Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

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Personal, Community, and Environmental Health Strand

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
1.PCE.K.1	1.PCE.1.1	1.PCE.2.1	1.PCE.3.1	1.PCE.4.1	1.PCE.5.1	1.PCE.MS.1	1.PCE.HS.1
Identify a	Describe a	Explain a variety	Compare a	Compare and	Examine the	Investigate the	Evaluate the
variety of	variety of	of healthy	variety of	contrast a	impact of a	impact of a	impact of a
healthy	healthy	practices and	healthy	variety of	variety of	variety of	variety of
practices and	practices and	behaviors to	practices and	healthy	healthy	healthy	healthy
behaviors to	behaviors to	maintain or	behaviors to	practices and	practices and	practices and	practices and
maintain or	maintain or	improve	maintain or	behaviors that	behaviors to	behaviors to	behaviors to
improve	improve	personal,	improve	maintain or	maintain or	maintain or	maintain or
personal,	personal,	community, and	personal,	improve	improve	improve	improve
community, and environmental	community, and environmental	environmental health.	community, and environmental	personal,	personal,	personal,	personal,
health.	health.	nearm.	health.	community, and environmental	community, and environmental	community, and environmental	community, and environmental
ileaitii.	ileaitii.		meann.	health.	health.	health.	health.
				nearth.	nearth.	ilcarcii.	nearth.
1.PCE.K.2	1.PCE.1.2	1.PCE.2.2	1.PCE.3.2	1.PCE.4.2	1.PCE.5.2	1.PCE.MS.2	1.PCE.HS.2
Define	Describe how	Define	Classify	Differentiate	Examine the	Investigate the	Evaluate the
pathogens.	pathogens can	communicable	communicable	between	impact of	impact of	impact of
	cause disease.	and non-	and non-	communicable	communicable	communicable	communicable
		communicable	communicable	and non-	and non-	and non-	and non-
		diseases.	diseases.	communicable	communicable	communicable	communicable
				diseases.	diseases.	diseases.	diseases.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
1.PCE.K.3	1.PCE.1.3	1.PCE.2.3	1.PCE.3.3	1.PCE.4.3	1.PCE.5.3	1.PCE.MS.3	1.PCE.HS.3
Identify traits	Describe the	Recognize	Summarize the	Assess the	Investigate the	Connect the	Analyze the
that make a	importance of	similarities and	importance of	importance of	importance of	importance of	importance of
person or	accepting self	differences	treating	accepting the	accepting the	accepting the	accepting the
community	and others.	between	individuals and	similarities and	similarities and	similarities and	similarities and
unique.		individuals and	communities	differences of	differences of	differences of	differences of
		communities.	with respect.	self and others	self and others	self and others	self and others
				as it relates to	as it relates to	as it relates to	as it relates to
				personal,	personal,	personal,	personal,
				community, and	community, and	community, and	community, and
				environmental health.	environmental	environmental	environmental health.
				nearth.	health.	health.	neaith.
1.PCE.K.4	1.PCE.1.4	1.PCE.2.4	1.PCE.3.4	1.PCE.4.4	1.PCE.5.4	1.PCE.MS.4	1.PCE.HS.4
Identify your	List different	Identify	Describe	Describe how	Examine how	Recognize an	Evaluate how an
family structure.	kinds of family	different kinds	different kinds	individuals	individuals	individual's	individual's
	structures.	of family	of family	interact within	interact within	personal role	family structure
		structures.	structures.	family	family	within the	impacts other
				structures.	structures and	family structure	families and the
					the community.	and within the	community.
						community.	
			1.PCE.3.5	1.PCE.4.5	1.PCE.5.5	1.PCE.MS.5	1.PCE.HS.5
			Define genetics	Examine	Analyze the	Interpret	Evaluate the
			and its	genetics and its	impact genetics	personal	impact genetics,
			relationship to	relationship to	and family	susceptibility to	family history,
			family history	family history	history have on	injury, illness, or death based on	health behaviors, and
			and personal health.	and personal health.	personal health.	genetics, family	stress have on
			i iiedilii.	iicaitii.		history, and	individual
						health	health.
						behaviors.	neurun.

