

Content Standard 1: Core Concepts

Students will comprehend concepts related to health promotion and disease prevention to enhance health. ¹

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

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

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
						<p>1PCE.MS.6a Describe how to register as a donor and the rules governing donor gifts pursuant to Nevada Law.</p> <p>1.PCE.MS.6b Explain the individual and societal benefits of organ and tissue donation.</p> <p>1.PCE.MS.6c List facts about organ and tissue donation.</p>	<p>1.PCE.HS.6a Explain how to register as an organ and tissue donor.</p> <p>1.PCE.HS.6b Summarize individual and societal benefits of organ and tissue donation.</p> <p>1.PCE.HS.6c Analyze factual information about organ tissue and donation.</p>

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 Identify different emotions.	1.ME.1.1 Recognize the relationship between emotions and actions.	1.ME.2.1 Describe how the body responds to emotions physically and behaviorally.	1.ME.3.1 Define stress, eustress, and distress.	1.ME.4.1 Identify physical and psychological responses to stressors.	1.ME.5.1 Compare the causes, symptoms, and effects among stress, anxiety, sadness, and depression.	1.ME.MS.1 Connect the relationship between mental health and physical health.	1.ME.HS.1 Investigate the relationship between mental health and physical health.
1.ME.K.2 List ways a person shows emotions.	1.ME.1.2 Demonstrate how to express emotions in healthy ways.	1.ME.2.2 Describe how the expression of emotions can influence actions.	1.ME.3.2 Identify how a person expresses stress.	1.ME.4.2 Recognize how expression of emotions can vary across individuals and situations.	1.ME.5.2 Relate how the expression of emotions can be triggered by a crisis or a trauma situation.	1.ME.MS.2 Identify how loss, grief, trauma, and emotional distress may influence self-injurious or suicidal behaviors.	1.ME.HS.2 Analyze ways to decrease the risk of self-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 Explain why the body needs food and water.	1.NP.1.1 Identify the food groups.	1.NP.2.1 Describe how each food group contributes to a healthy body.	1.NP.3.1 List the six essential nutrients and the sources of each.	1.NP.4.1 Identify how each nutrient contributes to a healthy body.	1.NP.5.1 Examine how the six essential nutrients contribute to health promotion and disease prevention.	1.NP.MS.1 Connect how healthy eating patterns, in accordance to the current federal Dietary Guidelines for Americans, lead to health promotion and disease prevention.	1.NP.HS.1 Investigate how personal healthy eating patterns, in accordance to the current federal Dietary Guidelines for Americans, lead to health promotion and disease prevention.
1.NP.K.2 Describe physical activity.	1.NP.1.2 Explain why the body needs daily physical activity.	1.NP.2.2 Identify types of physical activity and their health benefits.	1.NP.3.2 Understand the daily recommendations of physical activity.	1.NP.4.2 Recognize the mental, social, and physical benefits of physical activity.	1.NP.5.2 Identify the mental, social, and physical benefits of physical activity.	1.NP.MS.2 Compare the mental, social and physical benefits of daily moderate to vigorous physical activity.	1.NP.HS.2 Analyze the mental, social and physical benefits of daily moderate to vigorous physical activity.
						1.NP.MS.3 Explain the importance of annual physical health examinations and responding appropriately to unusual aches and pains.	1.NP.HS.3 Evaluate the importance of annual physical health examinations and responding appropriately to unusual aches 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 over-the-counter and prescription medications.	1.SUA.3.1 Identify the purpose of over-the-counter and prescription medications.	1.SUA.4.1 Summarize why people use over-the-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 List emergency contacts and safety rules for preventing injury at home, school, and community.	1.SIC.1.1 Memorize emergency contacts and safety rules for preventing injury at home, school, and community.	1.SIC.2.1 Recognize the importance of knowing your emergency contacts and when it is appropriate to use them in order to prevent injury.	1.SIC.3.1 Identify ways to prevent injuries at home, at school, and in the community.	1.SIC.4.1 Categorize safe and unsafe situations at home, school, and in the community.	1.SIC.5.1 Assess the level of danger at home, school, and in the community.	1.SIC.MS.1 Examine how health risk behaviors influence safety and injury prevention practices.	1.SIC.HS.1 Critique how health risk behaviors influence safety and injury prevention practices.
					1.SIC.5.2 List common first aid procedures for a given scenario such as cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED).	1.SIC.MS.2a Perform the psychomotor skills required for the administration of hands-only cardiopulmonary resuscitation (CPR) according to the guidelines of the American Heart Association. 1.SIC.MS.2b Discuss the purpose, operation, and safe use of an automated external defibrillator (AED).	1.SIC.HS.2a Perform the psychomotor skills required for the administration of hands-only cardiopulmonary resuscitation (CPR) according to the guidelines of the American Heart Association. 1.SIC.HS.2b Explain the purpose, operation and safe use of an automated external defibrillator (AED).

