

Health Education Standards

Grades K-4

Content Standard 1: Students will comprehend concepts related to health promotion and disease prevention. Students will:	
K-4 Benchmark 1: identify/describe/understand the relationships between personal health behaviors and individual well-being:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. describe how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, personal safety); 2. describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); and 3. describe what is meant by good personal hygiene (e.g., describe the importance of hand washing in disease prevention).
1-2	<ol style="list-style-type: none"> 1. identify how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, personal safety); 2. identify characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); and 3. recognize what is meant by good personal hygiene (e.g., describe the importance of hand washing in disease prevention).
3-4	<ol style="list-style-type: none"> 1. identify and understand how personal choices relate to health and how the consequences of those choices affect self and others (e.g., smoking, lack of physical activity, nutrition, personal hygiene, abstinence, personal safety); 2. identify and describe characteristics of healthy and unhealthy relationships (e.g., describe the unique differences of self and others); 3. discuss what is meant by good personal hygiene (e.g., describe the importance of hand washing in disease prevention); and 4. list the steps associated with refusal skills and their relationship to the decision-making process.

K-4 Benchmark 2: identify examples of mental, emotional, social and physical health during childhood:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. recognize different emotions; 2. identify compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs); 3. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination); and 4. list positive health choices and activities that promote health and help prevent diseases.
1-2	<ol style="list-style-type: none"> 1. describe different emotions; 2. describe compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs); 3. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination); and 4. recall positive health choices and activities that promote health and help prevent diseases.
3-4	<ol style="list-style-type: none"> 1. understand different emotions; 2. recognize compassionate behavior and its relationship to diversity (e.g., bullying, disabilities, other special needs); 3. identify and understand the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination); 4. understand positive health choices and activities that promote health and help prevent diseases; and 5. describe different types of family units and their relationship to health (e.g., single, grandparent, same sex parents).
K-4 Benchmark 3: describe the basic structure and functions of the human body systems:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. identify the effects of lifestyle choices on body systems (e.g., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity); 2. describe how stress and emotions affect the body systems; and 3. utilize correct terminology for the human body.

1-2	<ol style="list-style-type: none"> 1. know the effects of lifestyle choices on body systems (e.g., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity); 2. identify and list how stress and emotions affect the body systems; and 3. understand correct terminology for the human body.
3-4	<ol style="list-style-type: none"> 1. understand the effects of lifestyle choices on body systems (e.g., alcohol, tobacco, other drugs, second-hand smoke, food, physical activity, abstinence); 2. recognize how stress and emotions affect the body systems; 3. utilize correct terminology for the human body; and 4. identify the different changes in body that occur during puberty.
K-4 Benchmark 4: describe how physical, social and emotional environments influence personal health:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. recognize the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition); 2. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances); 3. know how to access help (e.g., dial 911 in an emergency, trusted adult); and 4. recognize the influences of media and peer pressure on health.
1-2	<ol style="list-style-type: none"> 1. describe the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition); 2. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco and other drugs, food contamination, poisonous substances); 3. know how to access help (e.g., dial 911 in an emergency, trusted adult); and 4. describe the influences of media and peer pressure on health.
3-4	<ol style="list-style-type: none"> 1. understand the behaviors that could affect other people (e.g., smoking, drinking, physical activity, nutrition); 2. identify the differences between safe and unsafe situations (e.g., bullying, good touch/bad touch, alcohol, tobacco, other drugs, food contamination, poisonous substances); 3. know how to access help (e.g., dial 911 in an emergency, trusted adult); and 4. understand the influences of media and peer pressure on health.

