



## Health Education Standards

GRADE: K

| Strand: HEALTH LITERACY CONCEPTS  |  |
|---|--|
| Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. |  |
| BENCHMARK CODE  | BENCHMARK  |
| HE.K.C.1.1  | Recognize healthy behaviors.<br><br><i>Remarks:</i><br>Brushing teeth, adequate sleep, and cover mouth for cough and sneeze.   |
| HE.K.C.1.2  | Recognize the physical dimensions of health.<br><br><i>Remarks:</i><br>Hygiene, exercise, eating habits, and cooperation.  |
| HE.K.C.1.3  | Recognize ways to prevent common communicable diseases.<br><br><i>Remarks:</i><br>Washing hands, covering mouth to cough and sneeze, and flushing toilets.   |
| HE.K.C.1.4  | Recognize ways to prevent childhood injuries in the home, school, and community settings.<br><br><i>Remarks:</i><br>Wearing a helmet, wearing flotation devices, demonstrating playground safety, using age- appropriate child restraints, and identifying poisons and other harmful substances. |
| HE.K.C.1.5  | Recognize there are body parts inside and outside of the body.<br><br><i>Remarks:</i><br>Brain, muscles, and skin.   |

| Standard 2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. |   |
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| BENCHMARK CODE   | BENCHMARK   |
| HE.K.C.2.1   | Name healthy behaviors that family members should practice.<br><br><i>Remarks:</i><br>Brushing teeth, staying home when sick, receiving immunizations, sharing family meals, and practicing respectful communication. |
| HE.K.C.2.2   | Recognize the characteristics of a friend.  |

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|            | <i>Remarks:</i><br>Honest, caring, and wants to spend time with you.   |
| HE.K.C.2.3 | Identify members of the school and community who support personal-health practices and behaviors.<br><br><i>Remarks:</i><br>Teachers, counselors, nurses, doctors, fire fighters, police, and Paramedics/EMTs. |
| HE.K.C.2.4 | Explain the importance of rules to maintain health.<br><br><i>Remarks:</i><br>Walk don't run, wait your turn, keep your hands and feet to yourself, and play fair.   |

### Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR

Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.K.B.3.1     | Recognize warning labels and signs on hazardous products and places.<br><br><i>Remarks:</i><br>Poison symbol, universal symbol for "no," and crosswalk signals. |
| HE.K.B.3.2     | Recognize school and community health helpers.<br><br><i>Remarks:</i><br>Fire, police, medical, and school personnel.   |

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

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.K.B.4.1     | Recognize healthy ways to express needs, wants, and feelings.<br><br><i>Remarks:</i><br>How to share objects and time, how to be an effective family member, and how to use manners.    |
| HE.K.B.4.2     | Demonstrate listening skills to enhance health.<br><br><i>Remarks:</i><br>Using manners, asking questions, and looking at the speaker.  |
| HE.K.B.4.3     | Identify the appropriate responses to unwanted and threatening situations.<br><br><i>Remarks:</i><br>Tell a trusted adult, police officer, and/or parent; seek safety and run for help. |

Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

| BENCHMARK CODE | BENCHMARK  |
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| HE.K.B.5.1     | Name situations when a health-related decision can be made individually or when assistance is needed.<br><br><i>Remarks:</i> |

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|            | Recreational water activities. Some examples of individual decisions may be participating safely in aquatic activities, following school rules, getting dressed, choosing appropriate clothes, and practicing good hygiene. |
| HE.K.B.5.2 | Recognize healthy options to health-related issues or problems.<br><br><i>Remarks:</i><br>Visit the doctor, obey safety rules, and practice emergency preparedness.   |
| HE.K.B.5.3 | Recognize the consequences of not following rules/practices when making healthy and safe decisions.<br><br><i>Remarks:</i><br>Injury to self and/or others.   |

### Strand: HEALTH LITERACY PROMOTION

Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.K.P.7.1     | Identify healthy practices and behaviors to maintain or improve personal health.<br><br><i>Remarks:</i><br>Seek a safe environment, seek help, and practice universal precautions. |

Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.K.P.8.1     | Help others to make positive health choices.<br><br><i>Remarks:</i><br>Play outside and wash hands frequently. |

### Strand: RESILIENCY (STARTING 2024-2025)

Standard 1: Character

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.K.R.1.1     | Define and give examples of kindness and caring.             |
| HE.K.R.1.2     | Demonstrate the ability to take turns and share with others. |
| HE.K.R.1.3     | Describe ways to show respect to others.                     |
| HE.K.R.1.4     | Identify the difference between the truth and a lie.         |

Standard 2: Personal Responsibility

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.K.R.2.1     | Identify healthy choices that affect personal wellness.  |
| HE.K.R.2.2     | Demonstrate the ability to follow rules and directions.  |
| HE.K.R.2.3     | Discuss the value of goal setting.   |
| HE.K.R.2.4     | Identify and recognize basic feelings.<br><br><i>Clarifications:</i><br>Sad, mad, happy, excited, worried. |

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| HE.K.R.2.5 | Identify personal strengths and actions individuals can do independently.<br><br><i>Clarifications:</i><br>Empathy, listening, sharing, adapting, showing courage, leadership. |
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**Standard 3: Mentorship and Citizenship**

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.K.R.3.1     | Identify the roles and responsibilities of trusted adults.<br><br><i>Clarifications:</i><br>Trusted adults could be parents, teachers, police officers, school counselors, grandparents. |
| HE.K.R.3.2     | Identify characteristics of a good citizen in school and the community.  |

**Standard 4: Critical Thinking and Problem Solving**

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.K.R.4.1     | Identify when help is needed and who to ask for help.                    |
| HE.K.R.4.2     | Identify the importance of sharing thoughts and ideas to solve problems. |
| HE.K.R.4.3     | Discuss ways to work together to solve problems.                         |

**Strand: PERSONAL HEALTH CONCEPTS**

**Standard 2: Internal and External Influence**

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.K.PHC.2.3   | Identify safe and unsafe examples of internet use.<br><br><i>Clarifications:</i><br><br><i>Clarification 1:</i> Instruction includes safe uses such as playing games, watching appropriate television shows, and learning.<br><br><i>Clarification 2:</i> Instruction includes unsafe uses such as sharing private information and interacting with unknown senders.<br><br><i>Clarification 3:</i> Instruction includes unsafe screen time leading to health issues. |

**Standard 3: Prevention and Decision Making**

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.K.PHC.3.2   | Recognize healthy options to personal health-related issues or problems.<br><br><i>Clarifications:</i><br><br><i>Clarification 1:</i> Instruction includes visiting the doctor, obeying safety rules, and practicing emergency preparedness.<br><br><i>Clarification 2:</i> Instruction includes limiting screen time and television shows to less than one hour per day to increase physical and mental wellbeing.<br><br><i>Clarification 3:</i> Instruction includes reporting unsafe behavior, in person and on the internet, to a trusted adult. |

**Strand: CONSUMER HEALTH**

## Standard 3: Prevention and Decision Making

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.K.CH.3.1    | Define healthy and unhealthy choices.<br><i>Clarifications:</i><br><i>Clarification 1:</i> Instruction includes limiting screen time and playing outdoors.<br><i>Clarification 2:</i> Instruction includes choosing healthy foods. |

**GRADE: 1****Strand: HEALTH LITERACY CONCEPTS**

## Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.1.C.1.1     | Identify healthy behaviors.<br><i>Remarks:</i><br>Eating breakfast, playing safely on the playground, wearing helmet on bike, and participating in moderate to vigorous physical activity.                    |
| HE.1.C.1.2     | Recognize the physical and social dimensions of health.<br><i>Remarks:</i><br>Making friends, respecting others, understanding empathy, and getting adequate sleep.   |
| HE.1.C.1.3     | Describe ways to prevent common communicable diseases.<br><i>Remarks:</i><br>Washing hands, covering mouth to cough and sneeze, get immunized, and do not share food or utensils.                             |
| HE.1.C.1.4     | Identify ways to prevent childhood injuries in the home, school, and community settings.<br><i>Remarks:</i><br>Water safety, pedestrian safety, bicycle safety, and appropriate child restraints in vehicles. |
| HE.1.C.1.5     | Identify the correct names of human body parts.<br><i>Remarks:</i><br>Stomach, intestines, heart, lungs, skin, muscles, and bones.  |
| HE.1.C.1.6     | Identify health-care providers.<br><i>Remarks:</i><br>Doctors, paramedics, and school nurses.   |

## Standard 2: Internal and External Influence - Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.1.C.2.1     | Identify how children learn health behaviors from family and friends.<br><br><i>Remarks:</i><br>Parents/family encouraging physical activities together, parents/family setting a bedtime, parents/family rules about limiting the amount of screen time, and parents/family celebrations, and attending social gatherings/birthday parties. |
| HE.1.C.2.2     | Explore the ways that a friend would act in a variety of situations.<br><br><i>Remarks:</i><br>Is a good listener, doesn't ask you to do anything that would hurt you, and takes turns and shares.   |
| HE.1.C.2.3     | Identify what the school and community do to support personal-health practices and behaviors.<br><br><i>Remarks:</i><br>Nutrition in school lunches, school and community gardens, fire, weather, and lock-down drills.  |
| HE.1.C.2.4     | Recognize health consequences for not following rules.<br><br><i>Remarks:</i><br>Injuries, arguments, hurt feelings, and pollution.  |

### Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR

Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.1.B.3.1     | Determine the meaning of warning labels and signs on hazardous products and places<br><br><i>Remarks:</i><br>Recognizing warning labels and symbols for poisons, hot stoves, swimming signs, and medications. |
| HE.1.B.3.2     | Identify trusted adults and professionals who can help promote health.<br><br><i>Remarks:</i><br>Parent, teacher, coach, counselor, and school nurse.   |

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

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.1.B.4.1     | Identify healthy ways to express needs, wants, and feelings.<br><br><i>Remarks:</i><br>Reporting aggression, reporting bullying and violence to a trusted adult, and learning how to say "no." |
| HE.1.B.4.2     | Describe good listening skills to enhance health.<br><br><i>Remarks:</i><br>Using positive body language, waiting your turn, focusing on the speaker, and asking questions to understand.      |

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| HE.1.B.4.3 | Describe ways to respond when in an unwanted, threatening, or dangerous situation.<br><br><i>Remarks:</i><br>Leave, tell a trusted adult, and say “no.” |
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Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.1.B.5.1     | Describe situations when a health-related decision can be made individually or when assistance is needed.<br><br><i>Remarks:</i><br>Crossing a street, choosing foods, washing hands, and participating in recreational water activities. |
| HE.1.B.5.2     | Identify healthy options to health-related issues or problems.<br><br><i>Remarks:</i><br>Wearing bike helmet, using age- appropriate restraints, and reporting danger.  |
| HE.1.B.5.3     | Explain the consequences of not following rules/practices when making healthy and safe decisions.<br><br><i>Remarks:</i><br>Tooth decay and environmental damage.   |

### Strand: HEALTH LITERACY PROMOTION

Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.1.P.7.1     | Tell about behaviors that avoid or reduce health risks.<br><br><i>Remarks:</i><br>Swimming with a buddy, stopping and thinking, and following playground rules. |

Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.1.P.8.1     | Encourage others to make positive health choices.<br><br><i>Remarks:</i><br>Use sunscreen, cross the street at marked areas, and select healthy foods. |

### Strand: RESILIENCY (STARTING 2024-2025)

Standard 1: Character

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.1.R.1.1     | Discuss ways to respect personal property and personal space of others. |
| HE.1.R.1.2     | Describe the traits of a good friend.                                   |

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| HE.1.R.1.3 | Identify the benefits of sharing and cooperation. |
| HE.1.R.1.4 | Define and give examples of honesty.              |
| HE.1.R.1.5 | Identify strategies to overcome a challenge.      |

### Standard 2: Personal Responsibility

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.1.R.2.1     | Identify my role and responsibilities in the school, community, and family.<br><br><i>Clarifications:</i><br>Following directions, rules and procedures.  |
| HE.1.R.2.2     | Establish a short-term goal as a class and take action toward achieving the goal.   |
| HE.1.R.2.3     | Identify the characteristics of a responsible decision maker.   |
| HE.1.R.2.4     | Describe how individual actions can affect others.  |
| HE.1.R.2.5     | Identify strategies to discover and demonstrate personal strengths.<br><br><i>Clarifications:</i><br>Sense of pride, working toward intrinsic motivation, experiencing a sense of accomplishment. |
| HE.1.R.2.6     | Identify healthy ways to express needs and wants.   |

### Standard 3: Mentorship and Citizenship

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.1.R.3.1     | Identify characteristics of a leader in the school community.                  |
| HE.1.R.3.2     | Demonstrate the characteristics of a good citizen in school and the community. |

### Standard 4: Critical Thinking and Problem Solving

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.1.R.4.1     | Identify the importance of working together to solve problems.   |
| HE.1.R.4.2     | Identify the importance of sharing thoughts and ideas as an individual and as part of a group.                     |
| HE.1.R.4.3     | Understand that conflict may arise when working together.<br><br><i>Clarifications:</i><br>Differing perspectives. |

## Strand: PERSONAL HEALTH CONCEPTS

### Standard 1: Core Concepts

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.1.PHC.1.5   | Tell about behaviors that avoid or reduce health risks.<br><br><i>Clarifications:</i><br><br><i>Clarification 1:</i> Instruction focuses on following rules and personal hygiene.<br><br><i>Clarification 2:</i> Instruction includes limiting screen time to less than one hour per day to increase physical and mental wellbeing. |



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|  | <p><i>Clarification 3:</i> Instruction includes reporting unsafe behavior, in person and on the internet, to a trusted adult.</p> <p><i>Examples:</i><br/> <i>Example:</i> Swimming with a buddy and following playground rules.</p> |
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**Standard 2: Internal and External Influence**

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.1.PHC.2.1   | <p>Identify how children learn health behaviors from family and friends.</p> <p><i>Clarifications:</i></p> <p><i>Clarification 1:</i> Instruction includes family and parents encouraging healthy behaviors such as eating healthy dinners together, physical activities together, setting bedtimes, and screen time rules.</p> <p><i>Clarification 2:</i> Instruction includes friends exhibiting positive behaviors such as sharing and kindness.</p> |
| HE.1.PHC.2.2   | <p>Explain why personal information should not be shared on the internet.</p> <p><i>Clarifications:</i></p> <p><i>Clarification 1:</i> Instruction includes dangers of unknown senders.</p> <p><i>Examples:</i><br/> <i>Example:</i> Personal information to include address, phone numbers, health information, passwords.</p>   |

**Strand: CONSUMER HEALTH**

**Standard 3: Prevention and Decision Making**

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.1.CH.3.1    | <p>List healthy and unhealthy choices for personal health and safety.</p> <p><i>Clarifications:</i></p> <p><i>Clarification 1:</i> Instruction includes wearing a helmet.</p> <p><i>Clarification 2:</i> Instruction includes limiting screen time and choosing physical activity.</p> |

