

# Wisconsin Standards for Health Education

## Curriculum Checklist



**Wisconsin Department of Public Instruction**  
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**Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

### 1. Grades PK-2

<b>Learning Priority</b>		
<b>Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Describe healthy behaviors.</b>	1:1:A1 Identify ways to prevent common childhood accidents and injuries. 1:1:A2 Describe healthy behaviors that impact personal health. 1:1:A3 List ways to prevent communicable disease.	
<b>B. Apply knowledge of healthy behaviors.</b>	1:1:B1 Describe why it is important to seek health care. 1:1:B2 Describe why it is important to participate in healthy behaviors. 1:1:B3 Use multiple dimensions of health (e.g., physical, mental, social, environmental, and emotional) in everyday life.	

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

### 1. Grades PK-2

<b>Learning Priority</b>		
<b>Know what an influence is and how it could affect behaviors.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. List influences on health behaviors.</b>	2:1:A1 Identify internal and external factors that may influence health behaviors.	
<b>B. Analyze various influences on health behaviors.</b>	2:1:B1 Describe how family, emotions, peers, and media can influence health behaviors.	

**Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.**

### 1. Grades PK-2

<b>Learning Priority</b>		
<b>Identify individuals who provide valid health information to enhance health behaviors.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Identify where to get help to promote health.</b>	3:1:A1 Identify trusted adults and professionals who can help promote health. 3:1:A2 Describe ways to locate school and community health individuals.	

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

### 1. Grades PK-2

<b>Learning Priority</b>		
<b>Identify and apply effective interpersonal communication skills.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Identify communication skills that can improve health and reduce health risks.</b>	4:1:A1 Identify ways to communicate. 4:1:A2 Identify ways to express needs, wants, and feelings.	
<b>B. Apply communication skills that can improve health and reduce health risks.</b>	4:1:B1 Describe ways to respond when in an unwanted, threatening, or dangerous situation. 4:1:B2 Use refusal skills including firmly saying no and getting away from the situation. 4:1:B3 Explain how to communicate to a trusted adult if threatened or harmed.	

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

### 1. Grades PK-2

<b>Learning Priority</b>		
<b>Identify when a decision-making process is needed to choose a healthy option.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. List health situations where a decision-making process could be used.</b>	5:1:A1 Identify steps in the decision-making process. 5:1:A2 Provide an example of a situation when a health-related decision is needed to keep one safe. 5:1:A3 Create a decision-making plan with family members or trusted adult.	
<b>B. Apply a decision-making process to various situations to enhance health.</b>	5:1:B1 Provide an example of when a health-related decision can be made individually. 5:1:B2 Provide an example of when assistance is needed to make a health-related decision.	

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

### 1. Grades PK-2

<b>Learning Priority</b>		
<b>Know the parts of a personal health goal.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. List personal health goals.</b>	6:1:A1 Identify a personal health goal. 6:1:A2 Identify the steps to achieve a goal. 6:1:A3 Discuss a health goal with a family member or trusted adult.	

**Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.**

### 1. Grades PK-2

<b>Learning Priority</b>		
<b>Demonstrate health-enhancing behaviors.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Demonstrate health-enhancing behaviors.</b>	<p>7:1:A1 Demonstrate health-enhancing practices and behaviors. These may include but are not limited to: proper hygiene, physical activity, and healthy eating.</p> <p>7:1:A2 Demonstrate behaviors that avoid or reduce health risk. These may include but are not limited to: looking both ways before crossing the street, wearing a seat belt, wearing a bike helmet, and removing oneself from threatening situations.</p>	

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

### 1. Grades PK-2

<b>Learning Priority</b>		
<b>Recognize the differences between health needs and personal wants.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Identify ways to express health needs and personal wants.</b>	8:1:A1 Define health needs and personal wants. 8:1:A2 Express health needs and personal wants with family members or trusted adults.	
<b>B. Develop strategies to communicate personal differences between health needs and personal wants that affect health.</b>	8:1:B1 Communicate knowledge of healthy and unhealthy behaviors to family members, trusted adults, or friends. 8:1:B2 Identify role models for healthy habits. 8:1:B3 Encourage friends and classmates to make health choices.	