K-4 Benchmark 5: identify common health issues of children:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. name common physical health issues of children in same age group (e.g., intentional and unintentional injury, personal hygiene); 2. name common social health issues of children in same age group (e.g., peer pressure, relationships); 3. name common emotional health issues of children in same age group (e.g., effects of bullying, when family member is sick, sadness, domestic violence); and 4. name common environmental health issues that affect children in same age group (e.g., second-hand smoke, litter, noise).
1-2	<ol style="list-style-type: none"> 1. describe common physical health issues of children in same age group (e.g., intentional and unintentional injury, personal hygiene); 2. describe common social health issues of children in same age group (e.g., peer pressure, relationships); 3. describe common emotional health issues of children in same age group (e.g., effects of bullying, when family member is sick, sadness, domestic violence); and 4. describe common environmental health issues that affect children in same age group (e.g., second-hand smoke, litter, noise).
3-4	<ol style="list-style-type: none"> 1. recognize common physical health issues of children in same age group (e.g., intentional and unintentional injury, personal hygiene); 2. recognize common social health issues of children in same age group (e.g., peer pressure, relationships); 3. recognize common emotional health issues of children in same age group (e.g., effects of bullying, when family member is sick, sadness, domestic violence); and 4. recognize common environmental health issues that affect children in same age group (e.g., second-hand smoke, litter, noise).
K-4 Benchmark 6: identify health problems that should be detected and treated early and explain how childhood injuries and illnesses can be prevented or treated:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. identify symptoms of illness (e.g., runny nose, coughing, fever, stomachache, sadness); 2. list individuals that can help with detecting and treating childhood injuries and illnesses (e.g., parent, grandparent, teacher, counselor, nurse, doctor);

	<ol style="list-style-type: none"> 3. identify the benefits of following the directions of health care providers; 4. list safety rules for different situations (e.g., playground safety, bus safety, classroom rules); and 5. describe the importance of taking personal responsibility for actions.
1-2	<ol style="list-style-type: none"> 1. describe symptoms of illness (e.g., runny nose, coughing, fever, stomach ache, sadness); 2. list individuals that can help with detecting and treating childhood injuries and illnesses (e.g., parent, grandparent, teacher, counselor, nurse, doctor); 3. describe the benefits of following the directions of health care providers; 4. describe safety rules for different situations (e.g., playground safety, bus safety, classroom rules); and 5. describe the importance of taking personal responsibility for actions.
3-4	<ol style="list-style-type: none"> 1. recognize symptoms of illness (e.g., runny nose, coughing, fever, stomach ache, sadness); 2. list individuals that can help with detecting and treating childhood injuries and illnesses and explain what role the individuals play (e.g., parent, grandparent, teacher, counselor, nurse, doctor); 3. understand the benefits of following the directions of health care providers; 4. list and understand safety rules for different situations (e.g., playground safety, bus safety, classroom rules); and 5. understand the importance of taking personal responsibility for actions.

Content Standard 2: Students will demonstrate the ability to access valid health information and health-promoting products and services. Students will:	
K-4 Benchmark 1: identify characteristics of valid health information and health-promoting products and services:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. recognize safe and unsafe products in the home and community (e.g., bleach vs. milk, used needles); 2. identify appropriate adults to talk to regarding health and safety issues; and 3. recognize health-promoting products and services (e.g., food choices, community services, physical activity).
1-2	<ol style="list-style-type: none"> 1. identify safe and unsafe products in the home and community (e.g., bleach vs. milk, used needles); 2. identify health-promoting products and services (e.g., food choices, community services, physical activity); and

	3. identify where to seek valid health information (e.g., doctor, dentist, nurse, counselor, appropriate adult).
3-4	<ol style="list-style-type: none"> 1. identify safe and unsafe products in the home and community (e.g., bleach vs. milk, used needles); 2. demonstrate universal precautions in handling unsafe/contaminated products and materials (e.g., blood-borne pathogens); 3. identify health-promoting products and services (e.g., food choices, community services, physical activity); 4. identify where to seek valid health information (e.g., doctor, dentist, nurse, counselor, appropriate adult); and 5. analyze health information that may be confusing or contradictory (e.g., from media, peers, siblings).
K-4 Benchmark 2: demonstrate the ability to locate resources from home, school and community that provide valid health information:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. recall own address and phone number; identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult); and 2. recognize unsafe environments/situations.
1-2	<ol style="list-style-type: none"> 1. understand how to use emergency phone numbers (e.g., 911, poison control); 2. identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult); 3. recognize unsafe environments/situations; and 4. identify where to seek valid health information.
3-4	<ol style="list-style-type: none"> 1. demonstrate ability to use emergency phone numbers (e.g., 911, poison control); 2. identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult); 3. recognize unsafe environments/situations; 4. identify where to seek valid health information; and 5. identify location of first aid kit/station.
K-4 Benchmark 3: explain how the media influences the selection of health information, products and services:	
Grade	Performance Standards
K	recognize that media messages may be misleading;
1-2	<ol style="list-style-type: none"> 1. recognize that media messages may be misleading; 2. recognize the goals of media (e.g., sell, entertain); and