**GRADE: 2**

**Strand: HEALTH LITERACY CONCEPTS**

**Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.**

| BENCHMARK CODE | BENCHMARK   |
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| HE.2.C.1.1     | Identify that healthy behaviors affect personal health. |

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|            | <i>Remarks:</i><br>Identifying your emotions and your level of wellness.  |
| HE.2.C.1.2 | Recognize the physical, mental/emotional and social dimensions of health.<br><br><i>Remarks:</i><br>Getting along with others, respecting appropriate personal space, understanding anxiety, and feeling safe.    |
| HE.2.C.1.3 | Describe ways a safe, healthy home environment can promote personal health.<br><br><i>Remarks:</i><br>Secured poisonous products, fire- safety practices, and posted emergency numbers.                           |
| HE.2.C.1.4 | Describe ways to prevent childhood injuries in the home, school, and community settings.<br><br><i>Remarks:</i><br>Recognizing abusive behaviors, following bus/playground rules, and never playing with matches. |
| HE.2.C.1.5 | Recognize the locations and functions of major human organs.<br><br><i>Remarks:</i><br>The functions of the heart, lungs, and muscles.  |
| HE.2.C.1.6 | Determine when it is important to seek health care.<br><br><i>Remarks:</i><br>High fever, toothache, or persistent cough.   |

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

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.2.C.2.1     | Describe how family rules and practices influence health behaviors.<br><br><i>Remarks:</i><br>Consistent/inconsistent home safety rules and modeling of food- sanitation practices at home. |
| HE.2.C.2.2     | Describe how friends' health practices influence health behaviors of others.<br><br><i>Remarks:</i><br>Telling the truth, treating others with respect, and being tobacco-free.             |
| HE.2.C.2.3     | Describe how the school and community influence health behaviors of children.<br><br><i>Remarks:</i><br>Health and safety fairs, school and community gardens, and recycling.               |
| HE.2.C.2.4     | Explain the ways that rules make the classroom, school, and community safer.<br><br><i>Remarks:</i><br>Walking not running, waiting your turn, and following traffic laws.                  |

**Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR**

Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

| BENCHMARK CODE | BENCHMARK |
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| HE.2.B.3.1 | Understand the meaning of warning labels and signs on hazardous products.<br><i>Remarks:</i><br>Hazardous-waste sign and medication labels.  |
| HE.2.B.3.2 | Select trusted adults and professionals who can help promote health.<br><i>Remarks:</i><br>Family members, educators, and environmentalists. |

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

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.2.B.4.1     | Demonstrate healthy ways to express needs, wants, feelings, and listening skills to enhance health.<br><i>Remarks:</i><br>Sharing feelings, following rules and directions, and waiting your turn to speak. |
| HE.2.B.4.3     | Demonstrate ways to respond to unwanted, threatening, or dangerous situations.<br><i>Remarks:</i><br>Role playing: "How to tell a trusted adult or how to leave a dangerous situation safely."              |

Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.2.B.5.1     | Differentiate between situations when a health-related decision can be made individually or when assistance is needed.<br><i>Remarks:</i><br>When you think your friend is in trouble and food choices. |
| HE.2.B.5.2     | Name healthy options to health-related issues or problems.<br><i>Remarks:</i><br>Safety equipment, peer cooperation, and communication.   |
| HE.2.B.5.3     | Compare the consequences of not following rules/practices when making healthy and safe decisions.<br><i>Remarks:</i><br>Negative emotions, accidents, injuries, and pollution.                          |

Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.2.B.6.1     | Establish a short-term personal health goal as a class and take action toward achieving the goal.<br><i>Remarks:</i><br>Playground safety and tobacco awareness. |

**Strand: HEALTH LITERACY PROMOTION**

Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.2.P.7.1     | Demonstrate health behaviors to maintain or improve personal health.<br><i>Remarks:</i><br>Physical activity, kindness to others, weather safety, and universal precautions. |

Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.2.P.8.1     | Support peers when making positive health choices.<br><i>Remarks:</i><br>Use a buddy system, help others recognize trusted adults as a resource, and encourage others to take turns. |

### Strand: RESILIENCY (STARTING 2024-2025)

Standard 1: Character

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.2.R.1.1     | Identify the benefits of showing kindness and treating others with respect. |
| HE.2.R.1.2     | Identify what a conflict is and how disagreements can happen.               |
| HE.2.R.1.3     | Explain the importance of being truthful.                                   |

Standard 2: Personal Responsibility

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.2.R.2.1     | Identify ways to make positive contributions to the wellbeing of the school and the community.   |
| HE.2.R.2.2     | Identify personal goals and strategies to achieve those goals.   |
| HE.2.R.2.3     | Demonstrate healthy ways to express needs, wants, and listening skills.<br><i>Clarifications:</i><br>Paying attention, eye contact, asking for help. |
| HE.2.R.2.4     | Identify personal strengths and areas for improvement.   |

Standard 3: Mentorship and Citizenship

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.2.R.3.1     | Identify ways to benefit the school and the community.<br><i>Clarifications:</i><br>Conservation, recycling, being a classroom helper, volunteering. |
| HE.2.R.3.2     | Identify characteristics of a community leader.  |

Standard 4: Critical Thinking and Problem Solving

| BENCHMARK CODE | BENCHMARK |
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| HE.2.R.4.1 | Identify strategies to work together to solve problems.                     |
| HE.2.R.4.2 | Identify how disagreements can be settled using conflict resolution skills. |

## Strand: PERSONAL HEALTH CONCEPTS

### Standard 1: Core Concepts

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.2.PHC.1.4   | <p>Select trusted adults and professionals who can help promote health.</p> <p><u>Clarifications:</u></p> <p><i>Clarification 1:</i> Instruction includes individuals such as family members, educators, and first responders.</p> <p><i>Clarification 2:</i> Instruction includes identifying who to report suspicious internet behavior to.</p> |
| HE.2.PHC.1.5   | <p>Recognize healthy practices and behaviors to maintain or improve personal health.</p> <p><u>Clarifications:</u></p> <p><i>Clarification 1:</i> Instruction includes seeking a safe environment and seeking help.</p> <p><i>Clarification 2:</i> Instruction includes recognizing safe websites to visit and television shows to watch.</p>     |

### Standard 2: Internal and External Influence

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.2.PHC.2.3   | <p>Describe the attributes of a safe and responsible internet user.</p> <p><u>Clarifications:</u></p> <p><i>Clarification 1:</i> Instruction includes protecting personal information, reporting cyberbullying, and recognizing inappropriate content/contact.</p> <p><i>Clarification 2:</i> Instruction includes limiting screen time to avoid health risks to vision, sleep quality, and mental health.</p> |

## Strand: CONSUMER HEALTH

### Standard 3: Prevention and Decision Making

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.2.CH.3.1    | <p>Describe healthy and unhealthy choices.</p> <p><u>Clarifications:</u></p> <p><i>Clarification 1:</i> Instruction includes limiting screen time, including television, safe websites and video games, to less than two hours per day.</p> <p><i>Clarification 2:</i> Instruction includes nutritional food choices instead of unhealthy food in the cafeteria.</p> |

# GRADE: 3

## Strand: HEALTH LITERACY CONCEPTS

Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.3.C.1.1     | Describe healthy behaviors that affect personal health.<br><br><i>Remarks:</i><br>Covering mouth cough/sneeze, washing hands before eating and after using the bathroom, performing daily physical activity, never using other's hair/toothbrushes, preventing the spread of germs, exercising regularly, avoiding junk food, and avoiding tobacco products. |
| HE.3.C.1.3     | Describe ways a safe, healthy classroom can promote personal health.<br><br><i>Remarks:</i><br>Frequent hand washing, access to water fountains, area clear of clutter and organized, proper use and disposal of tissues, proper use of hand sanitizers, no sharing of food, and respect for others.   |
| HE.3.C.1.4     | Recognize common childhood health conditions.<br><br><i>Remarks:</i><br>Asthma, diabetes, food allergies, dental cavities, and colds.  |
| HE.3.C.1.5     | Recognize that body parts and organs work together to form human body systems.<br><br><i>Remarks:</i><br>Circulatory system, digestive system, nervous system, reproductive system, and other body systems.  |
| HE.3.C.1.6     | Describe why it is important to seek health care.<br><br><i>Remarks:</i><br>Fluoride treatment to prevent tooth decay, hearing exam to check hearing, and eye exam to assess vision.   |

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

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.3.C.2.1     | Explore how family and friend's traditions and customs may influence health behaviors.<br><br><i>Remarks:</i><br>Family nutritional choices, gatherings, fears, traditions, religious practices, belief in holistic approach, and accepted celebration behaviors demonstrated by others.   |
| HE.3.C.2.2     | Explore how the traditions and customs of the school and community influence health behavior of children.<br><br><i>Remarks:</i><br>Different school/community venues such as health fairs, fundraisers, special celebrations, ethnic restaurants/festivals, and community/school gardens. |
| HE.3.C.2.3     | Identify classroom and school rules that promote health and disease prevention.<br><br><i>Remarks:</i>   |

|            |  |
|------------|--|
|            | Following rules for walking in hallways, keeping areas clean, listening to crossing guard, and bike safety.  |
| HE.3.C.2.4 | Discuss the positive and negative impacts media may have on health.<br><br><i>Remarks:</i><br>Positives: choosing healthy foods, exercising, being physically active and not using drugs, acceptance of cultural diversity. Negatives: unhealthy fast foods, "couch potato" inactivity, media messages about body shape and size, violence in the media, violent video/computer games, and too much screen time. |
| HE.3.C.2.5 | Discuss the positive and negative impacts technology may have on health.<br><br><i>Remarks:</i><br>Positives: calling 911, using a pedometer, playing electronic, interactive video games that promote physical activity, medical advances, and collaboration. Negatives: video games that do not promote physical activity, violent video/computer, games, and misuse/overuse cell phone/texting.               |

### Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR

Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.3.B.3.1     | Locate resources from home, school, and community that provide valid health information.<br><br><i>Remarks:</i><br>Internet, media, television, radio, brochures, books, professional interviews, hospital, and Department of Health.                        |
| HE.3.B.3.2     | Describe criteria for selecting health information, resources, products, and services.<br><br><i>Remarks:</i><br>Directions on packaging and, consumer safety, television, radio, telephone, and reputable websites.   |
| HE.3.B.3.3     | Describe how the media influences the selection of health information, products, and services.<br><br><i>Remarks:</i><br>Infomercials, cereal boxes, billboards, medicine/over-the-counter medicine ads, and the Centers for Disease Control and Prevention. |

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

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.3.B.4.1     | Identify effective verbal and nonverbal communication skills to enhance health.<br><br><i>Remarks:</i><br>Listing the effects of facial expressions, body language, verbal cues, sign language, braille, and asking questions seeking further clarification/understanding. |
| HE.3.B.4.2     | Demonstrate refusal skills that avoid or reduce health risks.<br><br><i>Remarks:</i><br>Making clear statements, expressing feelings, asking for help, and learning how to say "no."   |

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| HE.3.B.4.3 | Demonstrate nonviolent strategies to manage or resolve conflict.<br><br><i>Remarks:</i><br>Role playing, age-appropriate skills for conflict resolution, mediation, and assertive-communication skills. |
| HE.3.B.4.4 | Explain ways to ask for assistance to enhance personal health.<br><br><i>Remarks:</i><br>Group discussions, ask orally, and ask in writing.   |

Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.3.B.5.1     | Recognize circumstances that can help or hinder healthy decision making.<br><br><i>Remarks:</i><br>Media health messages, practices of family and peers, and knowledge of topic.   |
| HE.3.B.5.2     | List healthy options to health-related issues or problems.<br><br><i>Remarks:</i><br>Healthy alternatives to unhealthy messages in the media, fear of personal safety, and nutrition options.  |
| HE.3.B.5.3     | Discuss the potential short-term personal impact of each option when making a health-related decision.<br><br><i>Remarks:</i><br>Eating healthy foods, daily physical activity, benefits of personal hygiene, disease prevention, and not polluting our environment. |
| HE.3.B.5.4     | Find a healthy option when making a decision for yourself.<br><br><i>Remarks:</i><br>Choosing healthy food, increasing physical activity, wearing a bike helmet, using personal flotation devices, using sunscreen, and decreasing screen time.                      |
| HE.3.B.5.5     | Explain when assistance is needed when making a health-related decision.<br><br><i>Remarks:</i><br>Media claims and their validity, when to call 911, dealing with grief and loss, and fears of personal safety.   |

Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.3.B.6.1     | Select a personal health goal and track progress toward achievement.<br><br><i>Remarks:</i><br>Working collaboratively with class/small group, tracking daily physical activity, using seat belts and bike helmets, limiting media time, consuming healthy foods daily, understanding the dangers of drugs, practicing refusal and conflict-resolution skills. |
| HE.3.B.6.2     | Examine resources that could assist in achieving a small group personal health goal.<br><br><i>Remarks:</i><br>Family, school personnel, community resources: police, fire rescue, and EMS.  |



## Strand: HEALTH LITERACY PROMOTION

Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.3.P.7.1     | Practice responsible personal health behaviors.<br><i>Remarks:</i><br>Pedestrian safety, firearm safety, avoiding unsafe places, and not littering.                            |
| HE.3.P.7.2     | Investigate a variety of behaviors that avoid or reduce health risks.<br><i>Remarks:</i><br>Daily oral hygiene, medical check-ups, immunizations, and daily physical activity. |

Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.3.P.8.1     | Promote positive behaviors to others.<br><i>Remarks:</i><br>Selecting healthy foods, following playground rules, and sharing items respectfully. |

## Strand: RESILIENCY (STARTING 2024-2025)

Standard 1: Character

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.3.R.1.1     | Identify skills needed when working with others.<br><i>Clarifications:</i><br>Listening, cooperating, taking turns, compromise. |
| HE.3.R.1.2     | Identify ways to display trustworthiness.   |
| HE.3.R.1.3     | Discuss ways to be loyal to friends and family.   |

Standard 2: Personal Responsibility

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.3.R.2.1     | Categorize resources used to achieve a personal goal.                  |
| HE.3.R.2.2     | Identify ways in which my decisions affect others.                     |
| HE.3.R.2.3     | Describe positive ways to deal with failure and learn from challenges. |
| HE.3.R.2.4     | Discuss how skills can be improved through hard work and perseverance. |

Standard 3: Mentorship and Citizenship

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.3.R.3.1     | Identify leadership opportunities within the school and the community.          |
| HE.3.R.3.2     | Identify opportunities to volunteer or serve others in the school or community. |

| Standard 4: Critical Thinking and Problem Solving |  |
|---|--|
| BENCHMARK CODE                                    | BENCHMARK  |
| HE.3.R.4.1  | Explain the importance of always taking ownership for personal actions.  |
| HE.3.R.4.2  | Identify different solutions and potential outcomes when problems arise. |