Personal Safety Strand

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

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
1.PS.K.4 List ways to avoid becoming separated from parent, guardian, or caregiver.	1.PS.1.4 Recall steps to take if separated or lost from a parent, guardian, or caregiver.	1.PS.2.4 Identify various steps to take if separated or lost from a parent, guardian, or caregiver.	1.PS.3.4 Explain various steps to take if separated or lost from a parent, guardian, or caregiver.	1.PS.4.4 Investigate the hazards and dangers of becoming separated or lost from a parent, guardian, or caregiver.	1.PS.5.4 Summarize the hazards and dangers of becoming separated or lost from a parent, guardian, or caregiver.		
						1.PS.MS.5 Define human trafficking and ways to get help.	1.PS.HS.5 Discuss laws regarding human trafficking.
			1.PS.3.6 Identify the advantages and disadvantages of communicating using technology and social media.	1.PS.4.6 Categorize the advantages and disadvantages of communicating using technology and social media.	1.PS.5.6 Explain the advantages and disadvantages of communicating using technology and social media.	1.PS.MS.6 Compare the advantages and disadvantages of communicating using technology and social media.	1.PS.HS.6 Evaluate the potentially positive and negative roles of technology and social media in 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.
					1.HRS.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
						<p>1.HRS.MS.4a Describe the signs and symptoms of a pregnancy. ²</p> <p>1.HRS.MS.4b Explain the health benefits, risks and effectiveness rates of various methods of contraception, including abstinence and condoms. ²</p> <p>1.HRS.MS.4c Identify prenatal practices that can contribute to or compromise a healthy pregnancy. ²</p> <p>1.HRS.MS.4d Identify the laws relating to pregnancy, abortion, adoption, and parenting.</p>	<p>1.HRS.HS.4a Explain the impact a pregnancy has on the body.</p> <p>1.HRS.HS.4b Compare and contrast the advantages and disadvantages of various methods of contraception, including abstinence and condoms. ²</p> <p>1.HRS.HS.4c Examine prenatal practices that can contribute to or compromise a healthy pregnancy. ²</p> <p>1.HRS.HS.4d Compare and contrast the laws relating to pregnancy, abortion, adoption, and parenting. ²</p>

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

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
						1.HRS.MS.5d Compare and contrast behaviors, including abstinence, to determine the potential transmission risk of related communicable diseases (STDs/STIs) and HIV/AIDS. ²	1.HRS.HS.5d Evaluate the effectiveness of abstinence, condoms and other safer sex methods in preventing the spread of related communicable diseases (STDs/STIs), including HIV/AIDS. ²
					1.HRS.5.6 Describe the characteristics of healthy relationships. ²	1.HRS.MS.6 Compare and contrast the characteristics of healthy and unhealthy relationships. ²	1.HRS.HS.6 Describe characteristics of healthy and unhealthy romantic and/or sexual relationships. ²
						1.HRS.MS.7a Define sexual consent and explain its implications for sexual decision-making. ² 1.HRS.MS.7b Discuss laws relating to the sexual conduct of minors, including consent, and criminal sexual conduct.	1.HRS.HS.7a Analyze factors that can affect the ability to give or recognize consent to sexual activity. 1.HRS.HS.7b Analyze laws relating to the sexual conduct of minors, including consent, and 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 Identify various sources that influence health behaviors.	2.AF.1.1 Recognize various sources that influence health behaviors.	2.AF.2.1 Discuss sources of family, peers, culture, media technology and other factors that influence health behaviors.	2.AF.3.1 Explain healthy and unhealthy ways family, peers, culture, media technology and other factors influence health behaviors.	2.AF.4.1 Compare how various sources of family, peers, culture, media technology and any other factors influence health behaviors.	2.AF.5.1 Describe how other factors such as school, community, and extracurricular activities influence health behaviors.	2.AF.MS.1 Explain how the perceptions of current social expectations influence healthy and unhealthy behaviors.	2.AF.HS.1 Analyze how the perceptions of current social expectations influence healthy and unhealthy 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 Identify safe/trusted adults and professionals who can help promote health.	3.AI.1.1 Identify ways to locate school and community health helpers. ¹	3.AI.2.1 Identify safe/trusted adults in the school and community who can assist with accessing reliable health information, products, and services.	3.AI.3.1 Identify characteristics of reliable health information, products, and services. ¹	3.AI.4.1 Locate home, school, and community resources that provide reliable health information, products, and services.	3.AI.5.1 Compare health information, products, and services that promote health.	3.AI.MS.1 Analyze the validity of health information, products and services. ¹	3.AI.HS.1 Evaluate the validity of health information, products and services. ¹