	3. recognize media messages that may contain both healthy and unhealthy messages in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
3-4	1. identify media messages that may be misleading; 2. identify the goals of media (e.g., sell, entertain); and 3. identify media messages that may contain both healthy and unhealthy messages in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
K-4 Benchmark 4: demonstrate the ability to locate school and community health helpers:	
Grade	Performance Standards
K	1. recognize safety officials (e.g., police, fire, security, crossing guard); and 2. identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult).
1-2	1. recognize safety officials (e.g., police, fire, security, crossing guard); and 2. identify safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult).
3-4	1. explain the role of safety officials (e.g., police, fire, security, crossing guard); and 2. explain the role(s) of safe adults (e.g., parent, teacher, doctor, dentist, nurse, counselor, appropriate adult).

Content Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks. Students will:	
K-4 Benchmark 1: identify responsible health behaviors:	
Grade	Performance Standards
K	list responsible health behaviors (e.g., washing hands, brushing teeth, exercise);
1-2	1. recognize responsible health behaviors in self and others (e.g., personal hygiene, not drinking and driving, daily physical activity, eating fruits and vegetables); and 2. demonstrate conflict resolution skills.

3-4	<ol style="list-style-type: none"> 1. demonstrate responsible health behaviors (e.g., proper personal hygiene, participating in daily physical activity, eating fruits and vegetables, wearing seat belts, abstinence); 2. role play conflict resolution skills; and 3. identify behaviors that promote healthy relationships (e.g., sharing, supporting, caring, listening).
K-4 Benchmark 2: identify personal health needs:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. identify where to go when you don't feel good (e.g., parent, teacher, school nurse); 2. recognize the importance of hygiene (e.g., washing hands to avoid colds); and 3. identify personal safety rules (e.g., don't push others, playground safety, don't go with strangers).
1-2	<ol style="list-style-type: none"> 1. describe where to go when you don't feel good (e.g., parent, teacher, school nurse); 2. demonstrate the importance of hygiene (e.g., washing hands to avoid colds); and 3. recognize personal safety rules (e.g., don't push others, playground safety, don't go with strangers).
3-4	<ol style="list-style-type: none"> 1. identify the relationship between physical activity and nutrition as related to healthy development; and 2. identify ways in which diseases are transmitted or are not transmitted (e.g., HIV, common cold, measles).
K-4 Benchmark 3: compare behaviors that are safe to those that are risky or harmful:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. list safety rules; and 2. list safe and unsafe situations.
1-2	<ol style="list-style-type: none"> 1. identify when to report dangerous situations to an adult; and 2. identify behaviors that are safe and unsafe in the areas related to sexuality; nutrition; alcohol; tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
3-4	<ol style="list-style-type: none"> 1. predict consequences of safe and risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and

	2. understand the consequences of risky behaviors in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
K-4 Benchmark 4: demonstrate strategies to improve or maintain personal health:	
Grade	Performance Standards
K	1. identify ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke).
1-2	<p>1. describe ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke);</p> <p>2. describe refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and</p> <p>3. identify healthy choices in the areas related to sexuality; nutrition, alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., walk away from a fight, participate in physical activity, identify healthier foods from a list of foods).</p>
3-4	<p>1. demonstrate ways to improve or maintain personal health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eat fruits and vegetables, exercise, don't smoke, abstinence);</p> <p>2. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and</p> <p>3. demonstrate healthy choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., avoiding a fight, participating in physical activity, choosing healthier foods from a list of foods, abstinence).</p>