## Strand: PERSONAL HEALTH CONCEPTS

### Standard 2: Internal and External Influence

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.3.PHC.2.3   | <p>Understand the positive and negative impacts technology may have on health.</p> <p><i>Clarifications:</i></p> <p><i>Clarification 1:</i> Instruction for positive impacts includes calling 911 when help is needed, medical advances, telehealth, and interacting with peers online in a healthy way.</p> <p><i>Clarification 2:</i> Instruction for negative impacts includes excess screen time (over two hours per day), overuse of cell phones and computers, and overuse of video games.</p> |
| HE.3.PHC.2.4   | <p>Identify appropriate and inappropriate uses of the internet and communicating with others through technology.</p> <p><i>Clarifications:</i></p> <p><i>Clarification 1:</i> Instruction for appropriate uses includes completing homework and visiting safe websites with a parent or trusted adult.</p> <p><i>Clarification 2:</i> Instruction for inappropriate uses includes interacting with unknown users, cyberbullying, and visiting unsafe websites.</p>                                   |
| HE.3.PHC.2.5   | <p>Identify types of cyberbullying.</p> <p><i>Clarifications:</i></p> <p><i>Clarification 1:</i> Instruction includes sending, posting, or sharing negative, harmful, false, or mean content about someone else online.</p> <p><i>Clarification 2:</i> Instruction includes sharing personal or private information about someone else.</p>  |

## Strand: COMMUNITY AND ENVIRONMENTAL HEALTH

### Standard 1: Core Concepts

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.3.CEH.1.3   | <p>Identify the impact of internet and social media in the community.</p> <p><i>Clarifications:</i></p> <p><i>Clarification 1:</i> Instruction includes positive impact such as spreading awareness and information.</p> <p><i>Clarification 2:</i> Instruction includes negative impact such as sharing misinformation, cyberbullies, and health risks.</p> |

| Standard 2: Internal and External Influence |   |
|---|---|
| BENCHMARK CODE                              | BENCHMARK   |
| HE.3.CEH.2.1                                | Describe how the internet and various media/social media outlets influence the selection of health information, products, and services.<br><br><i>Clarifications:</i><br><i>Clarification 1:</i> Instruction includes food packaging, television ads, billboards, and social media. |

## GRADE: 4

| Strand: HEALTH LITERACY CONCEPTS  |  |
|---|--|
| Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. |  |
| BENCHMARK CODE  | BENCHMARK  |
| HE.4.C.1.1  | Identify the relationship between healthy behaviors and personal health.<br><br><i>Remarks:</i><br>Choosing healthy foods for optimal growth and development, performing daily physical activity to prevent obesity, wearing helmets when riding bikes or motorized all- terrain vehicles for injury prevention, and washing hands for disease prevention. |
| HE.4.C.1.2  | Identify examples of mental/emotional, physical, and social health.<br><br><i>Remarks:</i><br>Expressing appropriate feelings, treating others with respect, and participating in a daily physical activity.   |
| HE.4.C.1.3  | Describe ways a safe, healthy school environment can promote personal health.<br><br><i>Remarks:</i><br>Safety patrols, school crossing guards, hand-washing supplies in restrooms, healthy snack choices, school-wide expectations, be prepared, punctual, and problem solving.   |
| HE.4.C.1.4  | Describe ways to prevent common childhood injuries and health problems.<br><br><i>Remarks:</i><br>Not sharing head gear, getting yearly check-ups, washing hands before eating and after using bathroom, following pedestrian/vehicle/bicycle safety rules, and brushing/flossing teeth to prevent dental cavities.  |
| HE.4.C.1.5  | Identify the human body parts and organs that work together to form healthy body systems.<br><br><i>Remarks:</i><br>Muscular and skeletal systems, circulatory and respiratory systems, and endocrine and reproductive systems.  |
| HE.4.C.1.6  | Distinguish differences among various healthcare providers, products, and services.<br><br><i>Remarks:</i><br>Types of doctors, prescription vs. non-prescription drugs, and emergency medical services.   |

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

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.4.C.2.1     | <p>Explain the importance of family on health practices and behaviors.</p> <p><i>Remarks:</i><br/>Diet, cultural-health practices, hygiene practices, physical activity, and home remedies.</p>   |
| HE.4.C.2.2     | <p>Explain the important role that friends/peers may play in health practices and behaviors.</p> <p><i>Remarks:</i><br/>Recognizing and avoiding bullying behavior, choosing not to use tobacco products or inhalants, and recognizing differences between positive and negative peer pressure.</p> |
| HE.4.C.2.3     | <p>Explain the important roles that school and community play in health practices and behaviors.</p> <p><i>Remarks:</i><br/>Disaster preparedness, school breakfast programs, youth organizations, and recycling.</p>   |
| HE.4.C.2.4     | <p>Recognize types of school rules and community laws that promote health and disease prevention.</p> <p><i>Remarks:</i><br/>Helmet law, clean indoor-air laws, and speed limits.</p>   |
| HE.4.C.2.5     | <p>Explain how media influences personal thoughts, feelings, and health behaviors.</p> <p><i>Remarks:</i><br/>Insidious marketing/product placement, branding, and anti-drug campaigns.</p>   |
| HE.4.C.2.6     | <p>Explain how technology influences personal thoughts, feelings, and health behaviors.</p> <p><i>Remarks:</i><br/>Cyber-bullying, habitual gaming, violent video games, and seat-belt alarm.</p>   |

### Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR

Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.4.B.3.1     | <p>Describe characteristics of valid health information, products, and services.</p> <p><i>Remarks:</i><br/>Professional certification, components of proper labeling, complete directions for use, source, and date.</p>                   |
| HE.4.B.3.2     | <p>Construct criteria for selecting health resources, products, services, and reputable technologies.</p> <p><i>Remarks:</i><br/>Asking if health resources are safe, affordable, and available.</p>  |
| HE.4.B.3.3     | <p>Examine resources from home, school and community that provide valid health information.</p> <p><i>Remarks:</i><br/>Internet; reputable websites, media; television, radio, brochures, books; professional interview, and hospitals.</p> |

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

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.4.B.4.1     | Explain effective verbal and nonverbal communication skills to enhance health.<br><br><i>Remarks:</i><br>Practicing assertive, aggressive, and passive response; and demonstrating empathy for individuals affected by diseases or disabilities. |
| HE.4.B.4.2     | Identify refusal skills and negotiation skills that avoid or reduce health risks.<br><br><i>Remarks:</i><br>Expressing feelings, offering alternatives, and reporting danger.  |
| HE.4.B.4.3     | Discuss nonviolent strategies to manage or resolve conflict.<br><br><i>Remarks:</i><br>Talking to the resource officer, "cool-off" period; physical activities; quiet time; compromise; and rock, paper, scissors.                               |
| HE.4.B.4.4     | Demonstrate ways to ask for assistance to enhance personal health.<br><br><i>Remarks:</i><br>Verbalize, write, text, email, and draw.  |

Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.4.B.5.1     | Identify circumstances that can help or hinder healthy decision making.<br><br><i>Remarks:</i><br>Lack of knowledge, lack of support, and cultural norms.   |
| HE.4.B.5.2     | Itemize healthy options to health-related issues or problems.<br><br><i>Remarks:</i><br>Immediate responses to an acute injury, conflict resolution/anger management, and physical activity.  |
| HE.4.B.5.3     | Predict the potential short-term impact of each option on self and others when making a health-related decision.<br><br><i>Remarks:</i><br>First aid, proper nutrition and hygiene, physical activity, tobacco use, and using safety equipment.                                 |
| HE.4.B.5.4     | Choose a healthy option when making decisions for yourself and/or others.<br><br><i>Remarks:</i><br>Making safe choices when confronted with risky situations or use of safety equipment such as bike helmets, food choices at restaurant, washing hands, and personal hygiene. |
| HE.4.B.5.5     | Examine when assistance is needed to make a health-related decision.<br><br><i>Remarks:</i><br>Administration of first aid, participation in physical activity, and conflict mediation.   |

Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.4.B.6.1     | Create a personal health goal and track progress toward achievement.<br><br><i>Remarks:</i><br>Eating habits/snacks, safety habits, communication skills, sleep habits, tobacco/drug education, coping skills, hygiene habits, wearing sunscreen, and using personal-flotation devices. |
| HE.4.B.6.2     | Categorize resources that could assist in achieving a small group personal health goal.<br><br><i>Remarks:</i><br>Family, school personnel, community service providers, and nutrition resource guide.  |

### Strand: HEALTH LITERACY PROMOTION

Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.4.P.7.1     | Discuss a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.<br><br><i>Remarks:</i><br>Avoid tobacco/alcohol products, brush and floss teeth, participate in regular physical activity, and report bullying. |

Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.4.P.8.1     | Assist others to make positive health choices.<br><br><i>Remarks:</i><br>Model water-safety rules, be a positive bystander in bullying instances, and report to a trusted adult. |

### Strand: RESILIENCY (STARTING 2024-2025)

Standard 1: Character

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.4.R.1.1     | Consider the perspectives of others.   |
| HE.4.R.1.2     | Identify the benefits of treating others with respect.                                   |
| HE.4.R.1.3     | Predict the potential outcomes of repeating and/or sharing information that is not true. |
| HE.4.R.1.4     | Identify strategies to help persevere in difficult situations.                           |

Standard 2: Personal Responsibility

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.4.R.2.1     | Discuss ways to take responsibility for one's actions.                |
| HE.4.R.2.2     | Identify the value of making healthy choices for personal well-being. |

|            |   |
|------------|---|
| HE.4.R.2.3 | Create a personal goal and track progress toward achievement.   |
| HE.4.R.2.4 | Explain how attitudes and thoughts can influence your behavior. |

### Standard 3: Mentorship and Citizenship

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.4.R.3.1     | Identify opportunities to actively participate as a responsible citizen in the school and the local community. |
| HE.4.R.3.2     | Model serving or helping others in the school or community.  |

### Standard 4: Critical Thinking and Problem Solving

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.4.R.4.1     | Describe how perseverance may help overcome obstacles.   |
| HE.4.R.4.2     | Describe strategies to resolve conflicts.<br><br><i>Clarifications:</i><br>Compromise, agree-to-disagree, civil discourse. |

## Strand: PERSONAL HEALTH CONCEPTS

### Standard 2: Internal and External Influence

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.4.PHC.2.3   | Discuss how technology influences personal thoughts, feelings, and health behaviors.<br><br><i>Clarifications:</i><br><br><i>Clarification 1:</i> Instruction includes the negative impacts of cyberbullying.<br><br><i>Clarification 2:</i> Instruction includes limiting screen time to less than two hours per day to prevent health risks such as sleep difficulties, mood problems, physical inactivity, and decreased learning opportunities. |
| HE.4.PHC.2.4   | Discuss how media/social media influences personal thoughts, feelings, and health behaviors.<br><br><i>Clarifications:</i><br><br><i>Clarification 1:</i> Instruction includes marketing strategies to appeal to specific audiences.<br><br><i>Clarification 2:</i> Instruction includes negative effects on mental health, such as social media addiction.<br><br><i>Examples:</i><br><i>Example:</i> Anti-drug campaigns.                         |
| HE.4.PHC.2.5   | Identify health-related consequences of inappropriate and/or excessive internet use.<br><br><i>Clarifications:</i><br><i>Clarification 1:</i> Health-related consequences include decreased mental well-being, loss of vision, sleep difficulties, and decreased physical activity leading to obesity.  |

## Strand: COMMUNITY AND ENVIRONMENTAL HEALTH

| Standard 1: Core Concepts |   |
|---------------------------|---|
| BENCHMARK CODE            | BENCHMARK   |
| HE.4.CEH.1.3              | <p>Discuss the impact of internet and social media in the community.</p> <p><i>Clarifications:</i></p> <p><i>Clarification 1:</i> Instruction includes positive impact such as spreading awareness and information.</p> <p><i>Clarification 2:</i> Instruction includes negative impacts such as sharing misinformation, human trafficking, cyberbullies, permanence of social media posts, and social media addiction.</p> |

| Strand: CONSUMER HEALTH                     |  |
|---|--|
| Standard 2: Internal and External Influence |  |
| BENCHMARK CODE                              | BENCHMARK  |
| HE.4.CH.2.1                                 | <p>Recognize ways health messages and communication techniques can be targeted for different audiences through internet and social media sources.</p> <p><i>Clarifications:</i></p> <p><i>Clarification 1:</i> Instruction includes music, television ads, billboards, and social media.</p> |

## GRADE: 5

| Strand: HEALTH LITERACY CONCEPTS  |  |
|---|--|
| Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. |  |
| BENCHMARK CODE  | BENCHMARK  |
| HE.5.C.1.1  | <p>Describe the relationship between healthy behaviors and personal health.</p> <p><i>Remarks:</i><br/>Non-smoking and disease prevention, expressing feelings and promoting healthy relationships, use of sunscreen, and cancer prevention.</p> |
| HE.5.C.1.2  | <p>Explain the physical, mental/emotional, social, and intellectual dimensions of health.</p> <p><i>Remarks:</i><br/>Problems demonstrating teamwork, immunizations, and critical thinking.</p>  |
| HE.5.C.1.3  | <p>Explain ways a safe, healthy home and school environment promote personal health.</p> <p><i>Remarks:</i><br/>Smoke-free environment, clean/orderly environment, behavior rules, and availability of fresh produce.</p>                        |
| HE.5.C.1.4  | <p>Compare ways to prevent common childhood injuries and health problems.</p> <p><i>Remarks:</i><br/>Wearing appropriate restraints, avoiding food with no nutritional value, and pursuing yearly health check-ups.</p>                          |
| HE.5.C.1.5  | <p>Explain how human body parts and organs work together in healthy body systems, including the endocrine and reproductive systems.</p>  |



|            |  |
|------------|--|
|            | <p><i>Remarks:</i><br/>Digestive and circulatory systems receiving and distributing nutrients to provide energy, endocrine glands influencing the reproductive system and respiratory system providing oxygen to other body systems.</p> |
| HE.5.C.1.6 | <p>Recognize how appropriate health care can promote personal health.</p> <p><i>Remarks:</i><br/>Having immunizations, using medication appropriately, and seeking grief/loss counseling.</p>  |

