, teens, adults)</li><li>• Consider platform (e.g., face-to-face, media, electronic)</li></ul>   |

## Grades 9-12 Health Education Content Standards

| <b>Standard 1: Understand concepts related to human growth and development, health promotion, and disease prevention.</b> |  | <b>S1 Grades 9-12</b>   |
|---|--|---|
| <b>Code</b>   | <b>Benchmark</b>   | <b>Annotations</b>  |
| 1.12.1  | Predict how health behaviors can affect health status.   | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Diet</li> <li>• Physical activity</li> <li>• Unintentional/intentional injuries</li> <li>• Sexual behaviors</li> <li>• Substance use</li> </ul> |
| 1.12.2  | Analyze the interrelationships of mental, emotional, physical, and social health.                                | <b>Resources</b> <ul style="list-style-type: none"> <li>• Health triangle</li> <li>• Dimensions of wellness</li> </ul>  |
| 1.12.3  | Analyze how the environment and personal health are interrelated.  | <b>Definition</b> <ul style="list-style-type: none"> <li>• Environment (see glossary)</li> </ul> <b>Clarification</b> <ul style="list-style-type: none"> <li>• Consider multiple types of environments</li> </ul>     |
| 1.12.4  | Analyze how genetics and family history can impact personal health.  | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Addiction</li> <li>• Obesity</li> <li>• Abuse</li> </ul>  |
| 1.12.5  | Formulate strategies to reduce or prevent injuries and health problems.  | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Pros vs. cons list</li> <li>• Stress management</li> <li>• Research</li> </ul>  |
| 1.12.6  | Analyze the relationship between access to health care and health status.  | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Affordability</li> <li>• Rural vs. urban</li> </ul>   |
| 1.12.7  | Analyze the benefits of and barriers to practicing a variety of health-enhancing behaviors.                      | <b>Clarification</b> <ul style="list-style-type: none"> <li>• Barriers (see glossary)</li> </ul>  |
| 1.12.8  | Examine personal susceptibility to and severity of injury, illness, or death if engaging in unhealthy behaviors. | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• CDC six risk behaviors (see introduction)</li> </ul>  |
| 1.12.9  | Explain the functions of the reproductive system.  | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Guest speaker (e.g., family planning clinic, school nurse)</li> </ul>   |

|         |   |   |
|---------|---|---|
| 1.12.10 | Describe prenatal and postnatal practices that can contribute to or threaten a healthy pregnancy for parent and child.  | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Vitamin supplementation</li> <li>• Postpartum depression</li> <li>• Breastfeeding</li> <li>• Routine medical care</li> </ul> <p><a href="#">North Dakota Century Code 15.1-21-28</a> requires a high-definition ultrasound video, at least three minutes in duration, showing the development of the brain, heart, sex organs, and other vital organs in early fetal development. The video must contain a high-quality, computer-generated rendering or animation showing the process of fertilization and every stage of human development in the uterus, noting significant markers in cell growth and organ development for every week of pregnancy until birth.</p> <p>Videos that meet the requirements under the North Dakota Century Code include:</p> <ul style="list-style-type: none"> <li>• <a href="#">WOW! Meet Baby Olivia: A Never Before Seen Look at a Human Life in the Womb.</a></li> <li>• Conception to Birth – Visualized / Alexander Tsiaras<br/><a href="https://youtu.be/fKyljukBE70?si=Sht1OLt9dJbMR-2A">https://youtu.be/fKyljukBE70?si=Sht1OLt9dJbMR-2A</a></li> <li>• Imperial College – Human Embryo Development<br/><a href="https://youtu.be/1zpV5rzWXMA?si=ApH44AwolX4u6eYy">https://youtu.be/1zpV5rzWXMA?si=ApH44AwolX4u6eYy</a></li> </ul> <p>3D Animated Pregnancy Guide</p> <ul style="list-style-type: none"> <li>• First Trimester <a href="https://youtu.be/2-ZF-T_95sc">https://youtu.be/2-ZF-T_95sc</a></li> <li>• Second Trimester <a href="https://youtu.be/k_V8axPqI34?si=Oz7wyin7MknTOFP7">https://youtu.be/k_V8axPqI34?si=Oz7wyin7MknTOFP7</a></li> <li>• Third Trimester <a href="https://youtu.be/n7BSXMvo3O4">https://youtu.be/n7BSXMvo3O4</a></li> </ul> |
| 1.12.11 | Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms. |   |
| 1.12.12 | Acknowledge differences among individuals regarding gender.   | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Respect, awareness, and acceptance</li> <li>• Socially</li> <li>• Emotionally and mentally</li> </ul>  |
| 1.12.13 | Analyze characteristics of healthy and unhealthy relationships with family, peers, and other adults.                    | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Trust, respect</li> <li>• Personal Boundaries</li> <li>• Abuse (e.g., emotional, physical, sexual)</li> </ul>  |