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

Content Standard 5: Decision Making

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

Content Standard 6: Goal Setting

Students 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 Define goal.	6.GS.1.1 Identify a short-term health goal.	6.GS.2.1 Identify a short-term health goal and take action toward achieving the goal. ¹	6.GS.3.1 Differentiate between short- and long-term health goals.	6.GS.4.1 Formulate short- and long-term health goals.	6.GS.5.1 Set a health goal and track progress toward its achievement. ¹	6.GS.MS.1 Apply strategies and skills needed to attain a health goal. ¹	6.GS.HS.1 Implement strategies and monitor progress in achieving a health goal. ¹
		6.GS.2.2 Identify who can help when assistance is needed to achieve a health goal. ¹	6.GS.3.2 Describe how a person can help when assistance is needed to achieve a health goal.	6.GS.4.2 Identify resources to assist in achieving a health goal. ¹	6.GS.5.2 Describe how resources can assist in achieving a health goal.	6.GS.MS.2 Describe how health goals can vary with changing abilities, priorities, and responsibilities. ¹	6.GS.HS.2 Formulate an effective long-term health plan. 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 Identify personal health behaviors. ¹	7.SM.1.1 Classify behaviors as healthy or unhealthy.	7.SM.2.1 Describe a variety of healthy practices and behaviors to maintain or improve personal health.	7.SM.3.1 Demonstrate healthy practices and behaviors to maintain or improve personal health. ¹	7.SM.4.1 Develop a variety of healthy practices and behaviors to maintain or improve personal health.	7.SM.5.1 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health. ¹	7.SM.MS.1 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. ¹	7.SM.HS.1 Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. ¹
7.SM.K.2 Identify behaviors to avoid or reduce health risks.	7.SM.1.2 Explain behaviors to avoid or reduce health risks.	7.SM.2.2 Demonstrate behaviors that avoid or reduce health risks. ¹	7.SM.3.2 Describe a variety of behaviors to avoid or reduce health risks.	7.SM.4.2 Develop a variety of behaviors to avoid or reduce health risks.	7.SM.5.2 Demonstrate a variety of behaviors that avoid or reduce health risks. ¹	7.SM.MS.2 Demonstrate behaviors that avoid or reduce health risks to self and others. ¹	7.SM.HS.2 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. ¹
						7.SM.MS.3 Explain the importance of assuming responsibility for personal health behaviors. ¹	7.SM.HS.3 Analyze the role of individual responsibility in enhancing health. ¹

Content Standard 8: Advocacy

Students 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 List ways to encourage peers to make positive health choices.	8.AV.1.1 Identify ways to encourage peers to make positive health choices.	8.AV.2.1 Encourage peers to make positive health choices. ¹	8.AV.3.1 Demonstrate advocacy for self to make positive health choices.	8.AV.4.1 Demonstrate advocacy for family members to make positive health choices.	8.AV.5.1 Demonstrate advocacy within the community to make positive health choices.	8.AV.MS.1 Demonstrate how to influence and support others to make positive health choices. ¹	8.AV.HS.1 Demonstrate advocacy for improving personal, family, and community health. ¹