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

| <b>BENCHMARK CODE</b> | <b>BENCHMARK</b>  |
|-----------------------|---|
| HE.5.C.2.1            | <p>Predict how families may influence various health practices of children.</p> <p><i>Remarks:</i><br/>Involvement in youth sports, cultural and religious practices, family hygiene practices, dining patterns, and sleeping.</p>  |
| HE.5.C.2.2            | <p>Predict how friends/peers may influence various health practices of children.</p> <p><i>Remarks:</i><br/>Peer pressure to smoke, pressure to cheat, and decision to stand up for someone being bullied.</p>  |
| HE.5.C.2.3            | <p>Predict how the school and community influence various health practices of children.</p> <p><i>Remarks:</i><br/>After-school activities, community safety-education programs, variety and nutrition of school lunch, recycling, and positive and negative community norms.</p>                         |
| HE.5.C.2.4            | <p>Give examples of school and public health policies that influence health promotion and disease prevention.</p> <p><i>Remarks:</i><br/>Head-lice guidelines, seat-belt and child-restraint laws, helmet laws, fire/severe weather/lockdown drills, school-bus rules, and immunization requirements.</p> |
| HE.5.C.2.5            | <p>Determine how media influences family health behaviors and the selection of health information, products, and services.</p> <p><i>Remarks:</i><br/>Severe-weather alerts, health- product commercials, television cooking shows, and public service announcements.</p>                                 |
| HE.5.C.2.6            | <p>Describe ways that technology can influence family health behaviors.</p> <p><i>Remarks:</i><br/>Seat belt alarms, carbon-monoxide detectors, microwave ovens, and clever advertising.</p>  |
| HE.5.C.2.7            | <p>Discuss how various cultures can influence personal health beliefs.</p> <p><i>Remarks:</i><br/>Food that is healthy and unhealthy for you, health risks from tobacco/alcohol use, and healthy skin care.</p>   |
| HE.5.C.2.8            | <p>Investigate influences that change health beliefs and behaviors.</p> <p><i>Remarks:</i><br/>Tobacco/alcohol use, prevention education in school, firearm safety, and use of seat-belts/child restraints.</p>   |

**Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR**

Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

| <b>BENCHMARK CODE</b> | <b>BENCHMARK</b>   |
|-----------------------|--|
| HE.5.B.3.1            | Discuss characteristics of valid health information, products, and services.<br><i>Remarks:</i><br>Reliable source, current information, and medically accurate information.   |
| HE.5.B.3.2            | Evaluate criteria for selecting health resources, products, and services.<br><i>Remarks:</i><br>Function, directions for use, competence of the provider, and costs.   |
| HE.5.B.3.3            | Compile resources from home, school, and community, technologies that provide valid health information.<br><i>Remarks:</i><br>Library, brochures, books, Internet, radio, television, telephone, scale, pedometer, local pharmacy, health department, and hospitals. |

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

| <b>BENCHMARK CODE</b> | <b>BENCHMARK</b>   |
|-----------------------|--|
| HE.5.B.4.1            | Illustrate techniques of effective verbal and nonverbal communication skills to enhance health.<br><i>Remarks:</i><br>Written or verbal communication, body language, and conflict- resolution skills. |
| HE.5.B.4.2            | Discuss refusal skills and negotiation skills that avoid or reduce health risks.<br><i>Remarks:</i><br>States desires clearly, offer alternative, use "I" messages, and role play.                     |
| HE.5.B.4.3            | Illustrate effective conflict resolution strategies.<br><i>Remarks:</i><br>Expressing emotions, listening, and using body language.  |
| HE.5.B.4.4            | Determine ways to ask for assistance to enhance the health of self and others.<br><i>Remarks:</i><br>Verbalize, write, and draw.   |

Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

| <b>BENCHMARK CODE</b> | <b>BENCHMARK</b>  |
|-----------------------|---|
| HE.5.B.5.1            | Describe circumstances that can help or hinder healthy decision making.<br><i>Remarks:</i><br>Peer pressure, bullying, substance abuse, and stress. |
| HE.5.B.5.2            | Summarize healthy options to health-related issues or problems.   |

|            |  |
|------------|--|
|            | <i>Remarks:</i><br>Teachers, guidance counselors, peers, or parents can address concerns over bullying and concerns over body changes/image, or anger management.  |
| HE.5.B.5.3 | Compare the potential short-term impact of each option on self and others when making a health-related decision.<br><br><i>Remarks:</i><br>Bullying intervention, practicing positive character traits, and substance abuse. |
| HE.5.B.5.4 | Select a healthy option when making decisions for yourself and/or others.<br><br><i>Remarks:</i><br>Report bullying, resolve conflicts, and use safety equipment.  |
| HE.5.B.5.5 | Analyze when assistance is needed when making a health-related decision.<br><br><i>Remarks:</i><br>Bullying intervention, access to appropriate safety equipment, media influences, and peer relationships.                  |

Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.5.B.6.1     | Specify a personal health goal and track progress toward achievement.<br><br><i>Remarks:</i><br>Work in class/group/individual, physical activity, eating habits, safety habits, computer use/safety, anger management, disease prevention, relationships with family and friends, substance abuse, dental hygiene, and pollution control. |
| HE.5.B.6.2     | Select reliable resources that would assist in achieving a small group personal health goal.<br><br><i>Remarks:</i><br>Reliable members from family, school, community, and media.   |

### Strand: HEALTH LITERACY PROMOTION

Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.5.P.7.1     | Model responsible personal health behaviors.<br><br><i>Remarks:</i><br>Respect others, limit television time, choose healthy foods, and pick up litter.  |
| HE.5.P.7.2     | Illustrate a variety of healthy practices and behaviors to maintain or improve personal health and reduce health risks.<br><br><i>Remarks:</i><br>Examining nutritionally dense foods, bathing daily, practice using conflict-resolution skills, and choosing the safer option in social situations. |

Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.5.P.8.1     | Persuade others to make positive health choices.<br><br><i>Remarks:</i><br>Practice negotiation skills, advocate for a smoke-free environment, and encourage use of safety equipment. |

## Strand: RESILIENCY (STARTING 2024-2025)

### Standard 1: Character

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.5.R.1.1     | Discuss how to work together to achieve a positive outcome.                          |
| HE.5.R.1.2     | Identify how to communicate effectively within a group.                              |
| HE.5.R.1.3     | Describe the importance of considering the perspective of others when communicating. |
| HE.5.R.1.4     | Discuss ways that honesty and trustworthiness can lead to school and career success. |

### Standard 2: Personal Responsibility

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.5.R.2.1     | Describe the importance of having the courage to do the right thing even when it is difficult.   |
| HE.5.R.2.2     | Discuss how responsible decision-making affects personal well-being.   |
| HE.5.R.2.3     | Select reliable resources that would assist in achieving a personal goal.  |
| HE.5.R.2.4     | Devise an individual goal (short or long term) to adopt, maintain, or improve a personal practice.                                     |
| HE.5.R.2.5     | Explain how attitudes and thoughts can influence your behavior and affect others.  |
| HE.5.R.2.6     | Demonstrate how to positively respond to external influences.<br><br><i>Clarifications:</i><br>Social media, television, music, peers. |

### Standard 3: Mentorship and Citizenship

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.5.R.3.1     | Identify leadership skills that encourage and empower others.               |
| HE.5.R.3.2     | Identify ways to participate in decision-making in the school or community. |

### Standard 4: Critical Thinking and Problem Solving

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.5.R.4.1     | Apply organizational strategies that support completing multiple tasks efficiently.  |
| HE.5.R.4.2     | Identify successful strategies for adjusting to change and setbacks.<br><br><i>Clarifications:</i><br>Coping, grit, new learning.                        |
| HE.5.R.4.3     | Compare conflict resolution methods to identify potential solutions.<br><br><i>Clarifications:</i><br>Negotiation, give and take, analyze pros and cons. |

## Strand: PERSONAL HEALTH CONCEPTS

| Standard 2: Internal and External Influence |   |
|---|---|
| BENCHMARK CODE                              | BENCHMARK   |
| HE.5.PHC.2.3                                | <p>Explain how technology influences personal thoughts, feelings, and health behaviors.</p> <p><u>Clarifications:</u></p> <p><i>Clarification 1:</i> Instruction includes the negative impacts of cyberbullying.</p> <p><i>Clarification 2:</i> Instruction includes overuse of screen time leading to mental health challenges, including addiction.</p>   |
| HE.5.PHC.2.4                                | <p>Discuss how media/social media influences personal and family health behaviors.</p> <p><u>Clarifications:</u></p> <p><i>Clarification 1:</i> Instruction includes marketing strategies to appeal to specific audiences.</p> <p><i>Clarification 2:</i> Instruction includes social media impact on body image, self-esteem, and self-image.</p> <p><u>Examples:</u><br/><i>Example:</i> Nutrition/diet trends.</p> |
| HE.5.PHC.2.5                                | <p>Identify the legal and social consequences of inappropriate social media use.</p> <p><u>Clarifications:</u></p> <p><i>Clarification 1:</i> Legal consequences includes disciplinary action by the school or criminal penalties.</p> <p><i>Clarification 2:</i> Social consequences include social isolation, decline in academic performance, loss of friendships, and decreased social skills.</p>                |

**Strand: COMMUNITY AND ENVIRONMENTAL HEALTH**

Standard 1: Core Concepts

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.5.CEH.1.3   | <p>Explain how community health can be impacted by internet and social media in the community.</p> <p><u>Clarifications:</u></p> <p><i>Clarification 1:</i> Instruction includes spreading awareness and information.</p> <p><i>Clarification 2:</i> Instruction includes public service announcements on health.</p> |

Standard 2: Internal and External Influence

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.5.CEH.2.3   | <p>Determine how media/social media influences health behaviors and the selection of health information, products, and services.</p> <p><u>Clarifications:</u></p> |

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|  | <i>Clarification 1:</i> Instruction includes social media platforms influencing the selection of products. |
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**Strand: CONSUMER HEALTH**

Standard 2: Internal and External Influence

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.5.CH.2.1    | Identify ways health messages and communication techniques can be targeted for different audiences through internet and social media sources.<br><br><i>Clarifications:</i><br><i>Clarification 1:</i> Instruction includes surveys, advertisements, billboards, and social media. |

**GRADE: 68**

**Strand: SUBSTANCE USE AND ABUSE STANDARDS**

Standard 1: Health promotion and disease prevention concepts

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.68.SUA.1.1  | Demonstrate responsible decision-making about the use of substances.<br><br><i>Clarifications:</i><br>Decisions related to underage alcohol consumption, illicit and illegal substance use, fentanyl and opioids, tobacco or vaping.  |
| HE.68.SUA.1.2  | Define terminology specific to alcohol misuse/abuse and discuss the short- and long-term effects of consuming alcohol.<br><br><i>Clarifications:</i><br>Depressant, binge drinking, abstain/avoid, addiction, alcoholism, sober/sobriety, recovery, intoxicated, under-the-influence. |
| HE.68.SUA.1.3  | Discuss the health risks associated with alcohol misuse including liver disease, cancer, cardiovascular disease, and neurological/brain damage.   |
| HE.68.SUA.1.4  | Describe the types, delivery devices and accessibility of marijuana/THC products and their impacts on prevalence of use.<br><br><i>Clarifications:</i><br>Potency, availability, ability to conceal use, e.g., clothing, food, and beverages, vapes.                                  |
| HE.68.SUA.1.5  | Examine the effects of marijuana/THC and opioids on body systems and?behavior.  |
| HE.68.SUA.1.6  | State the risks of misusing and sharing prescription and/or illicit drugs, including fentanyl and other opioids.<br><br><i>Clarifications:</i><br>Physical, mental, social, performance and legal.  |
| HE.68.SUA.1.7  | Identify signs and symptoms of prescription and/or illicit drug misuse and overdose, including fentanyl and other opioids.<br><br><i>Clarifications:</i><br>The short- and long-term effects of prescription drug use on an individual's health.                                      |
| HE.68.SUA.1.8  | Describe the short- and long-term physical and social consequences of tobacco, nicotine use and/or vaping.<br><br><i>Clarifications:</i>  |

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|  | Articulate the severity of tobacco-related illnesses and impacts to a person's social life and relationships. |
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### Standard 2: Internal and external influences

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.68.SUA.2.1  | Discuss family rules, school rules and state laws about the use of alcohol and other drugs.  |
| HE.68.SUA.2.2  | Discuss the dangers of underage consumption of alcohol and the benefits of abstaining from drinking alcohol.   |
| HE.68.SUA.2.3  | Describe how external factors can influence behaviors related to tobacco, nicotine use, and/or vaping.<br><br><i>Clarifications:</i><br>Perceptions of norms, culture, advertising via mainstream or social media, portrayals in mainstream media, and school.                   |
| HE.68.SUA.2.4  | Explain school-based policies and legal consequences related to the sale, promotion, and use of tobacco, nicotine, and/or vaping products on school property.<br><br><i>Clarifications:</i><br>How the school district tobacco-free policy and its consequences impact students. |

### Standard 3: Access to valid information, products and services

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.68.SUA.3.1  | Discuss ways to identify valid and reliable multi-media information as it pertains to alcohol and other drugs.<br><br><i>Clarifications:</i><br>Tobacco, marijuana/THC, prescription drugs, and illicit drugs such as fentanyl, cocaine, heroin, methamphetamines. |
| HE.68.SUA.3.2  | Identify how to find and access school and community resources related to alcohol misuse and/or abuse.<br><br><i>Clarifications:</i><br>Seek help for self or others, school and community-based resources.  |
| HE.68.SUA.3.3  | Differentiate between marijuana/THC myths and facts.<br><br><i>Clarifications:</i><br>Compare and contrast perceived norms with actual prevalence of marijuana/THC use.  |
| HE.68.SUA.3.4  | Explain how family, peers and multi-media messages over time can influence the use of marijuana/THC.   |
| HE.68.SUA.3.5  | Describe the three major categories, purposes and side effects of prescription drugs.<br><br><i>Clarifications:</i><br>Opioids, stimulants, depressants.   |
| HE.68.SUA.3.6  | Distinguish valid and reliable resources for cessation.<br><br><i>Clarifications:</i><br>Vaping and other synthetic nicotine products are not proven-effective methods for cessation. Refer to FDA-approved products and services.                                 |

### Standard 4: Communication skills and resilient behaviors to reduce health risks

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.68.SUA.4.1  | Demonstrate refusal and communication skills in specific scenarios related to underage drinking and illicit drug use. |

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|---------------|--|
|               | <i>Clarifications:</i><br>Not riding in a motor vehicle with a driver who is intoxicated or impaired, peer pressure to vape/smoke or drink prior to the legal age, impact of substance use on academic performance, health risks of substance use. |
| HE.68.SUA.4.2 | Predict the potential short- and long-term impacts on self and others when responding to pressure to use alcohol and/or other drugs.   |

### Standard 5: Advocacy for personal, family and community health

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.68.SUA.5.1  | Work cooperatively with peers to advocate for others to remain alcohol and drug free.<br><br><i>Clarifications:</i><br>Tobacco, vaping, marijuana/THC, prescription and illicit drugs.   |
| HE.68.SUA.5.2  | Demonstrate ways to seek help and support from trusted adults for peers involved in unwanted, threatening or dangerous situations.   |
| HE.68.SUA.5.3  | Identify the consequences of marijuana/THC use and work cooperatively to advocate for healthy behaviors.<br><br><i>Clarifications:</i><br>Academic success, goals, achievements.   |
| HE.68.SUA.5.4  | Model ways that encourage others to avoid situations where alcohol and other drugs are present or may be used.<br><br><i>Clarifications:</i><br>Buddy system, upstander, ally, propose alternative activities when offered harmful substances, refusal skills. |
| HE.68.SUA.5.5  | Encourage peers to model healthy choices related to goals, communication, friendship and peer pressure.<br><br><i>Clarifications:</i><br>Student-led marketing campaigns, public service announcements.  |
| HE.68.SUA.5.6  | Describe how to support family and friends who are trying to stop using tobacco, nicotine, and/or vaping.  |

