North Dakota Health Content Standards

Grades K-12

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NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

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Superintendent's Forward

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Document Revision Log

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Introduction

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Key Components of this Document

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K-2 Health Content Standards

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.		**S1**
Code	**Benchmark**	**Implementation Examples**
1.2.1	Identify how health behaviors affect mental-emotional, physical and social health.	• Daily hygiene habits • Eating habits • Sleep habits • Physical activity • Relationships

1.2.2	Recognize that there are multiple dimensions of health.	• Health Triangle
		   o Social
		   o Emotional
		   o Physical

1.2.3	Describe ways to prevent contagious diseases.	• Hand washing • Sneezing/coughing into elbow • Not sharing water bottles, sharing food, etc.
1.2.4	Identify ways to prevent common childhood injuries.	• Wearing protective equipment (Bicycle helmets, sports equipment, seat belts, life jackets, etc.) • Avoiding dangerous situations (Fire, strangers, medication, traffic safety, etc.)
1.2.5	Describe why it is important to seek health care.	• Dental care • Wellness check-ups • Hearing, vision, and speech test
1.2.6	Explain how responsibility changes as we grow older.	• Household responsibilities • Increase privileges

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

Code	Benchmark	Implementation Examples
2.2.1	Identify how family influences personal health behaviors.	• Physical (Eating habits, physical activity, hygiene habits, sleeping habits, home environment, etc.) • Social (Conflict resolution, interactions, technology use, etc.) • Mental (Mindfulness, coping skills, etc.)
2.2.2	Identify what the school can do to support personal health behaviors.	• Visual reminders • Available services (Counselor, custodian, teachers, etc.) • Rules/Procedures • Lunch/Snack program • School amenities (Garbage, recycling, hand sanitizers, etc.)
2.2.3	Describe how the media and technology can influence health behaviors.	• Technology use (Screen time, safe use, etc.) • Advertisements • Age appropriate media

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

Code	Benchmark	Implementation Examples
3.2.1	Identify trusted adults and professionals who can help promote health.	• Emergency personnel • Medical professionals • Family members • School staff • Community helpers
3.2.2	Identify where to locate school and community health helpers.	• School staff (Nurse's office, counselor's office) • Hospital, police station, fire department • Community health clinics • 911

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

Code	Benchmark	Implementation Examples
4.2.1	Demonstrate healthy ways to express needs, wants, feelings and emotions.	- Self-regulation - Problem-solving skills - Emotion management and empathy skills - Effective communication skills
4.2.2	Demonstrate listening skills to enhance health.	- Paying attention - Verbal and non-verbal constructive feedback
4.2.3	Demonstrate ways to respond when in an unwanted, threatening or dangerous situation.	- Avoid certain places/people - Walk away - Just Say No - Tell a trusted adult
4.2.4	Demonstrate ways to tell a trusted adult if threatened or harmed.	- Verbal - Non-verbal - Written

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

Code	Benchmark	Implementation Example
5.2.1	Identify situations when a health-related decision is needed.	- Medical (Medication, injury, etc.) - Healthy eating-related decisions - Mental and Emotional Health (anger, sadness, etc.) - Physical health and Wellness (exercise, skin care, teeth care, hygiene, etc.) - Social Health (conflict resolution, building relationships)
5.2.2	Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	Minor verses major decisions with mental, emotional, physical, and social health

Standard 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce risks.		S6
Code	**Benchmark**	**Implementation Examples**
6.2.1	Identify a short-term personal health goal and take action toward achieving the goal.	• Healthy eating • Sleep habits • Technology use • Physical activity • Family and peer relationships
6.2.2	Identify who can help when assistance is needed to achieve a personal health goal.	• Trusted adults (school staff, family members, peers, etc.)

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		S7
Code	**Benchmark**	**Implementation Examples**
7.2.1	Demonstrate healthy practices and behaviors to maintain or improve personal health.	• Eating practices • Physical activity • Sleep habits • Hygiene • Positive peer and family relationships
7.2.2	Demonstrate behaviors that avoid or reduce health risks.	• Healthy food choices • Technology (limit screen time, age appropriate use, etc.) • Follow safety rules and procedures (community and school) • Use protective equipment (seatbelt use, life jackets, helmets, etc.)