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

## 2. Grades 3-5

<b>Learning Priority</b>		
<b>Develop age-appropriate cognitive understanding of health promotion concepts to improve health behaviors and prevent disease.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Describe basic concepts related to health promotion and disease prevention.</b>	<p>1:2:A1 Describe ways to prevent common childhood accidents, injuries, and communicable and chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; applying social behaviors to prevent or reduce violence; safety and related behaviors.</p> <p>1:2:A2 Describe the relationships among environment, healthy behaviors, and personal health.</p> <p>1:2:A3 Explain ways to prevent the spread of communicable diseases.</p>	
<b>B. Apply health knowledge to health-related situations.</b>	<p>1:2:B1 Describe when it is important to seek health care.</p> <p>1:2:B2 Describe personal and environmental barriers to practicing healthy behaviors.</p> <p>1:2:B3 Compare various dimensions of health (e.g., emotional, mental, physical, social, and environmental).</p>	



**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

## 2. Grades 3-5

<b>Learning Priority</b>		
<b>Identify how influences can impact health behaviors.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Identify influences.</b>	<p>2:2:A1 Describe external factors, including family, peers, culture, media, technology, school environments, physical environments, and health care, which can influence health behaviors.</p> <p>2:2:A2 Give examples of messages from external factors that can influence health behaviors.</p> <p>2:2:A3 Describe internal factors, such as personal values, beliefs, and emotions, which can influence health behaviors.</p>	
<b>B. Explore possible impacts of influences.</b>	<p>2:2:B1 Describe how various internal and external factors interact to influence health behaviors.</p>	

**Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.**

## 2. Grades 3-5

<b>Learning Priority</b>		
<b>Identify valid sources of health information.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. List sources of valid health information.</b>	3:2:A1 Identify characteristics of valid health information, products, and services. 3:2:A2 Discuss ways to locate valid health information.	
<b>B. Identify valid health information to promote health.</b>	3:2:B1 Identify various valid sources of health information.	

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

## 2. Grades 3-5

<b>Learning Priority</b>		
<b>Demonstrate interpersonal communication skills.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Demonstrate communication skills that can improve health.</b>	4:2:A1 Demonstrate effective verbal and nonverbal communication skills to enhance health. 4:2:A2 Describe how to ask for assistance.	
<b>B. Demonstrate communication skills that prevent, resolve, or reduce health risks.</b>	4:2:B1 Demonstrate ways to prevent health risks and conflict through communications. 4:2:B2 Identify refusal skills that avoid or reduce health risks. 4:2:B3 Discuss nonviolent strategies to reduce, manage, or resolve conflict.	

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

## 2. Grades 3-5

<b>Learning Priority</b>		
<b>Apply a decision-making process to evaluate health options.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Continue to identify health-related situations that require a decision.</b>	5:2:A1 Identify situations that require a thoughtful decision. 5:2:A2 List healthy options to health-related issues or problems. 5:2:A3 Choose the healthiest option when making a decision.	
<b>B. Examine and apply how a decision-making process can enhance health.</b>	5:2:B1 Determine when assistance is needed in making a health-related decision. 5:2:B2 Examine the potential outcomes of each option when making a health-related decision.	

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

## 2. Grades 3-5

<b>Learning Priority</b>		
<b>Apply goal-setting skills to improve health.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Identify ways to achieve a personal health goal.</b>	6:2:A1 Identify resources to assist in achieving a personal health goal. 6:2:A2 Identify key family, school, and community members that can assist in achieving a personal health goal.	
<b>B. Practice appropriate goal-setting skills to achieve a personal health goal.</b>	6:2:B1 Choose a clear and realistic personal health goal. 6:2:B2 Develop a plan for reaching the goal. 6:2:B3 Track progress toward goal achievement.	

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

## 2. Grades 3-5

<b>Learning Priority</b>		
<b>Demonstrate a variety of health-enhancing behaviors.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Identify health-enhancing practices.</b>	7:2:A1 Identify responsible personal health behaviors. These may include but are not limited to: proper hygiene, physical activity, healthy eating, and safety-related behaviors.	
<b>B. Demonstrate health-enhancing behaviors.</b>	<p>7:2:B1 Demonstrate behaviors that will maintain or improve personal health. These may include but are not limited to: engaging in regular, age-appropriate physical activity; making complex food choices that constitute healthy eating; and following medical instructions during illness.</p> <p>7:2:B2 Demonstrate behaviors that avoid or reduce health risks. These may include but are not limited to: looking both ways before crossing the street; wearing a seat belt; wearing a bike helmet; and refraining from alcohol, tobacco, and other drug use.</p>	

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

## 2. Grades 3-5

<b>Learning Priority</b>		
<b>Describe advocacy and health-related situations for which it is appropriate.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Define advocacy.</b>	8:2:A1 State opinions about health issues. 8:2:A2 Discuss factual information about health issues with family members or trusted adults. 8:2:A3 Define advocacy.	
<b>B. Describe situations where advocacy is appropriate.</b>	8:2:B1 Discuss situations where advocacy may be used. 8:2:B2 List types of situations in which one could model health-enhancing behaviors. 8:2:B3 Encourage family members to engage in health-enhancing behaviors through actions or suggestions.	