## Strand: RESILIENCY (STARTING 2024-2025)

### Standard 1: Character

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.68.R.1.1    | Demonstrate the ability to respond with empathy in a variety of contexts and situations.<br><br><i>Clarifications:</i><br>Identifying others' feelings, perspectives, circumstances, experiences, and active listening. |
| HE.68.R.1.2    | Describe the importance of empathy, kindness, honesty and trust in building and sustaining relationships.   |
| HE.68.R.1.3    | Identify sources of relational conflicts and healthy approaches to conflict resolutions.  |

### Standard 2: Personal Responsibility

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.68.R.2.1    | Discuss how character is shaped by attitudes, decisions and actions.          |
| HE.68.R.2.2    | Demonstrate responsible decision-making that considers multiple perspectives. |
| HE.68.R.2.3    | Describe the importance of following school and community laws and rules.     |
| HE.68.R.2.4    | Monitor progress toward attaining a personal goal.                            |



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| HE.68.R.2.5 | Explain strategies and skills needed to assess progress and maintenance of a challenging personal goal.  |
| HE.68.R.2.6 | Describe how personal goals can vary with changing abilities, priorities, and responsibilities.  |
| HE.68.R.2.7 | Identify how continuous learning leads to personal growth.   |
| HE.68.R.2.8 | Identify strategies to manage challenges and setbacks.<br><br><i>Clarifications:</i><br>Time management, setting boundaries, setting realistic goals, self-care. |
| HE.68.R.2.9 | Identify healthy responses to negative peer pressure.  |

### Standard 3: Mentorship and Citizenship

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.68.R.3.1    | Discuss ways a leader can build the trust of individuals and groups.   |
| HE.68.R.3.2    | Explain and develop ways to apply leadership skills in the school and the community.                                 |
| HE.68.R.3.3    | Identify the importance of volunteerism in positively affecting the community and nation.                            |
| HE.68.R.3.4    | Identify ways to participate in our constitutional republic through public policy, voting, and leadership positions. |

### Standard 4: Critical Thinking and Problem Solving

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.68.R.4.1    | Analyze possible solutions to a problem to determine the best outcome for oneself and others. |
| HE.68.R.4.2    | Develop and apply conflict resolution skills in a variety of situations.                      |
| HE.68.R.4.3    | Analyze ways to pursue common goals as a part of a team or group.                             |
| HE.68.R.4.4    | Identify the importance of perseverance when facing difficulty solving a problem.             |

## GRADE: 6

### Strand: HEALTH LITERACY CONCEPTS

Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.6.C.1.2     | Describe how the physical, mental/emotional, social, and intellectual dimensions of health are interrelated.<br><br><i>Remarks:</i><br>Nutrition/mental alertness, interpersonal conflicts/emotional stress, sleep/physical stamina, and hunger/solving problems. |
| HE.6.C.1.3     | Identify environmental factors that affect personal health.<br><br><i>Remarks:</i><br>Air and water quality, availability of sidewalks, contaminated food, and road hazards.  |
| HE.6.C.1.4     | Identify health problems and concerns common to adolescents including reproductive development.<br><br><i>Remarks:</i><br>Acne, eating disorders, suicide/depression, and puberty.  |

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| HE.6.C.1.5 | <p>Explain how body systems are impacted by hereditary factors and infectious agents.</p> <p><i>Remarks:</i><br/>Cystic fibrosis affects respiratory and a digestive system, sickle-cell anemia affects the circulatory system, and influenza affects the respiratory system.</p>  |
| HE.6.C.1.6 | <p>Examine how appropriate health care can promote personal health.</p> <p><i>Remarks:</i><br/>Orthodontia, substance-abuse misuse prevention, hearing and vision screening, and prevention of communicable diseases.</p>  |
| HE.6.C.1.7 | <p>Recognize how heredity can affect personal health.</p> <p><i>Remarks:</i><br/>Risk factors for diseases such as heart disease or cancers, poor vision, and allergies/asthma.</p>  |
| HE.6.C.1.8 | <p>Examine the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p><i>Remarks:</i><br/>Obesity related to poor nutrition and inactivity, cancer and chronic lung disease related to tobacco use, injuries caused from failure to use seat restraint, and sexually transmitted diseases caused by sexual activity.</p> |

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

| <b>BENCHMARK CODE</b> | <b>BENCHMARK</b>   |
|-----------------------|--|
| HE.6.C.2.1            | <p>Examine how family influences the health of adolescents.</p> <p><i>Remarks:</i><br/>Controls for media viewing and social networking, consistent family rules, family's diet and physical activity, and family modeling relationship behaviors.</p> |
| HE.6.C.2.2            | <p>Examine how peers influence the health of adolescents.</p> <p><i>Remarks:</i><br/>Conflict resolution skills, reproductive-health misinformation, and spreading rumors.</p>   |
| HE.6.C.2.3            | <p>Identify the impact of health information conveyed to students by the school and community.</p> <p><i>Remarks:</i><br/>First-aid education program, refusal-skills practice, and healthy body composition: BMI.</p>                                 |
| HE.6.C.2.4            | <p>Investigate school and public health policies that influence health promotion and disease prevention.</p> <p><i>Remarks:</i><br/>Fitness reports for students, school zone speeding laws, school district wellness policies, and helmet laws.</p>   |
| HE.6.C.2.5            | <p>Examine how media influences peer and community health behaviors.</p> <p><i>Remarks:</i><br/>Derogatory lyrics in music, anti-drug PSAs, sports beverage commercials, and Internet safety.</p>  |
| HE.6.C.2.6            | <p>Propose ways that technology can influence peer and community health behaviors.</p> <p><i>Remarks:</i><br/>Internet social media/networking sites, heart-rate monitors, and cross-walk signals.</p>   |
| HE.6.C.2.7            | <p>Investigate cultural changes related to health beliefs and behaviors.</p> <p><i>Remarks:</i></p>  |

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|            | School breakfast programs, fast-food menus, and nutritional guidelines for snack machines, fitness programs, and school wellness programs.   |
| HE.6.C.2.8 | Determine how social norms may impact healthy and unhealthy behavior.<br><br><i>Remarks:</i><br>Alcohol, tobacco and inhalant-use, bullying behaviors, and walking/biking vs. riding in a vehicle to a close location. |
| HE.6.C.2.9 | Identify the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.<br><br><i>Remarks:</i><br>Curiosity, interests, fears, likes, and dislikes.                         |

### Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR

Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.6.B.3.1     | Examine the validity of health information, and determine the cost of health products, and services.<br><br><i>Remarks:</i><br>Advertisements, Internet, infomercials, articles, flyers, diet supplements, generic vs. name brand, individual fitness plan vs. gym membership, and private lessons vs. recreational play. |
| HE.6.B.3.3     | Investigate a variety of technologies to gather health information.<br><br><i>Remarks:</i><br>Thermometer, television, Internet, audio books, and technology tools.   |
| HE.6.B.3.4     | Describe situations when professional health services may be required.<br><br><i>Remarks:</i><br>Injuries, influenza, depression, substance use and abuse, child abuse, and domestic violence.  |

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

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.6.B.4.1     | Determine strategies to improve effective verbal- and nonverbal-communication skills to enhance health.<br><br><i>Remarks:</i><br>Role playing, short stories, and open-ended scenarios. |
| HE.6.B.4.2     | Practice refusal skills and negotiation skills to reduce health risks.<br><br><i>Remarks:</i><br>Assertiveness, compromising, and use of "I" messages.                                   |
| HE.6.B.4.3     | Demonstrate effective conflict-management and/or resolution strategies.<br><br><i>Remarks:</i><br>Talk to an adult, anger management, and conflict mediation.                            |
| HE.6.B.4.4     | Compile ways to ask for assistance to enhance the health of self and others.   |

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|  | <i>Remarks:</i><br>Verbalize, write, and ask others for help. |
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**Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.**

| <b>BENCHMARK CODE</b> | <b>BENCHMARK</b>   |
|-----------------------|--|
| HE.6.B.5.1            | Investigate health-related situations that require the application of a thoughtful decision-making process.<br><br><i>Remarks:</i><br>Peer pressure, exposure to unsupervised firearms, and tobacco use.                           |
| HE.6.B.5.2            | Choose healthy alternatives over unhealthy alternatives when making a decision.<br><br><i>Remarks:</i><br>Not smoking, limiting sedentary activity, and practicing good character.   |
| HE.6.B.5.3            | Specify the potential outcomes of each option when making a health-related decision.<br><br><i>Remarks:</i><br>Physical, social, emotional, financial, and legal consequences, and emergency preparedness.                         |
| HE.6.B.5.4            | Distinguish between the need for individual or collaborative decision-making.<br><br><i>Remarks:</i><br>Consider the severity of the situation, consider personal skills, and consider when someone is a danger to self or others. |
| HE.6.B.5.5            | Predict the potential outcomes of a health-related decision.<br><br><i>Remarks:</i><br>Prescription drug use/abuse, eating disorders, depression, and sexual behavior.   |

**Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.**

| <b>BENCHMARK CODE</b> | <b>BENCHMARK</b>  |
|-----------------------|---|
| HE.6.B.6.1            | Use various methods to measure personal health status.<br><br><i>Remarks:</i><br>BMI, surveys, heart-rate monitors, pedometer, blood-pressure cuff, and stress-management techniques.   |
| HE.6.B.6.2            | Develop an individual goal to adopt, maintain, or improve a personal health practice.<br><br><i>Remarks:</i><br>Physical activity, eating habits, safety habits, computer use/safety, bullying-prevention skills, and personal hygiene. |
| HE.6.B.6.3            | Determine strategies and skills needed to attain a personal health goal.<br><br><i>Remarks:</i><br>Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and injury-prevention measures.  |
| HE.6.B.6.4            | Monitor progress toward attaining a personal health goal.<br><br><i>Remarks:</i><br>Checklist, diary, log, computer software, and websites.   |

## Strand: HEALTH LITERACY PROMOTION

Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.6.P.7.1     | Explain the importance of assuming responsibility for personal-health behaviors.<br><br><i>Remarks:</i><br>Medical/dental checkups, resisting peer pressure, and healthy relationships.  |
| HE.6.P.7.2     | Write about healthy practices and behaviors that will maintain or improve personal health and reduce health risks.<br><br><i>Remarks:</i><br>Hygiene, healthy relationship skills, sleep, fitness, influences of advertising, internet safety, and avoidance of substance abuse including inhalants. |

Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.6.P.8.1     | Practice how to influence and support others when making positive health choices.<br><br><i>Remarks:</i><br>Encourage others to read food labels, promote physical activity, encourage practice of universal precautions, and leading by example. |
| HE.6.P.8.2     | State a health-enhancing position on a topic and support it with accurate information.<br><br><i>Remarks:</i><br>Tobacco laws, zero-tolerance policies, drinking laws, and bullying laws.   |
| HE.6.P.8.3     | Work cooperatively to advocate for healthy individuals, families, and schools.<br><br><i>Remarks:</i><br>Media campaigns, posters, skits, and PSAs.   |
| HE.6.P.8.4     | Identify ways health messages and communication techniques can be targeted for different audiences.<br><br><i>Remarks:</i><br>Surveys, advertisements, music, and clothing.   |

## Strand: PERSONAL HEALTH CONCEPTS

Standard 2: Internal and External Influence

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.6.PHC.2.1   | Analyze how media/social media influences personal and peer thoughts, feelings, and health behaviors.<br><br><i>Clarifications:</i><br><br><i>Clarification 1:</i> Instruction includes marketing strategies to appeal to specific audiences. |

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|              | <p><i>Clarification 2:</i> Instruction includes misconception of “friends” online versus friendship in real life.</p> <p><i>Examples:</i><br/> <i>Example:</i> Social media dependence affecting friendships and body image influence.</p>   |
| HE.6.PHC.2.8 | <p>Describe legal and ethical behaviors when using the internet and social media.</p> <p><i>Clarifications:</i></p> <p><i>Clarification 1:</i> Instruction includes respecting privacy, being honest, and sharing appropriate information.</p> <p><i>Clarification 2:</i> Instruction includes recognizing and reporting signs of human trafficking and cyberbullying.</p> |

**Strand: COMMUNITY AND ENVIRONMENTAL HEALTH**

Standard 2: Internal and External Influence

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.6.CEH.2.3   | <p>Examine how media/social media influences peer and community health behaviors.</p> <p><i>Clarifications:</i><br/> <i>Clarification 1:</i> Instruction includes social media platforms influencing health behaviors and practices.</p> <p><i>Examples:</i><br/> <i>Example:</i> Music lyrics that encourage risky health behaviors, vaping and tobacco ads targeting younger populations, body image influence on social media.</p> |
| HE.6.CEH.2.4   | <p>Propose ways that technology can influence peer and community health behaviors.</p> <p><i>Clarifications:</i><br/> <i>Clarification 1:</i> Instruction includes how internet and social media apps influence nutrition and physical activity.</p>  |

**Strand: CONSUMER HEALTH**

Standard 1: Core Concepts

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.6.CH.1.2    | <p>Investigate a variety of technologies to gather health information.</p> <p><i>Clarifications:</i></p> <p><i>Clarification 1:</i> Technologies include a thermometer, scale, blood pressure machine, and other health related tools.</p> <p><i>Clarification 2:</i> Technologies may include television, internet, social media, and health-related apps.</p> |

Standard 2: Internal and External Influence

| BENCHMARK CODE | BENCHMARK |
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| HE.6.CH.2.1 | <p>Illustrate ways health messages and communication techniques can be targeted for different audiences through internet and social media sources.</p> <p><i>Clarifications:</i><br/> <i>Clarification 1:</i> Instruction includes how social media platforms use algorithms to target specific audiences to promote products or services.</p> |
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## GRADE: 7

### Strand: HEALTH LITERACY CONCEPTS

Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.7.C.1.1     | <p>Compare and contrast the effects of healthy and unhealthy behaviors on personal health, including reproductive health.</p> <p><i>Remarks:</i><br/>           Teen pregnancy, caloric balance, time management, and conflict resolution.</p>  |
| HE.7.C.1.2     | <p>Explain how physical, mental/emotional, social, and intellectual dimensions of health are interrelated.</p> <p><i>Remarks:</i><br/>           Stress/exams, self-esteem/body weight, emotional stress/illness, and interpersonal relationships/peer refusal.</p>   |
| HE.7.C.1.3     | <p>Analyze how environmental factors affect personal health.</p> <p><i>Remarks:</i><br/>           Food refrigeration, appropriate home heating and cooling, air/water quality, and garbage/trash collection.</p>   |
| HE.7.C.1.4     | <p>Describe ways to reduce or prevent injuries and adolescent health problems.</p> <p><i>Remarks:</i><br/>           Helmet use, seat-belt use, pedestrian safety, unsupervised handling of firearms, and proper use of over-the-counter medications.</p>   |
| HE.7.C.1.5     | <p>Classify infectious agents and their modes of transmission to the human body.</p> <p><i>Remarks:</i><br/>           HIV by sexual transmission and/or shared needles, Lyme disease by vectors, and staphylococcus by direct/indirect contact.</p>  |
| HE.7.C.1.6     | <p>Explain how appropriate health care can promote personal health.</p> <p><i>Remarks:</i><br/>           Registered dietitian to plan healthy meals, asthma action plan, and immunization.</p>   |
| HE.7.C.1.7     | <p>Describe how heredity can affect personal health.</p> <p><i>Remarks:</i><br/>           Sickle-cell anemia, diabetes, and acne.</p>  |
| HE.7.C.1.8     | <p>Explain the likelihood of injury or illness if engaging in unhealthy/risky behaviors.</p> <p><i>Remarks:</i><br/>           Abuse of over-the-counter medications, sexually transmitted diseases and sexually transmitted infections from sexual relationships, injury, or death from unsupervised handling of firearms, and physical/emotional injury, or impact from abusive dating partner.</p> |