- Signs of abuse
- Predatory behaviors
- Sex trafficking

**Standard 2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

**2 Grades 9-12**

| <b>Code</b> | <b>Benchmark</b>   | <b>Annotations</b>   |
|-------------|--|--|
| 2.12.1      | Analyze how family influences the health of individuals.   | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Alcoholism</li> <li>• Eating habits</li> <li>• Genetics</li> <li>• Family structure</li> </ul> |
| 2.12.2      | Analyze how culture, personal values, and beliefs support and challenge health behaviors.                            | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Customs</li> </ul>   |
| 2.12.3      | Analyze how peers influence health behaviors.  | <b>Clarification</b> <ul style="list-style-type: none"> <li>• Peer pressure (positive and/or negative)</li> </ul>  |
| 2.12.4      | Evaluate how the school and community can affect personal health behaviors.  | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• School food services</li> <li>• Community services/amenities</li> <li>• Healthcare</li> </ul>  |
| 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.   | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Vaping</li> <li>• Sexual behaviors</li> <li>• Energy drinks</li> </ul>                         |
| 2.12.7      | Examine how some health risk behaviors can influence the likelihood of engaging in other unhealthy behaviors.        | <b>Resources</b> <ul style="list-style-type: none"> <li>• YRBS data (see glossary)</li> </ul>  |
| 2.12.8      | Analyze how public health policies and government regulations can influence health promotion and disease prevention. | <b>Resources</b> <ul style="list-style-type: none"> <li>• CDC (see glossary)</li> </ul>  |

| Code   | Benchmark  | Annotations   |
|--------|--|---|
| 3.12.1 | Evaluate the validity of health information, products, and services.     | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Dietary supplements</li> <li>• Credible sources</li> <li>• Iatrogenic (see glossary)</li> </ul>                                  |
| 3.12.2 | Utilize valid health resources that protect and inform consumers.        | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Home</li> <li>• School</li> <li>• Community</li> <li>• State</li> <li>• Federal</li> </ul>                                       |
| 3.12.3 | Evaluate the accessibility of products and services that enhance health. | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Health services</li> <li>• Recreational opportunities</li> <li>• Online shopping vs. local</li> </ul>       |
| 3.12.4 | Determine when professional health services may be required.             | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Depression</li> <li>• Eating disorders</li> <li>• Addiction</li> <li>• Prenatal and postnatal care</li> <li>• Hospice</li> </ul> |

**Standard 4:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**S4 Grades 9-12**

| Code   | Benchmark   | Annotations   |
|--------|---|---|
| 4.12.1 | Demonstrate active listening skills to enhance health and avoid or reduce health risks.                       | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Self-regulation</li> <li>• Problem-solving skills</li> <li>• Empathy skills</li> <li>• Communication skills (e.g., passive, aggressive, assertive)</li> </ul> |
| 4.12.2 | Apply effective verbal and nonverbal refusal skills to enhance health and avoid or reduce health risks.       | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Body language</li> </ul>  |
| 4.12.3 | Apply effective verbal and nonverbal negotiation skills to enhance health and avoid or reduce health risks.   | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Body language</li> <li>• Mediation</li> </ul>   |
| 4.12.4 | Apply effective verbal and nonverbal collaboration skills to enhance health and avoid or reduce health risks. | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Listening skills</li> <li>• Body language</li> <li>• Negotiation skills</li> </ul>  |
| 4.12.5 | Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• "I" message</li> <li>• Role-play</li> <li>• Mediation</li> <li>• Conflict resolution skills</li> </ul>  |
| 4.12.6 | Demonstrate how to ask for and offer assistance to enhance the health of self and others.                     | <b>Content Possibilities</b> <ul style="list-style-type: none"> <li>• Role-play</li> <li>• Illustrations</li> </ul>   |