1PCE.MS.6a Describe how to register as a	1.PCE.HS.6a Explain how to
	_
register as a	
1 0010101 000 0	register as an
donor and the	organ and tissue
rules governing	donor.
donor gifts	
pursuant to	
Nevada Law.	
1.PCE.MS.6b Explain the individual and societal benefits of organ and tissue donation. 1.PCE.MS.6c List facts about organ and tissue donation.	1.PCE.HS.6b Summarize individual and societal benefits of organ and tissue donation. 1.PCE.HS.6c Analyze factual information about organ tissue and donation.
	donor and the rules governing donor gifts pursuant to Nevada Law. 1.PCE.MS.6b Explain the individual and societal benefits of organ and tissue donation. 1.PCE.MS.6c List facts about organ and tissue

Mental and Emotional Health Strand

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
1.ME.K.1	1.ME.1.1	1.ME.2.1	1.ME.3.1	1.ME.4.1	1.ME.5.1	1.ME.MS.1	1.ME.HS.1
Identify	Recognize the	Describe how	Define stress,	Identify physical	Compare the	Connect the	Investigate the
different	relationship	the body	eustress, and	and	causes,	relationship	relationship
emotions.	between	responds to	distress.	psychological	symptoms, and	between mental	between mental
	emotions and	emotions		responses to	effects among	health and	health and
	actions.	physically and		stressors.	stress, anxiety,	physical health.	physical health.
		behaviorally.			sadness, and		
					depression.		
1.ME.K.2	1.ME.1.2	1.ME.2.2	1.ME.3.2	1.ME.4.2	1.ME.5.2	1.ME.MS.2	1.ME.HS.2
List ways a	Demonstrate	Describe how	Identify how a	Recognize how	Relate how the	Identify how	Analyze ways to
person shows	how to express	the expression	person	expression of	expression of	loss, grief,	decrease the
emotions.	emotions in	of emotions can	expresses	emotions can	emotions can be	trauma, and	risk of self-
	healthy ways.	influence	stress.	vary across	triggered by a	emotional	injurious or
		actions.		individuals and	crisis or a	distress may	suicidal
				situations.	trauma	influence self-	behaviors.
					situation.	injurious or	
						suicidal	
						behaviors.	

Nutrition and Physical Activity Strand

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
1.NP.K.1	1.NP.1.1	1.NP.2.1	1.NP.3.1	1.NP.4.1	1.NP.5.1	1.NP.MS.1	1.NP.HS.1
Explain why the	Identify the	Describe how	List the six	Identify how	Examine how	Connect how	Investigate how
body needs food	food groups.	each food group	essential	each nutrient	the six essential	healthy eating	personal healthy
and water.		contributes to a	nutrients and the	contributes to a	nutrients	patterns, in	eating patterns,
		healthy body.	sources of each.	healthy body.	contribute to	accordance to	in accordance to
					health	the current	the current
					promotion and	federal Dietary	federal Dietary
					disease	Guidelines for	Guidelines for
					prevention.	Americans, lead	Americans, lead
						to health	to health
						promotion and	promotion and
						disease	disease
						prevention.	prevention.
1.NP.K.2	1.NP.1.2	1.NP.2.2	1.NP.3.2	1.NP.4.2	1.NP.5.2	1.NP.MS.2	1.NP.HS.2
Describe	Explain why the	Identify types of	Understand the	Recognize the	Identify the	Compare the	Analyze the
physical	body needs	physical activity	daily	mental, social,	mental, social,	mental, social	mental, social
activity.	daily physical	and their health	recommendations	and physical	and physical	and physical	and physical
	activity.	benefits.	of physical	benefits of	benefits of	benefits of daily	benefits of daily
			activity.	physical activity.	physical activity.	moderate to	moderate to
						vigorous	vigorous
						physical activity.	physical activity.
						1.NP.MS.3	1.NP.HS.3
						Explain the	Evaluate the
						importance of	importance of
						annual physical	annual physical
						health	health
						examinations	examinations
						and responding	and responding
						appropriately to	appropriately to
						unusual aches	unusual aches
						and pains.	and pains.