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

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.7.C.2.1     | Examine how family health behaviors influence health of adolescents.<br><br><i>Remarks:</i><br>Family meals together, smoking in home, alcohol consumption by family members, and mental illness in the family.   |
| HE.7.C.2.2     | Examine how peers may influence the health behaviors of adolescents.<br><br><i>Remarks:</i><br>Modeling self-confidence, trying new food, prejudices, modeling unhealthy/violent behavior, and pressure to smoke and drink.   |
| HE.7.C.2.3     | Examine how the school and community may influence the health behaviors of adolescents.<br><br><i>Remarks:</i><br>Gun-lock promotion, fire/tornado drills, school dress codes, banning gang items, and food choices in school.  |
| HE.7.C.2.5     | Analyze how messages from media influence health behaviors.<br><br><i>Remarks:</i><br>Sports figures promoting fast food, provocative images in film/print advertisements; coolness/appeal of smoking; and dangerous, life- threatening stunts.   |
| HE.7.C.2.6     | Evaluate the influence of technology in locating valid health information.<br><br><i>Remarks:</i><br>Specific health sites to acquire valid health information: CDC, NIH, NIDA, and local health organizations; and Internet and cell phone apps.   |
| HE.7.C.2.7     | Determine how cultural changes related to health beliefs and behaviors impact personal health.<br><br><i>Remarks:</i><br>Americanization of fast food across the globe; infant feeding, breast vs. bottle; prevalence of diabetes; cell- phone use; and timeliness of emergency response. |
| HE.7.C.2.8     | Evaluate how changes in social norms impact healthy and unhealthy behavior.<br><br><i>Remarks:</i><br>Secondhand smoke, menu items at restaurants, anti-bullying behavior, and social norms that justify/promote violence.  |
| HE.7.C.2.9     | Explain the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.<br><br><i>Remarks:</i><br>Social conformity, social status/appearance, experimentation with drugs, food relationships, and spirituality.                                |

**Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR**

Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

| BENCHMARK CODE | BENCHMARK |
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| HE.7.B.3.1 | Analyze the validity of health information, products, and services.<br><br><i>Remarks:</i><br>Advertisements, health-claim articles, personal-care product claims, and tobacco-use information, internet searches, store visits, newspaper use, phonebook search, and personal call to sources for information. |
| HE.7.B.3.3 | Compare a variety of technologies to gather health information.<br><br><i>Remarks:</i><br>WebMD vs. Wikipedia, home blood pressure/thermometer vs. physician's office equipment, and mobile diagnostic imaging vs. hospital MRI.  |
| HE.7.B.3.4 | Differentiate among professional health services that may be required.<br><br><i>Remarks:</i><br>Dentist vs. orthodontist, family physician vs. specialist, and school guidance counselor vs. psychologist.   |

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

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.7.B.4.1     | Apply effective communication skills when interacting with others to enhance health.<br><br><i>Remarks:</i><br>Clear and concise words, nonverbal language, discussion, "I" messages, and assertive vs. passive or aggressive communication.         |
| HE.7.B.4.2     | Demonstrate refusal, negotiation, and collaboration skills to enhance health and reduce health risks.<br><br><i>Remarks:</i><br>Working together, compromise, direct statement, peer mediation, personal boundaries, and reflective listening.       |
| HE.7.B.4.3     | Articulate the possible causes of conflict among youth in schools and communities.<br><br><i>Remarks:</i><br>Ethnic prejudice and diversity, substance use, group dynamics, relationship issues/dating violence, gossip/rumors, and sexual identity. |
| HE.7.B.4.4     | Demonstrate how to ask for assistance to enhance the health of self and others.<br><br><i>Remarks:</i><br>"I" messages, ask on behalf of a friend, written request, riding in a vehicle with someone who is intoxicated, and bullying.               |

Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

| BENCHMARK CODE | BENCHMARK  |
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| HE.7.B.5.1     | Predict when health-related situations require the application of a thoughtful decision-making process.<br><br><i>Remarks:</i><br>Prescription drug use/abuse, riding in a vehicle with an underage driver, selecting nutritious foods, mental-health issues, determining whether a relationship is healthy, sexual activity/abstinence, and cheating. |
| HE.7.B.5.2     | Select healthy alternatives over unhealthy alternatives when making a decision.  |

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|            | <i>Remarks:</i><br>Proper prescription-drug use, using safety equipment, Internet safety, and managing stress.  |
| HE.7.B.5.4 | Determine when individual or collaborative decision-making is appropriate.<br><br><i>Remarks:</i><br>Over-the-counter drug use, harassment, gang involvement; and can the outcome result in harm or loss of life? |
| HE.7.B.5.5 | Predict the short and long-term consequences of engaging in health-risk behaviors.<br><br><i>Remarks:</i><br>Driving under the influence, lack of exercise, and poor diet.  |

**Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.**

| <b>BENCHMARK CODE</b> | <b>BENCHMARK</b>   |
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| HE.7.B.6.1            | Analyze personal beliefs as they relate to health practices.<br><br><i>Remarks:</i><br>Weight management through physical activity, disease prevention through hand washing, sharing personal information, and abstinence.                                       |
| HE.7.B.6.2            | Devise an individual goal (short or long term) to adopt, maintain, or improve a personal health practice.<br><br><i>Remarks:</i><br>Participation in organized activities/sports, eating breakfast, safety habits, computer use/safety, and conflict resolution. |
| HE.7.B.6.3            | Explain strategies and skills needed to assess progress and maintenance of a personal health goal.<br><br><i>Remarks:</i><br>Journaling, daily checklists, calorie counting, use of pedometers, participation in support groups, and rewarding milestones.       |

**Strand: HEALTH LITERACY PROMOTION**

**Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.**

| <b>BENCHMARK CODE</b> | <b>BENCHMARK</b>   |
|-----------------------|--|
| HE.7.P.7.1            | Examine the importance of assuming responsibility for personal-health behaviors.<br><br><i>Remarks:</i><br>Physical activity, eating habits, stress management, quality of life, sexual behaviors, and adequate sleep.           |
| HE.7.P.7.2            | Experiment with behaviors that will maintain or improve personal health and reduce health risks.<br><br><i>Remarks:</i><br>Peer-refusal skills, problem-solving skills, and engaging in respectful equality-based relationships. |

**Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.**

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.7.P.8.1     | Utilize the influence of others to promote positive health choices.<br><br><i>Remarks:</i><br>Seeking help from school support staff, practicing conflict resolution, and making wise consumer purchases.     |
| HE.7.P.8.2     | Articulate a position on a health-related issue and support it with accurate health information.<br><br><i>Remarks:</i><br>Bullying prevention, Internet safety, and nutritional choices.                     |
| HE.7.P.8.3     | Work cooperatively to advocate for healthy individuals, peers, and families.<br><br><i>Remarks:</i><br>Assist with or conduct needs assessments, write advocacy letters, and volunteer at information kiosks. |
| HE.7.P.8.4     | Analyze ways health messages can target different audiences.<br><br><i>Remarks:</i><br>Print media, broadcast media, billboards, and Internet resources.  |

## Strand: PERSONAL HEALTH CONCEPTS

### Standard 2: Internal and External Influence

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.7.PHC.2.1   | Interpret the potential impact of media/social media on health behaviors, personal thoughts, and feelings.<br><br><i>Clarifications:</i><br><br><i>Clarification 1:</i> Instruction includes social media influence, such as targeted ads, “influencers,” challenges, and trends.<br><br><i>Clarification 2:</i> Instruction includes misconception of “friends” online versus friendship in real life.<br><br><i>Clarification 3:</i> Instruction includes the permanence of what a person posts online, and how it may affect them throughout life. |
| HE.7.PHC.2.7   | Describe safe and legal practices when participating in online communities.<br><br><i>Clarifications:</i><br><br><i>Clarification 1:</i> Instruction includes online communities such as discussion groups, blogs, and social networking websites.<br><br><i>Clarification 2:</i> Instruction includes reporting unsafe activity, reporting dangerous or unwanted activity, reporting cyberbullying, and limiting screen time for personal health.  |

## Strand: COMMUNITY AND ENVIRONMENTAL HEALTH

### Standard 2: Internal and External Influence

| BENCHMARK CODE | BENCHMARK |
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| HE.7.CEH.2.3 | <p>Evaluate how media/social media influences peer and community health behaviors.</p> <p><u>Clarifications:</u></p> <p><i>Clarification 1:</i> Instruction includes social media platforms influencing health behaviors and practices.</p> <p><i>Clarification 2:</i> Instruction includes permanency of sharing materials online.</p> <p><u>Examples:</u></p> <p><i>Example:</i> Music lyrics that encourage risky health behaviors, vaping and tobacco ads targeting younger populations, body image influence on social media.</p> |
|--------------|--|

| <b>Strand: CONSUMER HEALTH</b>              |   |
|---|---|
| Standard 2: Internal and External Influence |   |
| <b>BENCHMARK CODE</b>                       | <b>BENCHMARK</b>  |
| HE.7.CH.2.1                                 | <p>Analyze ways consumer health messages can target different audiences through internet and social media sources.</p> <p><u>Clarifications:</u></p> <p><i>Clarification 1:</i> Instruction includes how organizations/companies use a variety of public service announcements, celebrities, social media posts, and platforms.</p>   |
| HE.7.CH.2.2                                 | <p>Analyze how messages from media/social media influence health behaviors.</p> <p><u>Clarifications:</u></p> <p><i>Clarification 1:</i> Instruction includes cyberbullying affecting mental well-being.</p> <p><i>Clarification 2:</i> Instruction includes the compounding influence of “likes” and “comments” on posts and how they activate the reward centers in the brain.</p> <p><u>Examples:</u></p> <p><i>Example:</i> Examples include sports figures promoting fast food and provocative images on media/social media.</p> |

## GRADE: 8

| <b>Strand: HEALTH LITERACY CONCEPTS</b>   |   |
|---|---|
| Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health. |   |
| <b>BENCHMARK CODE</b>   | <b>BENCHMARK</b>  |
| HE.8.C.1.2  | <p>Analyze the interrelationship between healthy/unhealthy behaviors and the dimensions of health: physical, mental/emotional, social, and intellectual.</p> <p><u>Remarks:</u></p> |

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|            | Sleep/studying for tests, road rage/vehicular crashes, bullying/depression, and healthy relationships/emotional health.   |
| HE.8.C.1.3 | Predict how environmental factors affect personal health.<br><br><i>Remarks:</i><br>Heat index, air/water quality, street lights and signs, bullying, gangs, and weapons in the community.  |
| HE.8.C.1.4 | Investigate strategies to reduce or prevent injuries and other adolescent health problems.<br><br><i>Remarks:</i><br>Recognize signs and symptoms of depression, accessing resources, abstinence to reduce sexually transmitted diseases, sexually transmitted infections, and pregnancy; places to avoid; and healthy relationship skills. |
| HE.8.C.1.5 | Identify major chronic diseases that impact human body systems.<br><br><i>Remarks:</i><br>Cancer, hypertension and coronary artery disease, asthma, and diabetes.   |
| HE.8.C.1.6 | Analyze how appropriate health care can promote personal health.<br><br><i>Remarks:</i><br>Immunization for human papilloma virus and meningitis, sports physicals, and counseling for depression.  |
| HE.8.C.1.7 | Explore how heredity and family history can affect personal health.<br><br><i>Remarks:</i><br>Sickle-cell anemia, heart disease, diabetes, and mental health.   |
| HE.8.C.1.8 | Anticipate the likelihood of injury or illness if engaging in unhealthy/risky behaviors.<br><br><i>Remarks:</i><br>Death or injury from car crashes and underage drinking/distracted driving, injuries resulting from fighting and bullying, and respiratory infections from poor hygiene.  |

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

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.8.C.2.1     | Assess the role of family health beliefs on the health of adolescents.<br><br><i>Remarks:</i><br>Alternative medical care, family religious beliefs, and importance of physical activity.  |
| HE.8.C.2.2     | Assess how the health beliefs of peers may influence adolescent health.<br><br><i>Remarks:</i><br>Drug-use myths, perception of healthy body composition, and perceived benefits of energy drinks.   |
| HE.8.C.2.3     | Analyze how the school and community may influence adolescent health.<br><br><i>Remarks:</i><br>Drug-abuse education programs, volunteering opportunities, and availability of recreational facilities/programs.   |
| HE.8.C.2.4     | Critique school and public health policies that influence health promotion and disease prevention.<br><br><i>Remarks:</i><br>Speed-limit laws, immunization requirements, universal precautions, zero tolerance, report bullying, and cell phone/texting laws. |

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| HE.8.C.2.5 | <p>Research marketing strategies behind health-related media messages.</p> <p><i>Remarks:</i><br/>Social acceptance of alcohol use, promotion of thinness as the best body type, sexual images to sell products, and normalization of violence.</p> |
| HE.8.C.2.6 | <p>Analyze the influence of technology on personal and family health.</p> <p><i>Remarks:</i><br/>TV advertisements for unhealthy foods, volume of headphones, websites, and social marketing for health information.</p>                            |
| HE.8.C.2.7 | <p>Describe the influence of culture on health beliefs, practices, and behaviors.</p> <p><i>Remarks:</i><br/>Medical procedures such as male circumcision, sexual abstinence, and prescription drug-use.</p>  |
| HE.8.C.2.8 | <p>Explain how the perceptions of norms influence healthy and unhealthy behaviors.</p> <p><i>Remarks:</i><br/>Sexual abstinence, prescription-drug use, marijuana use, and perception that certain abusive-relationship behaviors are "normal."</p> |
| HE.8.C.2.9 | <p>Analyze the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.</p> <p><i>Remarks:</i><br/>Social conformity, desires, and impulses.</p>   |

| <b>Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR</b>  |   |
|--|---|
| <b>Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.</b> |   |
| <b>BENCHMARK CODE</b>  | <b>BENCHMARK</b>  |
| HE.8.B.3.1   | <p>Analyze valid and reliable health services and the cost of products.</p> <p><i>Remarks:</i><br/>Current research and news/standard practice; prescriptions and generic vs. store brand/name brand; over-the-counter medicines, energy, vitamins, nutritional supplements/foods, skin-care products, nutritional supplements, and healthcare providers.</p> |
| HE.8.B.3.2   | <p>Analyze the accessibility, validity, and reliability of products and services that enhance home, school, and community health.</p> <p><i>Remarks:</i><br/>Reliability of advertisements, articles, infomercials, and web-based products; health department; community agencies; and prescribed medications vs. over-the-counter.</p>                       |
| HE.8.B.3.3   | <p>Recommend a variety of technologies to gather health information.</p> <p><i>Remarks:</i><br/>Glucose monitor, MRI, EKG, CAT-scan, scales [BMI], pedometer, Internet, and cell phone applications.</p>  |
| HE.8.B.3.4   | <p>Determine situations when specific professional health services or providers may be required.</p> <p><i>Remarks:</i><br/>Head injuries, infections, depression, and abuse.</p>   |