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.		S8
Code	**Benchmark**	**Implementation Examples**
8.2.1	Make request to promote personal health.	• Daily hygiene habits • Healthy eating habits • Proper sleep habits • Physical activity • Healthy relationships
8.2.2	Encourage peers to make positive health choices.	• Physical (Eating habits, physical activity, hygiene habits, etc.) • Social (Conflict resolution, positive interactions, appropriate technology use, positive peer influence, etc.) • Mental (Mindfulness, coping skills, etc.)

3-5 Health Content Standards

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.		S1
Code	**Benchmark**	**Implementation Examples**
1.5.1	Describe the relationship between health behaviors and mental-emotional, physical, and social health.	- Daily hygiene habits - Eating habits - Sleep habits - Physical activity - Relationships (family, peer groups, community, etc.) - Self-image - Bullying - Alcohol, tobacco, and drug use
1.5.2	Identify examples of mental-emotional, physical, and social health.	
1.5.3	Describe ways in which a safe and healthy school and community environment can promote personal health.	- Community Outreach - School and community amenities - After-school programs, intramurals, community activities - School Resources and personnel
1.5.4	Describe ways to prevent common childhood injuries and health problems.	- Wearing protective equipment (Bicycle helmets, sports equipment, seat belts, life jackets, etc.) - Avoiding dangerous situations (Fire, strangers, medication, alcohol, tobacco, drugs, traffic safety, etc.) - First Aid
1.5.5	Describe when it is important to seek health care.	- Emergency and non-emergency situations - Wellness check-ups - Hearing, vision, and dental check-ups
1.5.6	Explain the stages of mental-emotional, physical and social growth and development in humans from infancy to late adulthood.	- Puberty - Increase privileges - Family roles and responsibilities
1.5.7	Define abstinence in relation to health behaviors.	

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

Code	Benchmark	Implementation Examples
2.5.1	Describe how family influences personal health behaviors.	• Physical (Eating habits, physical activity, hygiene habits, sleeping habits, home environment, etc.) • Social (Conflict resolution, interactions, technology use, peer pressure, etc.) • Mental (Mindfulness, self-image, coping skills, etc.) • Alcohol, tobacco, drug use
2.5.2	Identify the influence of culture on health behaviors.	• Food choices • Daily Activity • Family roles and responsibilities • Hygiene • Social behaviors
2.5.3	Identify how peers can influence health behaviors.	
2.5.3	Describe how the school and community can support personal health practices and behaviors.	• Visual reminders • Available services (school and communities) • Rules/Procedures, laws • Lunch/Snack program • School and community amenities (Garbage, recycling, hand sanitizers, etc.)
2.5.4	Explain how media and technology influences personal health behaviors.	• Technology use (Screen time, safe use, etc.) • Social media • Social interaction • Age appropriate media

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

Code	Benchmark	Implementation Examples
3.5.1	Identify characteristics of valid health information, products, and services.	• Reliable sources (Community health organizations, medical personal, etc.) • Food label vs. Food packaging • Valid and invalid information
3.5.2	Locate resources from home, school, and community that provide valid health information.	• School staff (Nurse's office, counselor's office) • Hospital, police station, fire department • Community health clinics and organization

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

Code	Benchmark	Implementation Examples
4.5.1	Demonstrate effective verbal and nonverbal communication skills to enhance health.	• Self-regulation • Problem-solving skills • Emotion management and empathy skills • Effective communication skills
4.5.2	Demonstrate refusal skills that avoid or reduce health risks.	• Avoiding unsafe situations • Refusal procedure
4.5.3	Demonstrate nonviolent strategies to manage or resolve conflict.	• Conflict resolution strategies
4.5.4	Demonstrate how to ask for assistance to enhance personal health.	

			S5

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

Code	Benchmark	Implementation Examples
5.5.1	Identify health-related situations that might require a thoughtful decision.	• Medical (Medication, injury, etc.) • Healthy eating-related decisions • Mental and Emotional Health (anger, sadness, etc.) • Physical health and Wellness (exercise, skin care, teeth care, hygiene, etc.) • Social Health (conflict resolution, building relationships) • Avoiding risky behaviors or situations
5.5.2	Analyze when assistance is needed when making a health-related decision.	• Minor verses major decisions with mental, emotional, physical, and social health
5.5.3	List healthy options to health related issues or problems.	• Nutrition • Physical Health • Emotion Health • Social Health • Breaking unhealthy habits or behaviors
5.5.4	Predict the potential outcomes of each option when making a health-related decision.	• Positive and negative consequences of decisions with self, family and peers
5.5.5	Choose a healthy option when making a decision.	
	Describe the outcomes of a health-related decision.	