Substance Use and Abuse Strand

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
1.SUA.K.1 Define medication and ways they can be helpful or harmful.	1.SUA.1.1 Identify different types of medications.	1.SUA.2.1 Explain the differences between overthe-counter and prescription medications.	1.SUA.3.1 Identify the purpose of overthe-counter and prescription medications.	1.SUA.4.1 Summarize why people use overthe-counter and prescription medications in relation to health promotion and disease prevention.	1.SUA.5.1 Compare how over-the-counter and prescription medication use and abuse can affect family and friends.	1.SUA.MS.1 Critique the pros and cons of using over-the- counter and prescription medications.	1.SUA.HS.1 Analyze the effects of long-term use and abuse of over-the-counter and prescription medications.
1.SUA.K.2 Identify alcohol, tobacco, marijuana and other drugs and ways they can be harmful.	1.SUA.1.2 Identify the effects of alcohol, tobacco, marijuana, and other drugs have on the body.	1.SUA.2.2 Describe the effects of alcohol, tobacco, marijuana, and other drugs have on the body.	1.SUA.3.2 Discuss ways alcohol, tobacco, marijuana, and other drugs can harm an individual's physical, mental, and social health.	1.SUA.4.2 Relate the positive and negative factors that influence a person's physical, social and emotional health when using alcohol, tobacco, marijuana, and other drugs.	1.SUA.5.2 Investigate how alcohol, tobacco, marijuana, and other drugs can affect the health of an individual, family, and friends.	1.SUA.MS.2 Assess how alcohol, tobacco, marijuana, and other drugs impact health and disease prevention.	1.SUA.HS.2 Analyze the effects of long- term use and abuse of alcohol, tobacco, marijuana, and other drugs as they relate to health and disease prevention.

Safety Practices, Injury Prevention, and CPR/AED Strand

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
1.SIC.K.1	1.SIC.1.1	1.SIC.2.1	1.SIC.3.1	1.SIC.4.1	1.SIC.5.1	1.SIC.MS.1	1.SIC.HS.1
List emergency	Memorize	Recognize the	Identify ways to	Categorize safe	Assess the level	Examine how	Critique how
contacts and	emergency	importance of	prevent injuries	and unsafe	of danger at	health risk	health risk
safety rules for	contacts and	knowing your	at home, at	situations at	home, school,	behaviors	behaviors
preventing	safety rules for	emergency	school, and in	home, school,	and in the	influence safety	influence safety
injury at home,	preventing	contacts and	the community.	and in the	community.	and injury	and injury
school, and	injury at home,	when it is		community.		prevention	prevention
community.	school, and	appropriate to				practices.	practices.
	community.	use them in					
		order to prevent					
		injury.					
					1.SIC.5.2	1.SIC.MS.2a	1.SIC.HS.2a
					List common	Perform the	Perform the
					first aid	psychomotor	psychomotor
					procedures for a	skills required	skills required
					given scenario	for the	for the
					such as	administration	administration
					cardiopulmonary	of hands-only	of hands-only
					resuscitation	cardiopulmonary	cardiopulmonary
					(CPR) and	resuscitation	resuscitation
					automated	(CPR) according	(CPR) according
					external	to the guidelines	to the guidelines
					defibrillator	of the American	of the American
					(AED).	Heart	Heart
						Association.	Association.
						1.SIC.MS.2b	1.SIC.HS.2b
							Explain the
						Discuss the purpose,	purpose,
						operation, and	operation and
						safe use of an	safe use of an
						automated	automated
						external	external
						defibrillator	defibrillator
						(AED).	(AED).
						(1111).	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,