**Standard 5:** Demonstrate the ability to use decision-making skills to enhance health and avoid or reduce health risks.

**S5 Grades 9-12**

| <b>Code</b> | <b>Benchmark</b>  | <b>Annotations</b>  |
|-------------|---|---|
| 5.12.1      | Examine barriers that can hinder healthy decision making.                                     | <p><b>Clarification</b></p> <ul style="list-style-type: none"> <li>• Barriers (see glossary)</li> </ul> <p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Decision-making model</li> </ul> <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Short-term and long-term consequences</li> </ul> |
| 5.12.2      | Apply the decision-making process in health-related situations.                               | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Peers</li> <li>• Culture</li> <li>• Finances</li> </ul>  |
| 5.12.3      | Justify when individual or collaborative decision making is appropriate.                      | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• College application</li> <li>• Birth control</li> <li>• Conflict</li> <li>• Assault</li> </ul>   |
| 5.12.4      | Generate alternatives to health-related issues or problems.                                   | <p><b>Clarification</b></p> <ul style="list-style-type: none"> <li>• This is a step in the decision-making process</li> </ul>   |
| 5.12.5      | Predict the potential short-term and long-term impact of each alternative on self and others. | <p><b>Clarification</b></p> <ul style="list-style-type: none"> <li>• This is a step in the decision-making process</li> </ul>   |
| 5.12.6      | Defend the healthy choice when making decisions.  | <p><b>Clarification</b></p> <ul style="list-style-type: none"> <li>• This is a step in the decision-making process</li> </ul>   |
| 5.12.7      | Evaluate the effectiveness of health-related decisions.                                       | <p><b>Clarification</b></p> <ul style="list-style-type: none"> <li>• This is a step in the decision-making process</li> </ul>   |

**Standard 6: Demonstrate the ability to use goal-setting skills to enhance health and avoid or reduce health risks.****S6 Grades 9-12**

| <b>Code</b> | <b>Benchmark</b>  | <b>Annotations</b>  |
|-------------|---|---|
| 6.12.1      | Assess personal health status.  | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Health inventory</li><li>• Journaling</li><li>• Fitness testing</li></ul>  |
| 6.12.2      | Develop a plan to attain a personal health goal.                              | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• SMART goals</li></ul>  |
| 6.12.3      | Implement strategies to monitor progress in achieving a personal health goal. | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• Journal</li><li>• Personal trainer</li><li>• Health professional</li><li>• Family</li><li>• Time management</li><li>• Organization</li></ul> |
| 6.12.4      | Create an effective short-term and long-term personal health plan.            | <b>Content Possibilities</b> <ul style="list-style-type: none"><li>• SMART goals</li></ul>  |

| Code   | Benchmark   | Annotations   |
|--------|---|---|
| 7.12.1 | Analyze the role of individual responsibility for enhancing health.                   | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Environmental health</li> <li>• Physical health</li> <li>• Mental health</li> <li>• Social health</li> </ul>   |
| 7.12.2 | Analyze health behaviors that will maintain or improve the health of self and others. | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Personal hygiene</li> <li>• Fitness</li> </ul>  |
| 7.12.3 | Demonstrate health behaviors to avoid or reduce health risks to self and others.      | <p><b>Content Possibilities</b></p> <ul style="list-style-type: none"> <li>• Contraceptives</li> <li>• Asking for help</li> <li>• Healthier eating</li> <li>• Technology (e.g., limit screen time, age-appropriate use, social media)</li> <li>• Follow safety rules and procedures (e.g., community, school, distractive driving)</li> <li>• Use protective equipment (e.g., seatbelt use, life jackets, helmets)</li> <li>• Avoid risk behaviors (e.g., refusal skills, communication, advocacy)</li> </ul> |