K-4 Benchmark 5: develop injury prevention and management strategies for personal health:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. identify substances that are unsafe to touch (e.g., blood, bleach, needles); and 2. practice safety rules at home, in school and in the community.
1-2	<ol style="list-style-type: none"> 1. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. demonstrate safety rules at home, in school and in the community.
3-4	<ol style="list-style-type: none"> 1. identify when food is safe to eat (e.g., recognize expiration dates); 2. demonstrate refusal skills in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 3. recognize and demonstrate safety rules at home, in school and in the community.
K-4 Benchmark 6: demonstrate ways to avoid and reduce threatening situations:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. list situations that may be dangerous; and 2. list trusted adults to go to when faced with a dangerous situation.
1-2	<ol style="list-style-type: none"> 1. identify trusted adults to go to when faced with a threatening situation.
3-4	<ol style="list-style-type: none"> 1. recognize when to ask for help in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; 2. recognize how peer pressure can lead to dangerous or risky situations; and 3. demonstrate conflict resolution skills.
K-4 Benchmark 7: apply skills to manage stress:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. practice stress management skills (e.g., daily physical activity, singing, being read to).

1-2	<ol style="list-style-type: none"> 1. identify situations that cause stress and recognize that stress is not always negative (e.g., bullies, going to a birthday party, reading out loud); and 2. list activities that help reduce stress (e.g., physical activity, reading).
3-4	<ol style="list-style-type: none"> 1. identify the body's reaction to stressful situations (e.g., fight or flight, increased heart rate); and 2. demonstrate stress management skills.

Content Standard 4: Students will analyze the influence of culture, media, technology and other factors on health. Students will:

K-4 Benchmark 1: describe how cultures within the local community influence personal health behaviors:

Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. list similarities and differences in cultures within the community; and 2. list how the media and culture portray gender roles (e.g., pink=girls, blue=boys, short hair vs. long hair, different toys).
1-2	<ol style="list-style-type: none"> 1. recognize similarities and differences in cultures within the community; 2. recognize how the media and culture portray gender roles (e.g., pink=girls, blue=boys, short hair vs. long hair, different toys); and 3. identify how school and community values relate to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
3-4	<ol style="list-style-type: none"> 1. describe qualities of different cultures in the school and community, and how they contribute to health, safety and personal choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being; and 2. describe how the media and culture portray gender roles (e.g., pink=girls, blue=boys, short hair vs. long hair, different toys).

K-4 Benchmark 2: Explain how media influences thoughts, feelings and health behaviors:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. list different forms of media (e.g., television, newspaper, magazines, radio); 2. list the purposes for media (e.g., entertain, sell products, promote services); 3. understand that not all media messages are true; and 4. understand how media influences feelings and thoughts.
1-2	<ol style="list-style-type: none"> 1. identify different forms of media (e.g., television, newspaper, magazines, radio); 2. identify the purposes for media (e.g., entertain, sell products, promote services); 3. understand that not all media messages are true; and 4. recognize how media influences feelings and thoughts.
3-4	<ol style="list-style-type: none"> 1. describe the purposes for media (e.g., entertain, sell products, promote services); 2. identify how to determine if media messages are true; and 3. recognize how media influences feelings, thoughts and health choices in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., abstain from sexual behavior, use drugs, be aggressive, eat healthy foods, participate in physical activity).
K-4 Benchmark 3: describe ways technology can influence personal health:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. list different forms of technology (e.g., computers, video games, microwaves, cell phones); 2. list the purposes for technology (e.g., convenience, entertainment, selling products, promoting services); and 3. understand that technology affects how we live.
1-2	<ol style="list-style-type: none"> 1. identify different forms of technology (e.g., computers, video games, microwaves, cell phones); 2. identify the purposes for technology (e.g., convenience, entertainment, selling products, promoting services); and 3. understand that technology affects how we live.
3-4	<ol style="list-style-type: none"> 1. describe different forms of technology (e.g., computers, video games, microwaves, cell phones);