Personal Safety Strand

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
1.PS.K.1	1.PS.1.1	1.PS.2.1	1.PS.3.1	1.PS.4.1	1.PS.5.1	1.PS.MS.1	1.PS.HS.1
Define personal	Recognize safe	Describe safe	Explain a	Describe ways	Explain the	Define personal	Develop
space.	personal space	personal space	person's right to	personal space	importance of	boundaries and	personal
	of self and	of self and	feel comfortable,	of self and	not violating a	clear limits for	boundaries and
	others.	others.	safe, and	others can be	person's safe	self and	clear limits for
			respected.	violated.	personal space.	recognize	self and
						personal	recognize the
						boundaries of others.	importance of not violating the
						others.	personal
							boundaries of
							others.
1.PS.K.2	1.PS.1.2	1.PS.2.2	1.PS.3.2	1.PS.4.2	1.PS.5.2	1.PS.MS.2	1.PS.HS.2
Define abuse.	List abusive	Recognize	Describe	Categorize	Examine	Investigate the	Analyze the
	behaviors and	abusive	abusive	various forms of	patterns of	impact of	impact related
	actions	behaviors and	behaviors and	abuse and ways	abusive	various abusive	to various
	including	actions	actions and	to get help.	behavior and	and coercive	abusive and
	various hazards	including	ways to get help.		ways to get help.	behaviors	coercive
	and dangers particular to	various hazards				including	behaviors including
	children and	and dangers particular to				mental, physical, social, economic,	mental, physical,
	ways to get	children and				and legal	social, economic,
	help.	ways to get				consequences.	and legal
	петр.	help.				consequences.	consequences.
							1
1.PS.K.3	1.PS.1.3	1.PS.2.3	1.PS.3.3	1.PS.4.3	1.PS.5.3	1.PS.MS.3	1.PS.HS.3
Define	List examples	Recognize when	Identify the	Describe how to	Explain the	Summarize the	Diagram the
safe/trusted	of unsafe	to report an	steps to report	report to a	reporting	reporting	reporting
adult.	situations that	unsafe situation	an unsafe	safe/trusted	process and	process and	process and
	impact children	to a safe/trusted	situation to a	adult when you	include where,	include where,	include where,
	and ways	adult.	safe/trusted	or someone else	when, and to	when, and to	when, and
	to report to a		adult when you	needs help.	whom to report	whom to report	whom to report
	safe/trusted		or someone else		unsafe	unsafe	unsafe
	adult.		needs help.		situations.	situations.	situations.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
1.PS.K.4	1.PS.1.4	1.PS.2.4	1.PS.3.4	1.PS.4.4	1.PS.5.4		
List ways to	Recall steps to	Identify various	Explain various	Investigate the	Summarize the		
avoid becoming	take if separated	steps to take if	steps to take if	hazards and	hazards and		
separated from	or lost from a	separated or	separated or lost	dangers of	dangers of		
parent,	parent,	lost from a	from a parent,	becoming	becoming		
guardian, or	guardian, or	parent,	guardian, or	separated or lost	separated or lost		
caregiver.	caregiver.	guardian, or	caregiver.	from a parent,	from a parent,		
		caregiver.		guardian, or	guardian, or		
				caregiver.	caregiver.		
						1.PS.MS.5	1.PS.HS.5
						Define human	Discuss laws
						trafficking and	regarding
						ways to get help.	human
							trafficking.
			1.PS.3.6	1.PS.4.6	1.PS.5.6	1.PS.MS.6	1.PS.HS.6
			Identify the	Categorize the	Explain the	Compare the	Evaluate the
			advantages and	advantages and	advantages and	advantages and	potentially
			disadvantages of	disadvantages of	disadvantages of	disadvantages of	positive and
			communicating	communicating	communicating	communicating	negative roles of
			using technology	using technology	using technology	using technology	technology and
			and social	and social	and social	and social	social media in
			media.	media.	media.	media.	relationships.

Human Reproductive System, HIV/AIDS, Related Communicable Diseases, & Sexual Responsibility Strand

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
			1.HRS.3.1 Identify the functions of the major body parts using correct anatomical terms.	1.HRS.4.1 Identify the body parts of the human reproductive systems using correct anatomical terms.	1.HRS.5.1 Identify the structures and functions of the human reproductive systems using correct anatomical terms.	1.HRS.MS.1 Explain the structures and functions of the human reproductive systems using correct anatomical terms.	1.HRS.HS.1 Analyze the role hormones play within the structures and functions of the human reproductive systems.
					1HRS.5.2a Explain the physical, social and emotional changes that occur during puberty and adolescence. ² 1.HRS.5.2b Explain how the timing of puberty and adolescent development varies considerably and can still be healthy. ²	1.HRS.MS.2 Describe the physical, social, cognitive and emotional changes of adolescence. ²	1.HRS.HS.2 Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood. ²
				1.HRS.4.3 Explain that all living things reproduce. ²	1.HRS.5.3 Describe how puberty prepares human bodies for the potential to reproduce. ²	1.HRS.MS.3 Explain the scientific process of human reproduction.	1.HRS.HS.3 Analyze the scientific process of human reproduction.