Standard 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce risks.		**S6**
Code	**Benchmark**	**Implementation Examples**
6.5.1	Set a personal health goal and track progress toward its achievement.	- Healthy eating - Sleep habits - Technology use - Physical activity - Family and peer relationships - Progress monitoring tools
6.5.2	Identify resources to assist in achieving a personal health goal.	- Trusted adults (school staff, family members, peers, role models, etc.) - Technology - Community Programs

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		**S7**
Code	**Benchmark**	**Implementation Examples**
7.5.1	Identify responsible personal health behaviors.	- Eating practices - Physical activity - Sleep habits - Hygiene - Safety
7.5.2	Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	- Eating practices - Physical activity - Sleep habits - Hygiene - Positive peer and family relationships
7.5.3	Demonstrate a variety of behaviors to avoid or reduce health risks.	- Healthy food choices - Technology (limit screen time, age appropriate use, etc.) - Follow safety rules and procedures (community and school) - Use protective equipment (seatbelt use, life jackets, helmets, etc.) - Avoid risk-behaviors (alcohol, tobacco, drugs)

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.		S8
Code	**Benchmark**	**Implementation Examples**
8.5.1	Express opinions and give accurate information about health issues.	- Daily hygiene habits - Healthy eating habits - Proper sleep habits - Physical activity - Healthy relationships - Risk behavior consequences
8.5.2	Encourage others to make positive health choices.	- Physical (Eating habits, physical activity, hygiene habits, etc.) - Social (Conflict resolution, positive interactions, appropriate technology use, etc.) - Mental (Mindfulness, coping skills, etc.)

6 Health Content Standards

| **Standard 1:** Understand concepts related to human growth and development, health promotion, disease prevention. | | **S1** |

Code	Benchmark	Implementation Example
1.6.1	Analyze the relationship between health behaviors and personal health.	• Health enhancing behaviors are defined as behaviors that make a positive contribution to one's health.
1.6.2	Identify examples of mental-emotional, intellectual, physical, and social health.	• Health triangle • Dimensions of wellness
1.6.3	Describe how one's environment can promote personal health.	•
1.6.4	Describe how family history can affect personal health.	•
1.6.5	Identify adolescent health problems.	Sample health problems: • Mental/emotional • Physical • Social
1.6.6	Explain how appropriate health care can promote personal health.	Health care including • personal hygiene, • professional • preventative treatment (physical and mental)
1.6.7	Describe the benefits of and barriers to practicing healthy behaviors.	•
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	

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		S2
Code	**Benchmark**	**Implementation Example**
2.6.1	Describe how family influences health in positive and negative ways.	External Factors • Family • Peers • Cultures • Media • Technology
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.	Six Risk Behaviors (CDC) • Unintentional injuries and violence • Risky sexual behaviors • Drug and alcohol use • Tobacco use • Poor nutrition • Sedentary lifestyle https://www.cdc.gov/healthyyouth/data/yrbs/overview.htm . (Include link????) •
2.6.5	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**
Code	**Benchmark**	**Implementation Example**
3.6.1	Describe the validity of health information, products, and services.	Sample Vocab: • Source, • Bias • Reliable • Accurate • Current • Supported Claims • (Trust or Trash by SHAPE America)
3.6.2	Access valid health information from home, school, and community.	
3.6.3	Identify situations that may require professional health services.	• Mental/Emotional, • Social, • Physical