	<ol style="list-style-type: none"> 2. recognize the purposes for technology in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., medical, conveniences, communication); and 3. describe how technology affects how we live.
K-4 Benchmark 4: explain how information from school and family influences health:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. list health messages that families give in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., what types of snacks you eat at home, stranger danger, family activities).
1-2	<ol style="list-style-type: none"> 1. recognize health messages that families give in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., what types of snacks you eat at home, stranger danger, family activities); and 2. list different types of families (e.g., two parents, single parents, extended families).
3-4	<ol style="list-style-type: none"> 1. describe health messages that families give in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., what types of snacks you eat at home, stranger danger, family activities); 2. describe different types of families and how the structure influences health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being. (e.g., vegetarian vs. non-vegetarian, working parents and time for family activities and proper nutrition, smoking parents and second-hand smoke); and 3. recognize that there are multiple messages about health, based on values and beliefs.

Content Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health. Students will:

K-4 Benchmark 1: distinguish between verbal and non-verbal communication:

Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. describe the differences between verbal and non-verbal communication; 2. understand that people communicate in different ways; and 3. recognize different feelings and the verbal and non-verbal forms of communication associated with them.
1-2	<ol style="list-style-type: none"> 1. identify the differences between verbal and non-verbal communication; 2. describe how people communicate in different ways; and 3. recognize different feelings and the verbal and non-verbal forms of communication associated with them.
3-4	<ol style="list-style-type: none"> 1. demonstrate the differences between verbal and non-verbal communication; 2. demonstrate how people communicate in different ways; and 3. recognize and describe different feelings and the verbal and non-verbal forms of communication associated with them.

K-4 Benchmark 2: describe characteristics needed to be a responsible friend and family member:

Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. list characteristics of behaviors that are healthy; and 2. identify actions to help friends make healthy decisions.
1-2	<ol style="list-style-type: none"> 1. list ways that a person can show responsibility for his/her own health behaviors.
3-4	<ol style="list-style-type: none"> 1. explain the importance of assuming personal responsibility for health behaviors.

K-4 Benchmark 3: demonstrate positive ways to express needs, wants and feelings:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. identify feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); and 2. identify how to express feelings in a positive way.
1-2	<ol style="list-style-type: none"> 1. explain feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); and 2. explain how to express feelings in a positive way.
3-4	<ol style="list-style-type: none"> 1. demonstrate feelings associated with different situations (e.g., conflict - frustration/satisfaction; birthday - happy/excited); 2. demonstrate how to express feelings in a positive way; and 3. demonstrate how to respond appropriately to other people's needs, wants and feelings.
K-4 Benchmark 4: demonstrate ways to communicate care, consideration and respect of self and others:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. demonstrate the ability to use "I" statements.
1-2	<ol style="list-style-type: none"> 1. demonstrate the ability to appropriately use "I" statements in communication.
3-4	<ol style="list-style-type: none"> 1. identify respectful and caring acts of self and others; and 2. demonstrate the ability to appropriately use "I" statements in communication.
K-4 Benchmark 5: demonstrate attentive listening skills to build and maintain health-enhancing relationships:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. understand the importance of letting people speak without interruption; 2. understand when it is appropriate to interrupt for health needs; and 3. recognize when someone is telling you to do something that is wrong.