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
						1.HRS.MS.4a Describe the signs and symptoms of a pregnancy. ²	1.HRS.HS.4a Explain the impact a pregnancy has on the body.
						1.HRS.MS.4b Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms. ²	1.HRS.HS.4b Compare and contrast the advantages and disadvantages of various methods of contraception, including abstinence and condoms. ²
						1.HRS.MS.4c Identify prenatal practices that can contribute to or compromise a healthy pregnancy. ²	1.HRS.HS.4c Examine prenatal practices that can contribute to or compromise a healthy pregnancy. 2
						1.HRS.MS.4d Identify the laws relating to pregnancy, abortion, adoption, and parenting.	1.HRS.HS.4d Compare and contrast the laws relating to pregnancy, abortion, adoption, and parenting. ²

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5 1.HRS.5.5a Identify how HIV/AIDS and related communicable diseases (STDs/STIs) are and are not transmitted. ²	Middle School 1. HRS.MS.5a Classify the related communicable diseases (STDs/STIs), including HIV/AIDS, by signs and symptoms, treatments, and modes of transmission.	High School 1.HRS.HS.5a Describe signs and symptoms, treatments, and modes of transmission of related communicable diseases (STDs/STIs), including HIV/AIDS. 1.HRS.HS.5b
					1.HRS.5.5b Identify current preventative approaches, including, but not limited to, HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs).	1.HRS.MS.5b Discuss current preventative approaches, including, but not limited to, HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs).	Describe current preventative approaches, including, but not limited to, HPV vaccinations to combat HIV/AIDS and related communicable diseases (STDs/STIs). 1.HRS.HS.5c Describe the laws related to sexual health care services, including related communicable diseases (STD/STIs) and HIV/AIDS testing and treatment. ²

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
						1.HRS.MS.5d	1.HRS.HS.5d
						Compare and	Evaluate the
						contrast	effectiveness of
						behaviors,	abstinence,
						including	condoms and
						abstinence, to	other safer sex
						determine the	methods in
						potential	preventing the
						transmission	spread of related
						risk of related	communicable
						communicable	diseases
						diseases	(STDs/STIs),
						(STDs/STIs) and	including
						HIV/AIDS. ²	HIV/AIDS. ²
					1.HRS.5.6	1.HRS.MS.6	1.HRS.HS.6
					Describe the	Compare and	Describe
					characteristics	contrast the	characteristics
					of healthy	characteristics	of healthy and
					relationships. ²	of healthy and	unhealthy
						unhealthy	romantic and/or
						relationships. ²	sexual
							relationships. ²
						1.HRS.MS.7a	1.HRS.HS.7a
						Define sexual	Analyze factors
						consent and	that can affect
						explain its	the ability to
						implications for	give or
						sexual decision-	recognize
						making. ²	consent to
						1.HRS.MS.7b	sexual activity.
						Discuss laws	1.HRS.HS.7b
						relating to the	Analyze laws
						sexual conduct	relating to the
						of minors,	sexual conduct
						including	of minors,
						consent, and	including
						criminal sexual	consent, and
						conduct.	criminal sexual
							conduct.

Content Standard 2: Analyze Influences

Students will analyze the influences of family, peers, culture, media, technology, and other factors have on health behaviors. ¹

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
2.AF.K.1	2.AF.1.1	2.AF.2.1	2.AF.3.1	2.AF.4.1	2.AF.5.1	2.AF.MS.1	2.AF.HS.1
Identify various	Recognize	Discuss sources	Explain healthy	Compare how	Describe how	Explain how the	Analyze how the
sources that	various sources	of family, peers,	and unhealthy	various sources	other factors	perceptions of	perceptions of
influence health	that influence	culture, media	ways family,	of family, peers,	such as school,	current social	current social
behaviors.	health	technology and	peers, culture,	culture, media	community, and	expectations	expectations
	behaviors.	other factors	media	technology and	extracurricular	influence	influence
		that influence	technology and	any other	activities	healthy and	healthy and
		health	other factors	factors influence	influence health	unhealthy	unhealthy
		behaviors.	influence health	health	behaviors.	behaviors.	behaviors.
			behaviors.	behaviors.			