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

### 3. Grades 6-8

<b>Learning Priority</b>		
<b>Comprehend and apply concepts related to health promotion and disease prevention.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Identify the components of health promotion and disease prevention.</b>	<p>1:3:A1 Identify specific behaviors that can reduce or prevent injuries and communicable or chronic diseases. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; engaging in physical activity; demonstrating healthy eating; sexual behaviors; applying social behaviors to prevent or reduce violence; safety and related behaviors.</p> <p>1:3:A2 Describe the negative consequences of engaging in unhealthy behaviors.</p> <p>1:3:A3 Describe how family history can affect personal health.</p> <p>1:3:A4 Describe how physical and social environments can affect personal health.</p>	
<b>B. Analyze the benefits of and barriers to practicing healthy behaviors.</b>	<p>1:3:B1 Analyze the relationships between healthy behaviors and personal health.</p> <p>1:3:B2 Examine healthy behaviors and consequences related to a health issue.</p> <p>1:3:B3 Predict the outcomes of a variety of unhealthy behaviors.</p>	

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

### 3. Grades 6-8

<b>Learning Priority</b>		
<b>Examine how internal and external factors influence personal health behaviors.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Examine impact of influences.</b>	<p>2:3:A1 Examine how external and internal factors can influence health behaviors.</p> <p>2:3:A2 Provide examples of how factors can interact to influence health behaviors.</p> <p>2:3:A3 Examine how one’s family, culture, and peers influence one’s own personal health behaviors.</p> <p>2:3:A4 Examine how media and technology influence one’s own personal health behaviors.</p> <p>2:3:A5 Examine how one’s values and beliefs influence one’s own personal health behaviors.</p>	



**Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.**

### 3. Grades 6-8

<b>Learning Priority</b>		
<b>Demonstrate and apply strategies to access valid sources of health information.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Identify criteria for choosing accurate sources of information.</b>	3:3:A1 Describe situations that require accurate health information. 3:3:A2 Locate sources of valid health information from home, school, and community. 3:3:A3 Describe criteria for evaluating resources.	
<b>B. Apply models to analyze sources of information for validity and reliability.</b>	3:3:B1 Analyze the validity of information about health issues, products, and services.	

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

### 3. Grades 6-8

<b>Learning Priority</b>		
<b>Examine and demonstrate communication skills that enhance health and avoid health risks.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Examine communication strategies in various health-related settings.</b>	4:3:A1 Examine appropriate communication strategies. 4:3:A2 Examine the outcomes of using effective and ineffective strategies of communication.	
<b>B. Apply appropriate communication skills in various health-related settings.</b>	4:3:B1 Demonstrate refusal and limit setting skills that avoid health risks. 4:3:B2 Demonstrate effective conflict resolution skills. 4:3:B3 Demonstrate ways, such as restorative justice practices, to manage or resolve interpersonal conflicts without harming self or others.	

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

### 3. Grades 6-8

<b>Learning Priority</b>		
<b>Apply a decision-making process in various health-related situations.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Identify situations where effective decision-making skills are implemented.</b>	5:3:A1 Determine when individual or collaborative decision making is appropriate.	
<b>B. Assess the impact of a decision-making process on health-related situations.</b>	5:3:B1 Demonstrate decision making in a health-related situation. 5:3:B2 Predict the impact of each decision on self and others. 5:3:B3 Analyze the outcome of a health-related decision.	

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

### 3. Grades 6-8

<b>Learning Priority</b>		
<b>Apply goal-setting skills to health situations.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Identify additional steps to setting and achieving realistic health goals.</b>	<p>6:3:A1 Establish a baseline of personal health behaviors and health status.</p> <p>6:3:A2 Identify strategies and behaviors needed to maintain or improve health status.</p> <p>6:3:A3 Identify strategies that might be utilized to overcome barriers or setbacks.</p>	
<b>B. Apply goal-setting skills to various health-related situations.</b>	<p>6:3:B1 Examine how personal health goals can be impacted by various abilities, priorities, and responsibilities that may change throughout the lifespan.</p> <p>6:3:B2 Develop goals to maintain or improve personal health status.</p> <p>6:3:B3 Assess the effectiveness of health strategies to reach personal goals.</p>	

**Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.**

### 3. Grades 6-8

<b>Learning Priority</b>		
<b>Apply health-enhancing behaviors that maintain or improve the health of self or others.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Explain the importance of self-responsibility for personal health behaviors.</b>	7:3:A1 Evaluate behaviors that maintain or improve the health of self and others. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in regular and varied physical activity; meal planning that leads to healthy eating; applying social behaviors to prevent or reduce violence; practicing safety-related behaviors in various complex settings; and appropriate use of the health care system.	
<b>B. Demonstrate the role of self-responsibility in enhancing health.</b>	7:3:B1 Demonstrate health-enhancing practices and behaviors that help maintain or improve the health of self and others.  7:3:B2 Demonstrate behaviors that avoid or reduce health risks.	

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

### 3. Grades 6-8

<b>Learning Priority</b>		
<b>Develop health-promoting strategies that support family or friends to make positive health choices.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Develop an advocacy plan to promote health.</b>	8:3:A1 Develop an age-appropriate definition of advocacy. 8:3:A2 Plan ways to advocate for healthy individuals, families, and schools. 8:3:A3 Incorporate accurate information as it relates to a health-enhancing position for self and others. 8:3:A4 Discuss the barriers that could be involved in an advocacy effort.	
<b>B. Implement an advocacy plan pertaining to a health issue.</b>	8:3:B1 Predict how an advocacy plan will influence and support the health status of others. 8:3:B2 Apply a plan to advocate a health issue for people that experience health disparities. 8:3:B3 Defend a position relating to a health issue. 8:3:B4 Describe ways to adapt health messages for different audiences.	

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

#### 4. Grades 9-12

<b>Learning Priority</b>		
<b>Examine and apply health concepts related to health promotion and disease prevention.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Analyze the impact of determinants of health.</b>	<p>1:4:A1 Analyze how genetics and family history can affect personal health.</p> <p>1:4:A2 Examine the interrelationships of various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).</p> <p>1:4:A3 Analyze the impact of unhealthy behavior on various dimensions of health (e.g., emotional, mental, physical, social, environmental, and occupational).</p> <p>1:4:A4 Predict how personal behaviors and access to appropriate health care can affect health.</p> <p>1:4:A5 Analyze how environment and personal health are interrelated.</p>	
<b>B. Explore factors that impact health status.</b>	<p>1:4:B1 Investigate the relationship between access to health care and health status.</p> <p>1:4:B2 Compare the benefits of and barriers to practicing a variety of health behaviors. These may include but are not limited to: refraining from alcohol, tobacco, and other drug use; physical activity; healthy eating; social behaviors to prevent or reduce violence; safety and related behaviors.</p> <p>1:4:B3 Examine susceptibility to and severity of injury and illness if engaging in unhealthy behaviors.</p>	

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

#### 4. Grades 9-12

<b>Learning Priority</b>		
<b>Evaluate how influences impact health behaviors.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Analyze the impact of external and internal influences on the health behavior of individuals and populations.</b>	<p>2:4:A1 Analyze how external influences, individually and in combination with others, can influence individuals' health behaviors and that of certain populations.</p> <p>2:4:A2 Analyze how internal influences, including perception of social norms among peers, can influence individuals' health behaviors and that of certain populations.</p> <p>2:4:A3 Examine how social policies can influence health behaviors.</p> <p>2:4:A4 Estimate the impact of internal and external influences on one's own personal health behavior.</p> <p>2:4:A5 Predict how various external and internal influences will interact and impact the health behavior of populations.</p>	



**Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.**

#### 4. Grades 9-12

<b>Learning Priority</b>		
<b>Examine strategies to access valid and reliable sources of health information.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Continue to apply criteria for choosing accurate sources of information.</b>	3:4:A1 Determine the availability of information, products, and services that enhance health. 3:4:A2 Access health information, products, and services that improve health outcomes. 3:4:A3 Determine when professional health services may be needed and how to access them.	
<b>B. Analyze sources of information for validity and reliability.</b>	3:4:B1 Evaluate the validity of sources of health information using key criteria.	