1-2	<ol style="list-style-type: none"> 1. demonstrate listening skills as a tool to enhance relationships; 2. describe when it is appropriate to interrupt for health needs; and 3. recognize when someone is telling you to do something that is wrong.
3-4	<ol style="list-style-type: none"> 1. describe and demonstrate listening skills as a tool to enhance relationships; 2. demonstrate when it is appropriate to interrupt for health needs; and 3. recognize when someone is telling you to do something that is wrong.
K-4 Benchmark 6: demonstrate refusal skills and explain why they are important to enhance health:	
Grade	Performance Standards
K	1. identify refusal skills in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
1-2	1. explain refusal skills in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
3-4	1. demonstrate refusal skills in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
K-4 Benchmark 7: differentiate between negative and positive behaviors used in conflict situations:	
Grade	Performance Standards
K	<ol style="list-style-type: none"> 1. list the differences between negative and positive behaviors; and 2. list situations that cause conflict.
1-2	<ol style="list-style-type: none"> 1. identify common conflict situations that occur among friends, family members and others; 2. describe possible causes of conflict; and 3. explain the differences between negative and positive behaviors used in conflict situations.
3-4	1. demonstrate conflict mediation and conflict resolution skills.

K-4 Benchmark 8: demonstrate non-violent strategies to resolve conflicts:	
Grade	Performance Standards
K	1. list non-violent strategies to resolve conflict; 2. list situations that cause conflict;
1-2	3. identify common conflict situations that occur among friends, family members and others; and 4. explain non-violent strategies to resolve conflict.
3-4	1. demonstrate conflict mediation and conflict resolution skills.

Content Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health. Students will:	
K-4 Benchmark 1: demonstrate the ability to apply a decision-making process to health issues and problems:	
Grade	Performance Standards
K	1. list steps in the decision-making process.
1-2	1. identify actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
3-4	1. demonstrate actions to make healthy decisions in the areas related to sexuality (e.g., good touch/bad touch); nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
K-4 Benchmark 2: explain when to ask for assistance in making health-related decisions and setting health goals:	
Grade	Performance Standards
K	list examples of when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied);

1-2	identify when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied).
3-4	1. explain when it is appropriate to ask for help in making health-related decisions (e.g., when you are lost, when being bullied); and 2. set health-related goals (e.g., wear seat belts, be active every day, wash hands).
K-4 Benchmark 3: predict outcomes of positive health decisions:	
Grade	Performance Standards
K	1. list consequences of actions (e.g., wearing a seat belt will help avoid injuries if in a car accident).
1-2	1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., eating right and exercising leads to healthy development).
3-4	1. describe how decisions affect health in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being (e.g., saying no to sex prevents pregnancy and sexually transmitted infections, saying no to drugs positively affects your thinking).
K-4 Benchmark 4: set a personal health goal and track progress toward achievement:	
Grade	Performance Standards
K	1. list what personal health goals are appropriate for your age (e.g., wash hands, wear seat belts).
1-2	1. identify a personal health goal in one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.
3-4	1. identify and track progress of a personal health goal in one of the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

Content standard 7: Students will demonstrate the ability to advocate for personal, family, peer and community health. Students will:

K-4 Benchmark 1: describe a variety of methods to convey accurate health information and ideas:

Grade	Performance Standards
K	1. list ways to convey accurate health information and ideas (e.g., storytelling, talking to a health professional).
1-2	1. recognize methods to convey accurate health information and ideas.
3-4	1. describe how to communicate with others about making healthy choices.

K-4 Benchmark 2: express information and opinions about health issues:

Grade	Performance Standards
K	1. be able to express feelings to others (e.g., when they are sick, feel unsafe).
1-2	1. discuss when it is appropriate to express opinions about health issues.
3-4	1. describe information and opinions about health issues in the areas related to sexuality; nutrition; alcohol, tobacco and other drug use; physical activity; personal safety; mental, social and emotional well-being.

K-4 Benchmark 3: identify community agencies/resources that advocate for healthy individuals, families, peers and communities:

Grade	Performance Standards
K	1. identify appropriate adults to go to for health issues (e.g., who is a safe adult to go to when you are being bullied).
1-2	1. list places and people in the school and community you can go to for health information (e.g., school nurse, doctor's office).
3-4	1. list places, resources and people in the school and community you can go to for health information (e.g., school nurse, doctor's office, books).

K-4 Benchmark 4: demonstrate the ability to influence and support others in making health-enhancing choices:	
Grade	Performance Standards
K	1. list positive health choices.
1-2	1. list ways to help others make healthy choices.
3-4	1. describe how to help others make healthy choices.