	nal Health Education Standards: onal Application Experience Lessons	Hop, Skip, and Jump into Physical Activity	How Much is too Much? Let's Talk Sugar	Namaste to Keep the Stress Away	Now v Then: Portion Control	Smart Snacking	This is Me	Water, Water Everywhere and not a Drop to Drink	What to Choose When Dining Out	Nutrition 101	Catch Some ZZZZ's	To Drink or Not to Drink. That is the Question	100 Calories/Balance
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.		Rationale: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essentic concepts that are based on established health behavior theories or models. concepts that focus on both health promotion and risk reduction are included in the performance indicators.											
1.12.1	Predict how healthy behaviors can affect health status.	X	Χ	Х	Χ	Χ	Χ	Χ	Χ	Χ	Х	Χ	Х
1.12.2	Describe the interrelationships of emotional, intellectual, physical, and social health.	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х
1.12.3	Analyze how environment and personal health are interrelated.	Х		Χ			Х	Х			Х		Х
1.12.4	Analyze how genetics and family history can impact personal health.												
1.12.5	Propose ways to reduce or prevent injuries and health problems.	X	Χ	Χ	Χ	Χ	X	X	Х	X	Х	Х	X
1.12.6	Analyze the relationship between access to health care and health status.												
1.12.7	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	Х					Х				Х		Х
1.12.8	Analyze personal susceptibility to injury, illness, or death if engaging in unhealthy behaviors.	Х	Х		Х	Х	Х	Х	Х		Х	Х	Х
1.12.9	Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.	Х	Х		Х	Х	Х	Х	Х		Х	Х	Х
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.		Rationale: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories or models. concepts that focus on both health promotion and risk reduction are included in the performance indicators.											
2.12.1	Analyze how the family influences the health of individuals.			Χ									
2.12.2	Analyze how the culture supports and challenges health beliefs, practices, and behaviors.				Х				Х		Х		
2.12.3	Analyze how peers influence healthy and unhealthy behaviors.			Х									
2.12.4	Evaluate how the school and community can affect personal health practice and behaviors.						Х	Х			Х		
2.12.5	Evaluate the effect of media on personal and family health.			Χ						Х	Х	Х	Х
2.12.6	Evaluate the impact of technology on personal, family, and community health.	Х								Х	Х		Х
2.12.7	Analyze how the perceptions of norms influence healthy and unhealthy behaviors.				Х				Х	Х		Х	
2.12.8	Analyze the influence of personal values and beliefs on individual health practices and behaviors.							Х					

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2.12.9	Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.												
2.12.10	Analyze how public health policies and government regulations can influence health promotion and disease prevention.								Х	Х			
	3: Students will demonstrate the ability to access valid information, and service to enhance health.	in the p to iden skills o	oreventio tify and a	n, early o	detection alid healtl	, and trea n resourc	atment o	f health p o reject u	oroblems Inproven	s. This st	andard f . Applica	vices is cr ocuses or ations of t s to achie	n how the
3.12.1	Evaluate the validity of health information, products, and services.									Х			Х
3.12.2	Use resources from home, school, and community that provide valid health information.			Х						Х			
3.12.3	Determine the accessibility of products and services that enhance health.												Х
3.12.4	Determine when professional health services may be required.			Χ				Χ			X		
3.12.5	Access valid and reliable health products and services.												Х
	4: Students will demonstrate the ability to use interpersonal cation skills to enhance health and avoid or reduce health risks.	standa mainta	rd focuse in health	es on how y person	v respons al relatio	sible indi nships.	The abilit	se verba y to orga	l and nor nize and	n-verbal : to conve	skills to d y inform	h. This develop a ation and iding conf	l
4.12.1	Use skills for communicating effectively with family, peers, and others to enhance health.												
4.12.2	Demonstrate refusal, negotiation, and collaboration skills to enhance health and to avoid or reduce health risks.								Х				
4.12.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.												
4.12.4	Demonstrate how to ask for and offer assistance to enhance the health of self and others.												
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.		behavio prescri	ors. This bed in th	standar e perforr	d include nance inc	s the ess dicators.	sential ste	eps that opplied to	are need health is	led to ma ssues, th	ike healt e decisio	lth-enhan hy decisio n-making	ons as
5.12.1	Examine barriers that can hinder healthy decision making.												
5.12.2	Determine the value of applying a thoughtful decision-making process in health-related situations.								Х				
5.12.3	Justify when individual or collaborative decision making is appropriate.												

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5.12.4	Generate alternatives to health-related issues or problems.												
5.12.5	Predict the potential short-term and long-term impact of each alternative on self and others.												
5.12.6	Defend the healthy choice when making decisions.								Х				
5.12.7	Evaluate the effectiveness of health-related decisions.								Х				
Standard enhance	6: Students will demonstrate the ability to use goal-setting skills to health.	behavio	iors. This erm healtl	s standar	skills are rd include These sk	es the crit	tical step	os that are	e needed	to achie	eve both	short-terr	m and
6.12.1	Assess personal health practices and overall health status.	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х	Х
6.12.2	Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.	Х	Х	Х	Х		Х	Х					Х
6.12.3	Implement strategies and monitor progress in achieving a personal health goal.	Х	Х	X	Х	Х	Х						Х
6.12.4	Formulate an effective long-term personal health plan.	Х	X	Х	X	X	X	Х	X	Х	X	X	Х
	7: Students will demonstrate the ability to practice health-enhancing s and avoid or reduce health risks.	quality risk-tak	of life. In the second of the	In addition aviors. Th	nfirms that on, many of This stand actice of h	diseases dard prom	and inju notes the	iries can l e acceptai	be prever	nted by r	reducing	harmful a	and
7.12.1	Analyze the role of individual responsibility of enhancing health.	Х	X	X	Х	Χ	X	X	X	X	Х	X	Х
7.12.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.	Х	Х	Х	Х	Х	X	Х	Х	Х	Х	Х	Х
7.12.3	Demonstrate a variety of behaviors to avoid or reduce health risks to self and others.	Х	Х	Х	Х	Х		Х	Х	Х	Х	Х	Х
	8: Students will demonstrate the ability to advocate for personal, family, munity health.	standa	ard helps	students	ills helps s s develop opt health	o importai	nt skills t						
8.12.1	Utilize accurate peer and societal norms to formulate a health-enhancing message.												
8.12.2	Demonstrate how to influence and support others to make positive health choices.	Х			<u> </u>		X		Х				Х
8.12.3	Work cooperatively as an advocate for improving personal, family, and community health.					<u> </u>							
8.12.4	Adapt health messages and communication techniques to a specific target audience.												