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		**S4**
Code	**Benchmark**	**Implementation Example**
4.6.1	Apply effective verbal and nonverbal communication skills to enhance health.	Sample aspects of communication • Listening • Self Expression • Refusal • Conflict Resolution • Negotiation
4.6.2	Describe refusal and negotiation skills to avoid or reduce health risks.	•
4.6.3	Demonstrate effective conflict management or resolution strategies	•
4.6.4	Describe 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
Code	**Benchmark**	**Implementation Example**
5.6.1	Determine when health-related situations require the application of a thoughtful decision-making process.	Sample Decision-making Process • DECIDE Model • SODAS Model • Decision making model(s)
5.6.2	Identify circumstances that can help or hinder healthy decision making.	•
5.6.3	Identify when individual or collaborative decision making is appropriate.	•
5.6.4	Identify healthy and unhealthy alternatives to health- related issues or problems.	•
5.6.5	Predict the potential outcomes of healthy and unhealthy decisions on self and others.	•
5.6.6	Choose healthy alternatives over unhealthy alternatives when making a decision.	
5.6.7	Interpret the outcome of a health-related decision.	

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

Code	Benchmark	Implementation Example
6.6.1	Assess personal health practices.	Overall Health or Specific Practices • Positive areas • Areas for improvement Sample ways to assess: • Health inventories • Journaling • Fitness Testing
6.6.2	Develop a goal to adopt, maintain, or improve a personal health practice.	SMART Goal • Short Term • Long Term
6.6.3	Identify strategies and skills needed to attain a personal health goal.	

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

Code	Benchmark	Implementation Example
7.6.1	Identify the importance of assuming responsibility for personal health behaviors.	•
7.6.2	Demonstrate health behaviors that will maintain or improve the health of self and others.	Sample Topics • Nutrition • Social media • Sexual behavior/protection • Safety • Coping • Stress Management • Gratitude • Positive self-talk •
7.6.3	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.		S8
Code	**Benchmark**	**Implementation Example**
8.6.1	State a health enhancing position on a topic and support it with accurate information.	•
8.6.2	Discuss how to influence and support others to make positive health choices.	•

7-8 Health Content Standards

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention. | **S1**

Code	Benchmark	Implementation Example
1.8.1	Analyze the relationship between health behaviors and personal health.	• Health enhancing behaviors are defined as behaviors that make a positive contribution to one's health.
1.8.2	Describe the interrelationships of emotional, mental-emotional, physical, and social health in adolescence.	• e.g. health triangle, dimensions of wellness
1.8.3	Analyze how the environment affects personal health.	•
1.8.4	Describe how family history can affect personal health.	•
1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.	e.g. intentional and unintentional injuries • Adolescent health problems: mental/emotional, physical, social
1.8.6	Explain how appropriate health care can promote personal health.	• Health care including personal hygiene, professional and preventative treatment (physical and mental)
1.8.7	Describe the benefits of and barriers to practicing health enhancing behaviors.	•
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 Explain the processes of conception, prenatal development and birth.	
1.8.10	Identify the benefits of abstinence and/or contraceptive methods. Explain the processes of conception, prenatal development and birth.	
1.8.11	Identify the benefits of abstinence and/or contraceptive methods.	

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		**S2**
Code	**Benchmark**	**Implementation Example**
2.8.1	Analyze how external factors affect mental-emotional, physical, and social health in positive and negative ways.	External Factors • Family • Peers • Culture • Media • Technology
2.8.2	Describe the influence of culture on health beliefs, and behaviors.	•
2.8.3	Describe how peers influence health behaviors.	Health Risk Behaviors • Unintentional injuries/violence • Risky sexual behaviors • Drug and alcohol use • Tobacco Use • Poor Nutrition • Sedentary lifestyle • https://www.cdc.gov/healthyyouth/data/yrbs/overview.htm
2.8.4	Analyze how the school and community can affect personal health practices and behaviors.	•
2.8.5	Analyze how messages from media and technology influence health behaviors.	
2.8.6	Explain the influence of norms, personal values, and beliefs on individual health behaviors.	
2.8.7	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	
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**
Code	**Benchmark**	**Implementation Example**
3.8.1	Analyze the validity of health information, products, and services.	• Sample Info: health topics, health questions, food labels, prescription labels, health articles
3.8.2	Access valid health information from home, school, and community.	Sample products: vitamins, supplements, hygiene related, contraceptive methods, • Sample Services: physicians, mental health providers, OB-GYN, Health Clinics,
3.8.3	Access valid and reliable health products and services.	
3.8.4	Describe situations that may require professional health services.	