Content Standard 3: Access Information

Students will demonstrate the ability to access reliable health information, products, and services to enhance health. ¹

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
3.AI.K.1	3.AI.1.1	3.AI.2.1	3.AI.3.1	3.AI.4.1	3.AI.5.1	3.AI.MS.1	3.AI.HS.1
Identify	Identify ways to	Identify	Identify	Locate home,	Compare health	Analyze the	Evaluate the
safe/trusted	locate school	safe/trusted	characteristics	school, and	information,	validity of health	validity of health
adults and	and community	adults in the	of reliable health	community	products, and	information,	information,
professionals	health helpers. 1	school and	information,	resources that	services that	products and	products and
who can help		community who	products, and	provide reliable	promote health.	services. 1	services. 1
promote health.		can assist with	services. 1	health			
		accessing		information,			
		reliable health		products, and			
		information,		services.			
		products, and					
		services.					

Content Standard 4: Interpersonal Communication
Students will demonstrate the ability to use interpersonal communication skills to enhance health and to avoid or reduce health risks. ¹

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
4.IC.K.1	4.IC.1.1	4.IC.2.1	4.IC.3.1	4.IC.4.1	4.IC.5.1	4.IC.MS.1	4.IC.HS.1
Name healthy	Discuss healthy	Demonstrate	Practice	Interpret verbal	Demonstrate	Apply effective	Utilize skills for
ways to express	ways to express	healthy ways to	appropriate	and nonverbal	effective verbal	verbal and	communicating
needs, wants,	needs, wants,	express needs,	verbal and	communication	and non-verbal	nonverbal	effectively with
and feelings to	and feelings to	wants and	nonverbal	skills to enhance	communication	communication	family, peers,
enhance health	enhance health	feelings to	communication	health and to	skills to enhance	skills to enhance	and others to
and to avoid or	and to avoid or	enhance health	to enhance	avoid or reduce	health and to	health. ¹	enhance health. 1
reduce health	reduce health	and to avoid or	health and to	health risks.	avoid or reduce		
risks.	risks.	reduce health	avoid or reduce		health risks. ¹		
		risks. ¹	health risks.				
4.IC.K.2	4.IC.1.2	4.IC.2.2	4.IC.3.2	4.IC.4.2	4.IC.5.2	4.IC.MS.2	4.IC.HS.2
Define refusal	Identify refusal	Identify	Determine	Demonstrate	Practice refusal	Demonstrate	Demonstrate
skills.	skills.	different types	which refusal	refusal skills to	skills to avoid or	refusal and	refusal,
		of refusal skills	skills to use to	avoid or reduce	reduce health	negotiation	negotiation, and
		to enhance	avoid or reduce	health risks. ¹	risks.	skills to avoid or	collaboration
		health.	health risks.			reduce health	skills to enhance
						risks. ¹	health and avoid
							or reduce health
							risks. ¹

Content Standard 5: Decision MakingStudents will demonstrate the ability to use decision-making skills to enhance health. ¹

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
5.DM.K.1	5.DM.1.1	5.DM.2.1	5.DM.3.1	5.DM.4.1	5.DM.5.1	5.DM.MS.1	5.DM.HS.1
Identify healthy	Recognize	Describe	Identify the	Apply the steps	Choose a	Predict the	Compare the
and unhealthy	decisions	decisions	steps of the	of the decision	healthy option	potential short-	potential short-
situations.	regarding	regarding	decision making	making	when making a	term impact of	term and long-
	healthy and	healthy and	process as	process to an	decision. 1	healthy and	term impact of
	unhealthy	unhealthy	related to a	identified		unhealthy	healthy and
	situations.	situations.	health issue.	health-related		decisions on self	unhealthy
				situation to		and others. ¹	decisions on self
				avoid or reduce			and others. 1
				health risks.			
5.DM.K.2	5.DM.1.2	5.DM.2.2	5.DM.3.2	5.DM.4.2	5.DM.5.2	5.DM.MS.2	5.DM.HS.2
Identify	Identify	Differentiate	Determine how	Predict the	Describe the	Analyze the	Evaluate the
individuals that	situations when	between	health-related	potential	outcomes of a	outcomes of a	effectiveness of
can aid in	a health-related	situations when	decisions have	outcomes of	health-related	health-related	health-related
healthy decision	decision is	a health-related	consequences	health-related	decision. ¹	decision. 1	decisions. 1
making.	needed. 1	decision can be	for self and	decisions for			
		made	others.	self and others. 1			
		individually or					
		when assistance					
		is needed. 1					
						5.DM.MS.3	5.DM.HS.3
						Choose healthy	Defend the
						alternatives	healthy choice
						over unhealthy	when making a
						alternatives	decision. 1
						when making a	
						decision. 1	