Standard 4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.8.B.4.1     | <p>Illustrate skills necessary for effective communication with family, peers, and others to enhance health.</p> <p><i>Remarks:</i><br/>Refusal skills, nonverbal communication, asking questions, "I" messages, assertiveness, negotiation, and making requests.</p> |
| HE.8.B.4.3     | <p>Examine the possible causes of conflict among youth in schools and communities.</p> <p><i>Remarks:</i><br/>Relationships, territory, jealousy, and gossip/rumors.</p>  |
| HE.8.B.4.4     | <p>Compare and contrast ways to ask for and offer assistance to enhance the health of self and others.</p> <p><i>Remarks:</i><br/>Compare responses, passive vs. assertive, written vs. spoken, and anonymous vs. face-to-face.</p>                                   |

Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.

| BENCHMARK CODE | BENCHMARK  |
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| HE.8.B.5.1     | <p>Determine when health-related situations require the application of a thoughtful prepared plan of action.</p> <p><i>Remarks:</i><br/>Consumption of alcohol, sexual situations, use of marijuana, prescription-drug abuse, and dating violence.</p> |
| HE.8.B.5.2     | <p>Categorize healthy and unhealthy alternatives to health-related issues or problems.</p> <p><i>Remarks:</i><br/>(Alcohol consumption, sleep requirements, physical activity, and time management.)</p>   |
| HE.8.B.5.3     | <p>Compile the potential outcomes of each option when making a health-related decision.</p> <p><i>Remarks:</i><br/>Consequences: injury, addiction, and legal, social, sexual, and financial.</p>  |
| HE.8.B.5.4     | <p>Distinguish when individual or collaborative decision-making is appropriate.</p> <p><i>Remarks:</i><br/>Pressure to consume alcohol, self-injury, weight management, sexual activity, and mental-health issues.</p>                                 |
| HE.8.B.5.5     | <p>Evaluate the outcomes of a health-related decision.</p> <p><i>Remarks:</i><br/>Addiction from alcohol consumption, brain damage from inhalant use, pregnancy from sexual activity, and weight management from proper nutrition.</p>                 |

Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.

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| HE.8.B.6.1 | Assess personal health practices.<br><br><i>Remarks:</i><br>Physical activity, sleep habits, interpersonal skills, risky behaviors, and injury prevention.   |
| HE.8.B.6.2 | Design an individual goal to adopt, maintain, or improve a personal health practice.<br><br><i>Remarks:</i><br>Physical activity, eating habits, cyber bullying, social relationships, and sleep habits.                           |
| HE.8.B.6.3 | Apply strategies and skills needed to attain a personal health goal.<br><br><i>Remarks:</i><br>Physical activity, nutrition modification, and anger management.  |
| HE.8.B.6.4 | Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.<br><br><i>Remarks:</i><br>Weight reduction, cost of healthier food, availability of exercise equipment, and general health. |

**Strand: HEALTH LITERACY PROMOTION**

Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.8.P.7.1     | Assess the importance of assuming responsibility for personal-health behaviors, including sexual behavior.<br><br><i>Remarks:</i><br>Sexual abstinence, skin care, and drug abuse.   |
| HE.8.P.7.2     | Apply healthy practices and behaviors that will maintain or improve personal health and reduce health risks.<br><br><i>Remarks:</i><br>Participate in various physical activities, foster healthy relationships, set healthy goals, make healthy food choices, and practice Internet safety, resist negative peer pressure, get adequate sleep, and engage in respectful equality-based relationships. |

Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.8.P.8.1     | Promote positive health choices with the influence and support of others.<br><br><i>Remarks:</i><br>Promotion of oral health, sexual abstinence, no alcohol, tobacco, and other drug abuse.                                    |
| HE.8.P.8.2     | Justify a health-enhancing position on a topic and support it with accurate information.<br><br><i>Remarks:</i><br>Abstinence from unhealthy behaviors, gun-safety laws, legal- age limits, bullying laws, and zero tolerance. |
| HE.8.P.8.3     | Work cooperatively to advocate for healthy individuals, peers, families, and schools.<br><br><i>Remarks:</i>   |



|            |   |
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|            | Promote community initiatives; create media campaigns, peer-led prevention campaigns, and school wellness councils.   |
| HE.8.P.8.4 | Evaluate ways health messages and communication techniques can be targeted for different audiences.<br><br><i>Remarks:</i><br>Advertising, social media campaign, and health fairs. |

**Strand: PERSONAL HEALTH CONCEPTS**

Standard 2: Internal and External Influence

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.8.PHC.2.1   | Analyze the influences of media/social media on physical, emotional, and social health.<br><br><i>Clarifications:</i><br><br><i>Clarification 1:</i> Instruction includes sleep deprivation influencing increased risk of disease, obesity, and chronic health conditions.<br><br><i>Clarification 2:</i> Instruction includes too much screen time leading to loss of cognitive capacity, stress management capabilities, and social skills.<br><br><i>Examples:</i><br><i>Example:</i> Normalization of underage substance use. |
| HE.8.PHC.2.10  | Explain the impact of cyberbullying and inappropriate use of social media on personal wellness.<br><br><i>Clarifications:</i><br><i>Clarification 1:</i> Instruction includes the compounding impact on mental and emotional health, such as depression, anxiety, loneliness, social isolation, and susceptibility to human trafficking.  |

Standard 4: Advocacy

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.8.PHC.4.2   | Identify strategies to combat cyberbullying and online harassment.<br><br><i>Examples:</i><br><i>Example:</i> Reporting online suspicious behavior, reporting cyberbullying and harassment, maintaining personal security, identifying human trafficking. |

**Strand: COMMUNITY AND ENVIRONMENTAL HEALTH**

Standard 2: Internal and External Influence

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.8.CEH.2.3   | Analyze how media/social media influences community health behaviors.<br><br><i>Examples:</i><br><i>Example:</i> Ads encouraging substance use in youth populations, language on social media and in music/television shows, fashion trends. |

**Strand: CONSUMER HEALTH**

## Standard 2: Internal and External Influence

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.8.CH.2.1    | Evaluate ways consumer health messages and communication techniques can be targeted for different audiences.<br><br><i>Clarifications:</i><br><i>Clarification 1:</i> Instruction includes how organizations/companies use a variety of public service announcements, celebrities, social media posts, and platforms.  |
| HE.8.CH.2.2    | Research marketing strategies behind health-related media/social media messages.<br><br><i>Clarifications:</i><br><i>Clarification 1:</i> Instruction includes identifying and researching strategies that media companies use to create trends.<br><br><i>Examples:</i><br><i>Example:</i> Social glorification of substance use, negative body image messaging, and normalization of violence. |
| HE.8.CH.2.3    | Analyze the influence of technology on personal and family health.<br><br><i>Clarifications:</i><br><br><i>Clarification 1:</i> Instruction includes social marketing for health information.<br><br><i>Clarification 2:</i> Instruction includes how technology can positively and negatively influence personal and family health behaviors.   |

**GRADE: 912****Strand: HEALTH LITERACY CONCEPTS**

## Standard 1: Core Concepts - Comprehend concepts related to health promotion and disease prevention to enhance health.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.912.C.1.1   | Predict how healthy behaviors can affect health status.<br><br><i>Remarks:</i><br>Making positive choices/avoiding risky behaviors: healthy food, substance abuse, and healthy relationship skills; regular medical and dental screenings; regular physical activity, and workplace safety. |
| HE.912.C.1.2   | Interpret the significance of interrelationships in mental/emotional, physical, and social health.<br><br><i>Remarks:</i><br>Substance abuse, eating disorders, sexual behaviors, healthy/unhealthy relationships, self-esteem, stress/anger management, and regular exercise.              |
| HE.912.C.1.3   | Evaluate how environment and personal health are interrelated.<br><br><i>Remarks:</i><br>Food options within a community; prenatal-care services; availability of recreational facilities; air quality; weather-safety awareness; and weather, air, and water conditions.                   |

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| HE.912.C.1.4 | Propose strategies to reduce or prevent injuries and health problems.<br><br><i>Remarks:</i><br>Mandatory passenger-restraint/helmet laws, refusal skills, mandatory immunizations, healthy relationship skills, and improved inspection of food sources.  |
| HE.912.C.1.5 | Analyze strategies for prevention, detection, and treatment of communicable and chronic diseases.<br><br><i>Remarks:</i><br>Health prevention, detection, and treatment of: breast and testicular cancer, suicide, obesity, and industrial-related chronic disease.  |
| HE.912.C.1.6 | Evaluate the relationship between access to health care and health status.<br><br><i>Remarks:</i><br>Early detection and treatment of cancer, HIV, diabetes, bipolar disorder, schizophrenia, childhood disease or illness, and first-responder care.  |
| HE.912.C.1.7 | Analyze how heredity and family history can impact personal health.<br><br><i>Remarks:</i><br>Drug use, family obesity, heart disease, mental health, and non-communicable illness or disease.   |
| HE.912.C.1.8 | Assess the degree of susceptibility to injury, illness, or death if engaging in unhealthy/risky behaviors.<br><br><i>Remarks:</i><br>Risks associated with alcohol abuse, including poison, date rape, and death; cancer and chronic lung disease related to tobacco use; overdose from drug use; child abuse or neglect; and dating violence. |

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

| <b>BENCHMARK CODE</b> | <b>BENCHMARK</b>   |
|-----------------------|--|
| HE.912.C.2.1          | Analyze how the family influences the health of individuals.<br><br><i>Remarks:</i><br>Nutritional management of meals, composition of and relationships within families, and health-insurance status.   |
| HE.912.C.2.2          | Compare how peers influence healthy and unhealthy behaviors.<br><br><i>Remarks:</i><br>Binge drinking and social groups, sexual coercion [pressure, force, or manipulation] by a dating partner, students' recommendations for school vending machines, healthy lifestyle, review trends in current and emerging diseases, and use of helmets and seatbelts. |
| HE.912.C.2.3          | Assess how the school and community can affect personal health practice and behaviors.<br><br><i>Remarks:</i><br>Healthier foods, required health education, health screenings, and enforcement of "no tolerance" policies related to all forms of violence, and AED availability and training.  |
| HE.912.C.2.4          | Evaluate how public health policies and government regulations can influence health promotion and disease prevention.<br><br><i>Remarks:</i><br>Seat-belt enforcement, underage alcohol sales, reporting communicable diseases, child care, and AED availability.  |

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| HE.912.C.2.5 | Evaluate the effect of media on personal and family health.<br><br><i>Remarks:</i><br>Compares brand-name/store-brand items in home, analyzes television viewing habits, identifies effective PSAs, consumer skills, advertisements of health-related community resources, participation in risky behaviors, and deconstructs media to identify promotion of unhealthy stereotypes, and normalization of violence. |
| HE.912.C.2.6 | Evaluate the impact of technology on personal, family, and community health.<br><br><i>Remarks:</i><br>Automated external defibrillator in the community, pedestrian crosswalks with audible directions, type of information requested from local 211/hotlines or websites, consumer websites, Internet safety, and disease prevention and control.  |
| HE.912.C.2.7 | Analyze how culture supports and challenges health beliefs, practices, and behaviors.<br><br><i>Remarks:</i><br>Various cultures' dietary patterns, rites of passage, courtship practices, family roles, personal relationships, ethics, and parenting.  |
| HE.912.C.2.8 | Analyze how the perceptions of norms influence healthy and unhealthy behaviors.<br><br><i>Remarks:</i><br>Driving over the speed limit, teen parenting, binge drinking, relationships, parenting, health information, environmental practices, and media messages.   |
| HE.912.C.2.9 | Evaluate the influence of personal values, attitudes, and beliefs about individual health practices and behaviors.<br><br><i>Remarks:</i><br>Social conformity, self-discipline, and impulse vs. delayed gratification.  |

**Strand: HEALTH LITERACY RESPONSIBLE BEHAVIOR**

Standard 3: Accessing Information - Demonstrate the ability to access valid health information, products, and services to enhance health.