**Standard 8: Demonstrate the ability to advocate for personal, family, and community health.****S8 Grades 9-12**

| <b>Code</b> | <b>Benchmark</b>  | <b>Annotations</b>   |
|-------------|---|--|
| 8.12.1      | Utilize peer and societal norms to formulate a health-enhancing message.                | <b>Clarifications:</b> <ul style="list-style-type: none"><li>• Consider the audience (e.g., children, teens, adults)</li><li>• Consider platform (e.g., face-to-face, electronic, media)</li></ul> |
| 8.12.2      | Demonstrate how to influence and support others to make positive health choices.        | <b>Content Possibilities:</b> <ul style="list-style-type: none"><li>• Role-play</li><li>• Communication skills</li><li>• Media</li></ul>   |
| 8.12.3      | Work cooperatively as an advocate for improving personal, family, and community health. | <b>Content Possibilities:</b> <ul style="list-style-type: none"><li>• Health fair</li><li>• Collection drive</li><li>• Emergency response plan</li></ul>   |
| 8.12.4      | Adapt health messages and communication techniques to a specific target audience.       | <b>Clarifications:</b> <ul style="list-style-type: none"><li>• Consider the audience (e.g., children, teens, adults)</li><li>• Consider platform (e.g., face-to-face, electronic, media)</li></ul> |

# Glossary

**Abstinence:** the practice of restraining oneself from indulging in something

**Addiction:** dependent on a particular substance, activity, or thing

**Advocate:** (*noun*) one who supports or promotes the interests of a cause or group

(*verb*) educating and persuading others to believe in a specific position, claim, message, or cause

**Anatomical:** a person's physical body and its structural arrangement

**Barrier:** an obstacle that keeps people or things apart or prevents progress or communication, such as access, stigma, and environmental

**Beliefs:** acceptance that something exists or is true, especially one without proof

**Centers for Disease Control and Prevention (CDC):** The Centers for Disease Control and Prevention (CDC) is one of the 13 major operating components of the Department of Health and Human Services (HHS), which is the principal agency in the United States government for protecting the health and safety of all Americans and for providing essential human services, especially for those people who are least able to help themselves.

**Child Abuse:** physical, sexual, or psychological maltreatment or neglect of a child or children

**Chronic Disease:** a disease of long duration

**Communicable Disease:** a disease that is transmitted through direct contact with an infected individual or indirectly through a vector; a contagious disease

**Conflict Resolution:** a way for two or more parties to find a peaceful solution to a disagreement among them

**Consumer:** person or organization that uses a commodity or service

**Contraceptive:** a method or device or drug serving to prevent pregnancy

**Culture:** the beliefs or customs of a specific group, society, place, or time

**Custom:** an action or a way of behaving that is usual and traditional among the people in a particular group or place

**Depression:** an illness that negatively affects how you feel, the way you think, and how you act



**Dietary Supplement:** a product taken orally that contains one or more ingredients (vitamins or amino acids) that are intended to enhance one's choice of foods

**Dimensions of Wellness:** components or parts of complex interactions that lead to quality of life

**Distress:** anxiety, unhappiness, pain, or suffering that negatively affects the mind or body

**Eating Disorder:** a mental disorder characterized by abnormal eating habits that negatively affect a person's physical or mental health, such as anorexia nervosa, bulimia nervosa, and binge eating

**Emotional Health:** typically defined as possessing the ability to feel and express human emotions such as happiness, sadness, and anger

**Empathy:** the ability to understand and share the feelings of another

**Environment:** circumstances, objects, or conditions by which one is surrounded

**Environmental Health:** awareness of the unstable state of the earth and the effects of your daily habits on the physical environment

**Eustress:** moderate or normal psychological stress interpreted as being beneficial for the person

**Financial Health:** state of one's fiscal situation

**Food and Drug Administration (FDA):** federal agency in the Department of Health and Human Services established to regulate the release of new foods and health-related products