Content Standard 6: Goal SettingStudents will demonstrate the ability to use goal-setting skills to enhance health. ¹

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
6.GS.K.1	6.GS.1.1	6.GS.2.1	6.GS.3.1	6.GS.4.1	6.GS.5.1	6.GS.MS.1	6.GS.HS.1
Define goal.	Identify a short-	Identify a short-	Differentiate	Formulate	Set a health goal	Apply strategies	Implement
	term health	term health goal	between short-	short- and long-	and track	and skills needed	strategies and
	goal.	and take action	and long-term	term health	progress toward	to attain a health	monitor
		toward	health goals.	goals.	its achievement.1	goal. 1	progress in
		achieving the					achieving a
		goal. ¹					health goal. 1
		6.GS.2.2	6.GS.3.2	6.GS.4.2	6.GS.5.2	6.GS.MS.2	6.GS.HS.2
		Identify who can	Describe how a	Identify	Describe how	Describe how	Formulate an
		help when	person can help	resources to	resources can	health goals can	effective long-
		assistance is	when assistance	assist in	assist in	vary with	term health
		needed to	is needed to	achieving a	achieving a	changing	plan.¹
		achieve a health	achieve a health	health goal. 1	health goal.	abilities,	
		goal. ¹	goal.			priorities, and	
						responsibilities.1	

Content Standard 7: Self-Management
Students will demonstrate the ability to practice health-enhancing behaviors and to avoid or reduce health risks. ¹

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
7.SM.K.1	7.SM.1.1	7.SM.2.1	7.SM.3.1	7.SM.4.1	7.SM.5.1	7.SM.MS.1	7.SM.HS.1
Identify	Classify	Describe a	Demonstrate	Develop a	Demonstrate a	Demonstrate	Demonstrate a
personal health	behaviors as	variety of	healthy	variety of	variety of	healthy	variety of
behaviors. 1	healthy or	healthy	practices and	healthy	healthy	practices and	healthy
	unhealthy.	practices and	behaviors to	practices and	practices and	behaviors that	practices and
		behaviors to	maintain or	behaviors to	behaviors to	will maintain or	behaviors that
		maintain or	improve	maintain or	maintain or	improve the	will maintain or
		improve	personal health. ¹	improve	improve	health of self	improve the
		personal health.		personal health.	personal health.1	and others. ¹	health of self
							and others. ¹
7.SM.K.2	7.SM.1.2	7.SM.2.2	7.SM.3.2	7.SM.4.2	7.SM.5.2	7.SM.MS.2	7.SM.HS.2
Identify	Explain	Demonstrate	Describe a	Develop a	Demonstrate a	Demonstrate	Demonstrate a
behaviors to	behaviors to	behaviors that	variety of	variety of	variety of	behaviors that	variety of
avoid or reduce	avoid or reduce	avoid or reduce	behaviors to	behaviors to	behaviors that	avoid or reduce	behaviors that
health risks.	health risks.	health risks. ¹	avoid or reduce	avoid or reduce	avoid or reduce	health risks to	avoid or reduce
			health risks.	health risks.	health risks. ¹	self and others. 1	health risks to
							self and others. 1
						7.SM.MS.3	7.SM.HS.3
						Explain the	Analyze the role
						importance of	of individual
						assuming	responsibility in
						responsibility	enhancing
						for personal	health. ¹
						health	
						behaviors. ¹	

Content Standard 8: AdvocacyStudents will demonstrate the ability to support/promote personal, family, and community health. ¹

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
8.AV.K.1	8.AV.1.1	8.AV.2.1	8.AV.3.1	8.AV.4.1	8.AV.5.1	8.AV.MS.1	8.AV.HS.1
List ways to	Identify ways to	Encourage peers	Demonstrate	Demonstrate	Demonstrate	Demonstrate	Demonstrate
encourage peers	encourage peers	to make positive	advocacy for self	advocacy for	advocacy within	how to influence	advocacy for
to make positive	to make positive	health choices. 1	to make positive	family members	the community	and support	improving
health choices.	health choices.		health choices.	to make positive	to make positive	others to make	personal, family,
				health choices.	health choices.	positive health	and community
						choices. 1	health. ¹