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.912.B.3.1   | Verify the validity of health information, products, and services.<br><br><i>Remarks:</i><br>Understanding product-packaging claims, magazine articles, diet/nutritional supplements, energy drinks, exercise video or equipment, tanning salon, fitness club, health professionals, health-related community resources, CPR procedure, qualifications of service provider, type of service, type of product, product safety, and reliability.                    |
| HE.912.B.3.2   | Compile data reflecting the accessibility of resources from home, school, and community that provide valid health information.<br><br><i>Remarks:</i><br>Internet, family member, nurse, guidance counselor, physician, clinic, hotline, support group, community agency, domestic/dating-violence service provider, and first-aid training location, expense, services available, eligibility, scheduling appointments, healthcare, and mental-health resources. |
| HE.912.B.3.3   | Justify the validity of a variety of technologies to gather health information.<br><br><i>Remarks:</i><br>Internet, telephone, 911 access, and medical technology, including X-rays, ultrasounds, mammograms, thermal imaging, and MRIs.  |
| HE.912.B.3.4   | Justify when professional health services or providers may be required.   |

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|  | <i>Remarks:</i><br>Injury, depression, suicide, drug abuse, medical emergency, 911, child abuse, domestic and/or dating violence, and natural or man-made conditions. |
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**Standard 4: Interpersonal Communication - Demonstrate the ability to use interpersonal-communication skills to enhance health and avoid or reduce health risks.**

| <b>BENCHMARK CODE</b> | <b>BENCHMARK</b>  |
|-----------------------|---|
| HE.912.B.4.1          | Explain skills needed to communicate effectively with family, peers, and others to enhance health.<br><br><i>Remarks:</i><br>Using "I" messages, voice pitch/volume, eye contact, journal experiences, writing letters, persuasive speech, and assertive communication. |
| HE.912.B.4.2          | Assess refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.<br><br><i>Remarks:</i><br>Validate other's opinions, use direct statement, use active statement, and offer alternatives.                                      |
| HE.912.B.4.3          | Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.<br><br><i>Remarks:</i><br>Effective verbal and nonverbal communication, compromise, and conflict-resolution.  |
| HE.912.B.4.4          | Analyze the validity of ways to ask for and offer assistance to enhance the health of self and others.<br><br><i>Remarks:</i><br>Verbal and written communication, active listening, and how to seek help for a friend.   |

**Standard 5: Decision Making - Demonstrate the ability to use decision-making skills to enhance health.**

| <b>BENCHMARK CODE</b> | <b>BENCHMARK</b>  |
|-----------------------|---|
| HE.912.B.5.1          | Determine the value of applying a thoughtful decision-making process in health-related situations.<br><br><i>Remarks:</i><br>Defining healthy boundaries and relationships, sexual activity, alcohol consumption, organ-donor decisions, child care, protection against infectious agents, wellness promotion, and first-aid-treatment options. |
| HE.912.B.5.2          | Generate alternatives to health-related issues or problems.<br><br><i>Remarks:</i><br>Health benefits of menu options, refusal-skill options, pre- and post-natal care, natural and man-made conditions, and current trends in disease prevention.  |
| HE.912.B.5.3          | Appraise the potential short-term and long-term outcomes of each alternative on self and others.<br><br><i>Remarks:</i><br>Nutrition plan based on personal needs and preferences, impact of chronic health condition on individual and family, weapons on campus, and use of stress management and coping skills.                              |
| HE.912.B.5.4          | Assess whether individual or collaborative decision making is needed to make a healthy decision.  |

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|              | <i>Remarks:</i><br>Planning a post-high school career/education, purchasing the family's groceries for the week, planning the weekly menu, planning appropriate activities for siblings, community planning, Internet safety, and purchasing insurance. |
| HE.912.B.5.5 | Examine barriers that can hinder healthy decision making.<br><br><i>Remarks:</i><br>Interpersonal, financial, environmental factors, and accessibility of health information.   |

**Standard 6: Goal Setting - Demonstrate the ability to use goal-setting skills to enhance health.**

| <b>BENCHMARK CODE</b> | <b>BENCHMARK</b>  |
|-----------------------|---|
| HE.912.B.6.1          | Evaluate personal health practices and overall health status to include all dimensions of health.<br><br><i>Remarks:</i><br>Personal strengths, physical fitness, peer relationships, environmental health, personal hygiene, non-communicable illness or disease, injury prevention, and first-aid responder's safety practices. |
| HE.912.B.6.2          | Formulate a plan to attain a personal health goal that addresses strengths, needs, and risks.<br><br><i>Remarks:</i><br>Weight management, comprehensive physical fitness, stress management, dating relationships, risky behaviors, and a wellness-program plan.   |
| HE.912.B.6.3          | Implement strategies and monitor progress in achieving a personal health goal.<br><br><i>Remarks:</i><br>Stress management, time out, using of a squeeze ball when frustrated, talking with a friend or professional, pacing yourself, setting realistic expectations, using rewards, getting support, and wellness promotion.    |
| HE.912.B.6.4          | Formulate an effective long-term personal health plan.<br><br><i>Remarks:</i><br>Stress reduction, weight management, healthier eating habits, improved physical fitness, and individual responsibilities for protecting health.  |

**Strand: HEALTH LITERACY PROMOTION**

**Standard 7: Self Management - Demonstrate the ability to practice advocacy, health-enhancing behaviors, and avoidance or reduction of health risks for oneself.**

| <b>BENCHMARK CODE</b> | <b>BENCHMARK</b>  |
|-----------------------|---|
| HE.912.P.7.1          | Analyze the role of individual responsibility in enhancing health.<br><br><i>Remarks:</i><br>Food choices, media messages, future impact of lifestyle choices, individual responsibility for health protection, and stress management.  |
| HE.912.P.7.2          | Evaluate healthy practices and behaviors that will maintain or improve health and reduce health risks.<br><br><i>Remarks:</i><br>Lifestyle choices: drug use/abuse, healthy diet, controlling modes of transmission of infectious agents, riding with impaired drivers, seeking mental-health services when needed, sexual behavior, and engaging in healthy relationships. |

Standard 8: Advocacy - Demonstrate the ability to advocate for individual, peer, school, family, and community health.

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.912.P.8.1   | Demonstrate how to influence and support others in making positive health choices.<br><br><i>Remarks:</i><br>Avoidance of underage drinking, prevention of driving under the influence, suicide prevention, promotion of healthy dating/personal relationships, responsible parenting, disease prevention, and promotion of first-aid training.                      |
| HE.912.P.8.2   | Utilize current, accurate data/information to formulate a health-enhancing message.<br><br><i>Remarks:</i><br>Validate perceptions of peers and societal norms regarding drug use, violence, sexual activity, visiting parenting-focused websites, data provided by government or community agencies, societal influences on the workplace, and teen-driving safety. |
| HE.912.P.8.3   | Work cooperatively as an advocate for improving personal, family, and community health.<br><br><i>Remarks:</i><br>Support local availability of healthy food options; environmentally friendly shopping; victim, drug or teen court advocacy; advocate for peer-led abuse-prevention education programs, community resource information; and home/school safety.     |
| HE.912.P.8.4   | Adapt health messages and communication techniques to a specific target audience.<br><br><i>Remarks:</i><br>Internet safety, disease prevention, health disparities, disaster relief, and CPR/AED training.  |

## Strand: SUBSTANCE USE AND ABUSE STANDARDS

Standard 1: Health promotion and disease prevention concepts

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.912.SUA.1.1 | Differentiate between various levels of alcohol consumption and its effects on the body.<br><br><i>Clarifications:</i><br>Standard drink vs. excessive/heavy/binge drinking, effects on blood alcohol concentration.   |
| HE.912.SUA.1.2 | Analyze how moderate and excessive alcohol consumption can contribute to risky, unsafe behaviors and consequences.<br><br><i>Clarifications:</i><br>Driving under the influence, fetal alcohol syndrome.   |
| HE.912.SUA.1.3 | Analyze the long-term health risks associated with alcohol misuse including physical and neurological damage.<br><br><i>Clarifications:</i><br>Neurological damage can include learning, memory, mental health and brain development. Physical damage may include liver disease, cancer, cardiovascular disease, and other organ damage. |
| HE.912.SUA.1.4 | Analyze how alcohol, marijuana/THC, tobacco, nicotine, and/or drug use can impede goals, activities, achievements, and college and career readiness.   |
| HE.912.SUA.1.5 | Analyze the physical, mental/emotional, social and legal consequences of marijuana/THC use.  |

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|-----------------|---|
|                 | <i>Clarifications:</i><br>May include psychological aspects, drug misuse, dependency and addiction.   |
| HE.912.SUA.1.6  | Examine the effects of marijuana/THC and vaping on brain function and development.  |
| HE.912.SUA.1.7  | Differentiate between the three major categories of prescription drugs and describe the purposes and side effects.<br><br><i>Clarifications:</i><br>Opioids, stimulants, depressants.   |
| HE.912.SUA.1.8  | Analyze signs and symptoms of prescription drug and/or illicit drug misuse and overdose.<br><br><i>Clarifications:</i><br>The short- and long-term effects of prescription drug use on an individual's health.  |
| HE.912.SUA.1.9  | Summarize the risks and consequences of misusing and sharing prescription drugs and/or illicit drugs.<br><br><i>Clarifications:</i><br>Physical, mental, social, performance and legal.   |
| HE.912.SUA.1.10 | Analyze the short- and long-term physical, psychological, financial, and social consequences of tobacco, nicotine use, and/or vaping.<br><br><i>Clarifications:</i><br>Psychological consequences such as anxiety and depression, financial impacts such as the long-term impact on personal financial goals, and avoidable cost of tobacco-related illnesses to society. |

#### Standard 2: Internal and external influences

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.912.SUA.2.1 | Analyze the legal, mental and social consequences of underage consumption of alcohol.  |
| HE.912.SUA.2.2 | Distinguish how external factors, including industry practices, can influence behaviors related to tobacco, nicotine use, and/or vaping.<br><br><i>Clarifications:</i><br>Perceptions of norms, media advertising, portrayals in media, tobacco or vaping industry practices involving efforts to attract youth and counter public health protections. |

#### Standard 3: Access to valid information, products and services

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.912.SUA.3.1 | Discuss valid, reliable school and community resources where an individual can seek help for issues related to alcohol and/or other drug misuse and/or abuse.<br><br><i>Clarifications:</i><br>Immediate and long-term issues related to alcohol and/or other drug misuse and/or abuse. |
| HE.912.SUA.3.2 | Assess and examine the misconceptions and perceived norms that surround marijuana/THC and factors that contribute and influence decisions regarding usage.  |
| HE.912.SUA.3.3 | Evaluate the accessibility of effective nicotine cessation products and services.<br><br><i>Clarifications:</i><br>Consider available nicotine cessation products/services and barriers to access such as transportation, cost, phone/web access.                                       |

#### Standard 4: Communication skills and resilient behaviors to reduce health risks

| BENCHMARK CODE | BENCHMARK |
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| HE.912.SUA.4.1 | Propose strategies that can reduce health risks for self and others for potential pressures at the college or career level. |
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**Standard 5: Advocacy for personal, family and community health**

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.912.SUA.5.1 | Plan how to effectively ask for help if a person in your immediate environment experiences a problem with alcohol and/or other drugs.<br><br><i>Clarifications:</i><br>Can ask family, guardians, care givers, teachers, school counselors. |
| HE.912.SUA.5.2 | Utilize current, accurate data/information to formulate a health-enhancing message to effectively persuade others to be drug and alcohol free.  |
| HE.912.SUA.5.3 | Propose strategies for prevention, detection and treatment options for youth who misuse, are dependent on or are addicted to alcohol, marijuana/THC, nicotine, tobacco, vaping, and other drugs.  |

**Strand: RESILIENCY (STARTING 2024-2025)**

**Standard 1: Character**

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.912.R.1.1   | Demonstrate effective and respectful communication skills and strategies.<br><br><i>Clarifications:</i><br>Differing opinions.  |
| HE.912.R.1.2   | Demonstrate empathy in a variety of contexts and situations.<br><br><i>Clarifications:</i><br>Identifying others' feelings, perspectives, circumstances, experiences, and active listening. |
| HE.912.R.1.3   | Adjust behavior to respect the needs of others.   |

**Standard 2: Personal Responsibility**

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.912.R.2.1   | Describe the importance of leadership skills in the school and the community.   |
| HE.912.R.2.2   | Analyze different perspectives to inform responsible decision-making.   |
| HE.912.R.2.3   | Formulate a plan to attain a personal goal that addresses strengths, needs, and risks.  |
| HE.912.R.2.4   | Implement strategies and monitor progress in achieving a personal goal.   |
| HE.912.R.2.5   | Formulate an effective long-term plan to include all dimensions of wellness.  |
| HE.912.R.2.6   | Analyze how actions and reactions can influence one to respond in different situations.<br><br><i>Clarifications:</i><br>Emotions not governing behavior.                       |
| HE.912.R.2.7   | Evaluate strategies that assist with managing challenges or setbacks.<br><br><i>Clarifications:</i><br>Time management, setting boundaries, setting realistic goals, self-care. |

**Standard 3: Mentorship and Citizenship**

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.912.R.3.1   | Identify benefits of voting, volunteering, mentoring, and seeking leadership positions. |

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|              | <u>Clarifications:</u><br>Student government, clubs, volunteering in the community. |
| HE.912.R.3.2 | Analyze ways a leader can inspire confidence and motivate others.                   |
| HE.912.R.3.3 | Analyze situations and demonstrate strategies to engage in respectful debate.       |
|              | <u>Clarifications:</u><br>Group projects, class discussions.                        |

#### Standard 4: Critical Thinking and Problem Solving

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.912.R.4.1   | Analyze the importance of character and grit to achieve successful outcomes.          |
| HE.912.R.4.2   | Generate and apply alternative solutions when solving problems or resolving conflict. |
| HE.912.R.4.3   | Describe ways to anticipate, avoid or de-escalate conflicts.                          |

### Strand: PERSONAL HEALTH CONCEPTS

#### Standard 2: Internal and External Influence

| BENCHMARK CODE  | BENCHMARK  |
|-----------------|--|
| HE.912.PHC.2.1  | Evaluate how the influences of social media affect physical and/or mental health, and the ability to make healthy choices.<br><br><u>Clarifications:</u><br><br><i>Clarification 1:</i> Instruction includes body image, dietary habits, cyberbullying, and online support presence.<br><br><i>Clarification 2:</i> Instruction includes prevention of human trafficking by maintaining personal security.<br><br><i>Clarification 3:</i> Instruction includes identification of predatory behavior on the internet. |
| HE.912.PHC.2.8  | Design a social media campaign that positively influences physical and/or mental health.<br><br><u>Examples:</u><br><i>Example:</i> Memes, public service announcements, reels that promote healthy behavior outcomes.   |
| HE.912.PHC.2.9  | Analyze the impacts of technology and social media on popular culture and personal life.<br><br><u>Clarifications:</u><br><br><i>Clarification 1:</i> Instruction includes impact of “influencers” and trends/challenges relating to mental and physical health.<br><br><i>Clarification 2:</i> Instruction includes how interactions such as “comments,” “saves,” “likes,” and “shares” on social media can increase the release of dopamine in the brain, similar to other addictive behaviors.                    |
| HE.912.PHC.2.10 | Demonstrate ethical and responsible use of technology.<br><br><u>Clarifications:</u><br><br><i>Clarification 1:</i> Instruction includes respecting privacy, being honest, and sharing appropriate information.  |

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|  | <i>Clarification 2:</i> Instruction includes recognizing and reporting signs of human trafficking, cyberbullying, and other suspicious behavior. |
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#### Standard 4: Advocacy

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.912.PHC.4.3 | Develop strategies to combat cyberbullying and online harassment.<br><br><i>Examples:</i><br><i>Example:</i> Social media campaign for mental health, reporting online harassment and suspicious behavior, spreading awareness. |

### Strand: COMMUNITY AND ENVIRONMENTAL HEALTH

#### Standard 2: Internal and External Influence

| BENCHMARK CODE | BENCHMARK  |
|----------------|--|
| HE.912.CEH.2.3 | Propose strategies to avoid risks on social media and the internet.<br><br><i>Examples:</i><br><i>Example:</i> Limiting screen time to under two hours a day to avoid physical health risks, reporting messages from unknown senders, not sharing personal information online. |
| HE.912.CEH.2.9 | Identify computer related laws and analyze their impact on internet safety.<br><br><i>Examples:</i><br><i>Example:</i> Digital privacy, security, intellectual property, network access, harassment.   |

### Strand: CONSUMER HEALTH

#### Standard 2: Internal and External Influence

| BENCHMARK CODE | BENCHMARK   |
|----------------|---|
| HE.912.CH.2.1  | Adapt health messages and communication techniques to a specific target audience using various media.<br><br><i>Examples:</i><br><i>Example:</i> Positive messaging in music, creating a positive social media message.   |
| HE.912.CH.2.2  | Evaluate the effect of media/social media on personal and family health.<br><br><i>Clarifications:</i><br><i>Clarification 1:</i> Instruction includes television viewing habits, consumer skills, susceptibility to ads of health-related resources, and participation in risky behaviors. |