**Gender:** state of being male or female (typically used with references to social and cultural differences rather than biological ones)

**Health Advocate:** a person or group who promotes positive health

**Health Behaviors:** a person's beliefs and actions regarding their health and well-being

**Health Care Provider/Helper:** a person who helps in identifying, preventing, or treating illness or disability

**Health Enhancing Behaviors:** behaviors that make a positive contribution to one's health

**Health Status:** a compilation of indicators that help define a healthy person

**Health Triangle:** a measure of the different aspects of health and consists of physical, social, and mental-emotional health

**Hereditary Diseases (Genetic Disorder):** a pathological condition caused by an absent or defective gene or by a chromosomal aberration. Also called a genetic disorder, an inherited disorder

**“I” message:** the healthy way to talk about feelings. “I” messages follow the format of “*I feel \_\_\_ when \_\_\_. I wish\_\_\_\_\_.*”; it’s a healthy way to communicate about a problem without placing blame or shame

**Iatrogenic:** relates to illness caused by medical examination or treatment

**Interpersonal:** being, relating to, or involving relations between two persons

**Intrapersonal:** existing or occurring within the self or within one’s mind

**Mental Health:** a level of psychological well-being or an absence of mental illness

**National Institutes of Health (NIH):** an agency in the Department of Health and Human Services whose mission is to employ science in the pursuit of knowledge to improve human health; is the principal biomedical research agency of the federal government

**Norms:** something that is usual, typical, or standard

**Occupational Health:** involves preparing and making use of your gifts, skills, and talents in order to gain purpose, happiness, and enrichment in your life

**Peer Pressure:** influence from members of one’s group

**Physical Health:** encompasses a variety of healthy behaviors, including adequate exercise, proper nutrition, and abstaining from harmful habits such as drug use and alcohol abuse

**Pre-natal:** before birth; during or relating to pregnancy

**Post-natal:** relating to or denoting the period after childbirth

**Postpartum Depression:** depression suffered by a mother following childbirth

**Refusal Skills:** a set of skills designed to help in avoiding high-risk behavior

**Risk Behaviors:** potentially expose people to harm, or significant risk of harm which will prevent them from reaching their potential

**Sexuality:** a person’s capacity for sexual feelings, a person's sexual orientation or preference, sexual activity

**Sexual Behaviors:** person's sexual practices – referring to a person’s sexual relationships and level of sexual activity

**SMART Goal:** SMART (Specific, Measurable, Achievable, Realistic, Timely) best practice framework for setting goals. A SMART goal should be specific, measurable, achievable, realistic, and time-bound.

**Social Health:** the ability to interact successfully in our global community and to live up to the expectations and demands of our personal roles

**Spiritual Health:** possessing a set of guiding beliefs, principles, or values that help give direction to one's life

**Stressor:** agent, condition, or another stimulus that causes stress to an organism

**Unhealthy Behaviors:** patterned behavior regarded as detrimental to one's physical or mental health, which is often linked to a lack of self-control

**Values:** a person's principles or standards of behavior; one's judgment of what is important in life

**YRBS:** Found on [CDC.gov](https://www.cdc.gov/youthrisk/), The Youth Risk Behavior Surveillance System monitors six health-risk behaviors that contribute to the leading causes of death and disability among youth and adults.

## Resources

- [National Health Education Standards](#)
- North Dakota Health Content Standards (2008)
- [Health Triangle](#)
- [Centers for Disease Control and Prevention \(CDC\)](#)
- [Youth Risk Behavior Surveillance \(YRBS\)](#)
- [Health Education Curriculum Content – Abstinence \(NDCC 15.1-21-24\)](#)
- [Society of Health and Physical Educators \(SHAPE America\)](#)
- National Sexuality Education Standards
- [Health Education Curriculum Analysis Tool \(HECAT\)](#)
- Blooms Taxonomy
- Merriam-Webster Dictionary
- Dimension of Wellness
- Oxford Dictionary