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

#### 4. Grades 9-12

<b>Learning Priority</b>		
<b>Analyzes various communication skills that enhance health and avoid health risks.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Continue to analyze communication skills in various health-related settings.</b>	<p>4:4:A1 Analyze communication strategies for effective interaction among family, peers, and others to enhance health.</p> <p>4:4:A2 Reflect on the impact of communication on enhancing health.</p> <p>4:4:A3 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p>	
<b>B. Demonstrate communication skills in health-related situations.</b>	<p>4:4:B1 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p> <p>4:4:B2 Demonstrate strategies to prevent interpersonal conflicts.</p> <p>4:4:B3 Demonstrate ways, such as restorative justice practices, to manage or resolve interpersonal conflicts without harming self or others.</p>	

**Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

#### 4. Grades 9-12

<b>Learning Priority</b>		
<b>Examine the use of a decision-making process in various health-related situations.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Evaluate the impact of a decision-making process on health-related situations.</b>	<p>5:4:A1 Identify situations in which using a thoughtful decision-making process would be health enhancing.</p> <p>5:4:A2 Justify when individual or collaborative decision making is appropriate.</p>	
<b>B. Apply effective decision-making skills to enhance health.</b>	<p>5:4:B1 Demonstrate effective decision-making processes related to various complex and relevant health-related situations. These may include but are not limited to: decisions about personal behaviors, decisions related to social behaviors, and use of the health care system.</p> <p>5:4:B2 Generate alternatives to health-related issues or problems.</p> <p>5:4:B3 Examine barriers that can hinder healthy decision making.</p> <p>5:4:B4 Predict the potential short-term and long-term impacts of each alternative on self and others.</p> <p>5:4:B5 Defend the healthy choice when making decisions.</p> <p>5:4:B6 Evaluate the effectiveness of a health-related decision.</p>	

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

#### 4. Grades 9-12

<b>Learning Priority</b> <b>Apply goal-setting skills.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Analyze issues that impact setting a goal.</b>	<p>6:4:A1 Assess personal health practices and their impact on overall health status.</p> <p>6:4:A2 Evaluate potential barriers or setbacks that may impede one's ability to reach his/her health goal.</p> <p>6:4:A3 Identify strategies that might be utilized to overcome barriers or setbacks.</p>	
<b>B. Apply goal-setting skills to various health-related situations.</b>	<p>6:4:B1 Formulate an effective long-term personal health goal.</p> <p>6:4:B2 Develop a plan to reach a personal health goal that addresses strengths, needs, and risks.</p> <p>6:4:B3 Implement a plan and monitor progress in achieving a personal health goal.</p>	

**Standard 7: Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.**

#### 4. Grades 9-12

<b>Learning Priority</b>		
<b>Demonstrate age-appropriate, health-enhancing behaviors to reduce health risks.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Examine health-enhancing behaviors.</b>	<p>7:4:A1 Determine behaviors that will protect and promote health in high risk situations. These may include but are not limited to: refraining from risky sexual behaviors; refraining from alcohol, tobacco, and other drug use; engaging in various forms of physical activity appropriate to current and future life stages; making complex food choices in various food environments to support healthy eating; applying social behaviors to prevent or reduce violence in settings relevant to one’s culture; practicing safety-related behaviors in high risk situations; and appropriately accessing health care services for routine preventive care and for illnesses and injuries.</p> <p>7:4:A2 Analyze the role of individual responsibility and the health care system in enhancing health.</p>	
<b>B. Apply health-enhancing behaviors.</b>	<p>7:4:B1 Demonstrate a variety of health practices and behaviors that will maintain or improve the health of self and others. These include but are not limited to: personal behaviors such as regular and health-enhancing physical activity, healthy eating, and accessing appropriate preventive health care services.</p> <p>7:4:B2 Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. These include but are not limited to: various complex safety-related behaviors, appropriately accessing mental and physical health care services, and carefully following medical advice and instructions.</p>	

**Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.**

#### 4. Grades 9-12

<b>Learning Priority</b>		
<b>Apply skills to advocate for a health issue.</b>		
<b>Focus Area</b>	<b>Learning Continuum</b>	<b>Where in the curriculum am I doing this?</b>
<b>A. Develop strategies to advocate for a health issue.</b>	8:4:A1 Apply societal norms to formulate a health-enhancing message.  8:4:A2 Adapt health-enhancing messages and persuasive communication techniques to a specific target audience.  8:4:A3 Apply accurate information to support a health-enhancing message.  8:4:A4 Develop strategies to overcome barriers or resistance to desired health action or behavior.	
<b>B. Implement an advocacy plan pertaining to a health issue.</b>	8:4:B1 Develop a plan to advocate for a personal, family, or community health issue.  8:4:B2 Implement an advocacy plan for a health issue.  8:4:B3 Demonstrate conviction in encouraging others to make positive health choices.	