Standard 4: Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.		**S4**
Code	**Benchmark**	**Implementation Example**
4.8.1	Apply effective verbal and nonverbal communication skills to enhance health.	Sample aspects of communication: • Listening • Self Expression • Refusal • Conflict Resolution • Negotiation •
4.8.2	Demonstrate refusal and negotiation skills to avoid or reduce health risks.	•
4.8.3	Demonstrate negotiation skills to avoid or reduce health risks.	•
4.8.4	Demonstrate collaboration skills to avoid or reduce health risks.	
4.8.5	Demonstrate effective conflict management or resolution strategies	
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**

Code	Benchmark	Implementation Example
5.8.1	5.8.1 Identify circumstances that can help or hinder healthy decision making.	•
5.8.2	Explain the decision-making process in health-related situations.	•
5.8.3	5.8.3 Distinguish when individual or collaborative decision making is appropriate.	•
5.8.4	Distinguish between healthy and unhealthy alternatives to health- related issues or problems.	
5.8.5	Predict the potential short-term outcomes of healthy and unhealthy decisions.	
5.8.6	Choose healthy alternatives over unhealthy alternatives when making a decision.	
5.8.7	Analyze the outcomes of a health-related decision.	

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

Code	Benchmark	Implementation Example
6.8.1	Assess personal health practices.	
6.8.2	Develop a goal to adopt, maintain, or improve a personal health practice.	• SMART Goal • Short Term • Long Term
6.8.3	Apply strategies and skills needed to attain a personal health goal.	•
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**

Code	Benchmark	Implementation Example
7.8.1	Explain the importance of assuming responsibility for personal health behaviors.	
7.8.2	Analyze health behaviors that will maintain or improve the health of self and others.	Sample topics • Nutrition • Social media • Sexual behavior/protection • Safety • Coping • Stress Management • Gratitude • Positive self-talk •
7.8.3	Demonstrate a variety of 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. **S8**

Code	Benchmark	Implementation Example
8.8.1	State a health enhancing position on a topic and support it with accurate information.	
8.8.2	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.	•
8.8.4	Identify ways in which health messages and communication techniques can be altered for different audiences	•
	8.8.1 State a health enhancing position on a topic and support it with accurate information.	

9-12 Health Content Standards

Standard 1: Understand concepts related to human growth and development, health promotion, disease prevention.		**S1**
Code	**Benchmark**	**Implementation Examples**
1.12.1	Predict how health behaviors can affect health status.	Examples: • Dietary patterns • Physical activity • Unintentional/intentional injuries • Sexual behaviors • Substance use
1.12.2	Describe the interrelationships of mental-emotional, physical, and social health.	Examples: • Health triangle • Wellness dimensions
1.12.3	Analyze how environment and personal health are interrelated.	Examples:
1.12.4	Analyze how genetics and family history can impact personal health.	Examples: • Addiction • Obesity • Abuse
1.12.5	Formulate strategies to reduce or prevent injuries and health problems.	Examples: • Pros vs. Cons list • Stress management • Research
1.12.6	Analyze the relationship between access to health care and health status.	Examples: • Affordability • Rural vs. Urban
1.12.7	Analyze the benefits of and barriers to practicing a variety of health enhancing behaviors..	Examples: • Barriers e.g. Access, stigma, and environmental
1.12.8	Examine personal susceptibility to and severity of injury, illness, or death if engaging in unhealthy behaviors.	Examples: • CDC 6 risk behaviors
1.12.9	Explain the functions of the reproductive system.	Examples: • Guest speaker (Family Planning Clinic)
1.12.10	Describe prenatal and postnatal practices that can contribute to or threaten a healthy pregnancy.	Examples: • Vitamin supplementation • Postpartum depression
1.12.11	Compare and contrast the advantages and disadvantages of abstinence and other contraceptive methods, including condoms.	Examples:

1.12.12	Define biological sex, sexual orientation, and gender identity.	Examples: • Respect, awareness, and acceptance

Standard 2: Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		**S2**
Code	**Benchmark**	**Implementation Examples**
2.12.1	Analyze how the family influences the health of individuals.	Examples: • Alcoholism • Eating habits • Genetics • Family structure
2.12.2	Analyze how culture, personal values, and beliefs support and challenge health behaviors.	Examples: • Customs
2.12.3	Analyze how peers influence health behaviors.	Examples: • Peer pressure
2.12.4	Evaluate how the school and community can affect personal health behaviors.	Examples: • School lunch • Community services • Healthcare
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.	
2.12.7	Examine how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.	
2.12.8	Analyze how public health policies and government regulations can influence health promotion and disease prevention.	

Standard 3: Demonstrate the ability to access valid health information, products and services.		**S3**
Code	**Benchmark**	**Implementation Examples**
3.12.1	Evaluate the validity of health information, products, and services.	Examples: • Supplements • Credible sources • Iatrogenics
3.12.2	Utilize valid health resources that protect and inform consumers.	Examples: • Home • School • Community • State • Federal
3.12.3	Evaluate the accessibility of products and services that enhance health.	Examples: • Nutrition • Health services • Recreational opportunities • ??(online shopping)
3.12.4	Determine when professional health services may be required.	Examples: • Depression • Eating disorders • Addiction • Prenatal and postnatal care • Hospice

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

Code	Benchmark	Implementation Examples
4.12.1	Demonstrate active listening skills to enhance health and avoid or reduce health risks.	Examples: • Self-regulation • Problem-solving skills • Emotion management and empathy skills • Effective communication skills
4.12.2	Apply effective verbal and nonverbal refusal skills to enhance health and avoid or reduce health risks.	Examples: • Listening skills
4.12.3	Apply effective verbal and nonverbal negotiation skills to enhance health and avoid or reduce health risks.	Examples: • Mediation • Listening Skills
4.12.4	Apply effective verbal and nonverbal collaboration skills to enhance health and avoid or reduce health risks.	Examples: • Listening Skills • Negotiation Skills
4.12.5	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.	Examples: • I message • Role-play • Mediation • Conflict resolution skills
4.12.6	Demonstrate how to ask for and offer assistance to enhance the health of self and others.	Examples: • Role-play • Illustrations

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

Code	Benchmark	Implementation Examples
5.12.1	Examine barriers that can hinder healthy decision making.	Examples: • Decision making model • Short-term and long-term consequences
5.12.2	Apply the decision-making process in health-related situations.	Examples: • Peers • Culture • Finances
5.12.3	Justify when individual or collaborative decision making is appropriate.	Examples: • College application • Birth control • Conflict/assault
5.12.4	Generate alternatives to health-related issues or problems.	Examples: •
5.12.5	Predict the potential short-term and long-term impact of each alternative on self and others.	Examples: •
5.12.6	Defend the healthy choice when making decisions.	Examples: •
5.12.7	Evaluate the effectiveness of health-related decisions.	Examples: •

Standard 6: Demonstrate the ability to use goal setting skills to enhance health and avoid or reduce risks.		**S6**
Code	**Benchmark**	**Implementation Examples**
6.12.1	Assess personal health status.	Examples: • Personal inventory
6.12.2	Develop a plan to attain a personal health goal.	Examples: • SMART Goals
6.12.3	Implement strategies to monitor progress in achieving a personal health goal.	Examples: • Journal • Personal trainer • Health professional • Family
6.12.4	Formulate an effective short-term and long-term personal health plan.	Examples: • SMART Goals

Standard 7: Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.		**S7**
Code	**Benchmark**	**Implementation Examples**
7.12.1	Analyze the role of individual responsibility for enhancing health.	Examples: • Environmental health • Mental health • Social health
7.12.2	Analyze a variety of health behaviors that will maintain or improve the health of self and others.	Examples: • Nutrition • Personal hygiene • Fitness
7.12.3	Analyze a variety of health behaviors to avoid or reduce health risks to self and others.	Examples: • Contraceptives • Asking for help

Standard 8: Demonstrate the ability to advocate for personal, family, and community health.		S8
Code	**Benchmark**	**Implementation Examples**
8.12.1	Utilize peer and societal norms to formulate a health-enhancing message.	Examples: • Consider audience • Consider platform
8.12.2	Demonstrate how to influence and support others to make positive health choices.	Examples: • Role play • Communication skills
8.12.3	Work cooperatively as an advocate for improving personal, family, and community health.	Examples: • Health fair • Collection drive
8.12.4	Adapt health messages and communication techniques to a specific target audience.	Examples: • Consider audience • Consider platform