

Examples of

**STANDARDS, BENCHMARKS**

in

**Health Education**

Kindergarten through Grade 10  
organized by grade level

This document was developed by the  
Quality Teaching Network in Health Education and Physical Education, in cooperation with the  
Minnesota Department of Education

October 2004 DRAFT

## **KINDERGARTEN**

- 1. Students will comprehend concepts related to health promotion and disease prevention.**
  - a. The student will describe how individual behavior affects individual health.
  - b. The student will describe how the family influences personal health.
- 2. Students will demonstrate the ability to access valid health information and health-promoting products and services.**
  - a. The student will demonstrate the ability to locate school and community health helpers.
- 3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**
  - a. The student will identify responsible health behaviors.
- 4. Students will analyze the influence of culture, media, technology, and other factors on health.**
  - a. The student will explain how information from family influences health.
- 5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.**
  - a. The student will name healthy ways to express needs, wants, and feelings.
- 6. Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.**
  - a. The student will identify ways to create a healthy lifestyle.
- 7. Students will demonstrate the ability to advocate for personal, family, and community health.**
  - a. The student will identify safe behaviors in the home, school, and community.

## **GRADE 1**

- 1. Students will comprehend concepts related to health promotion and disease prevention.**
  - a. The student will identify common health problems in children.
  - b. The student will identify childhood injuries and illnesses.
- 2. Students will demonstrate the ability to access valid health information and health-promoting products and services.**
  - a. The student will locate resources from home, school and community that provide valid health information.
- 3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**
  - a. The student will demonstrate ways to avoid and reduce threatening situations.
- 4. Students will analyze the influence of culture, media, technology, and other factors on health.**
  - a. The student will explain how information from school influences health.
- 5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.**
  - a. The student will describe characteristics needed to be a responsible friend and family member.
  - b. Identify ways to communicate care, consideration and respect of self and others.
- 6. Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.**
  - a. The student will recognize outcomes of positive health decisions.
- 7. Students will demonstrate the ability to advocate for personal, family, and community health.**
  - a. The student will describe a variety of methods to convey accurate health information and ideas.

## **GRADE 2**

- 1. Students will comprehend concepts related to health promotion and disease prevention.**
  - a. The student will identify indicators of mental, emotional, social and physical health during childhood.
  - b. The student will explain how childhood injuries and illness can be prevented.
- 2. Students will demonstrate the ability to access valid health information and health-promoting products and services.**
  - a. The student will explain how media influences the selection of health information.
- 3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**
  - a. The student will compare behaviors that are safe to those that are risky or harmful.
  - b. The student will develop injury prevention and management strategies for personal health.
- 4. Students will analyze the influence of culture, media, technology, and other factors on health.**
  - a. The student will explain how media influences thoughts, feelings and health behavior.
- 5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.**
  - a. The student will describe refusal skills to enhance health.
  - b. The student will differentiate between negative and positive behaviors used in conflict situation.
- 6. Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.**
  - a. The student will set a personal health goal and track progress toward its achievement.
- 7. Students will demonstrate the ability to advocate for personal, family, and community health.**
  - a. The student will express information and opinions about health information and ideas.

## **GRADE 3**

- 1. Students will comprehend concepts related to health promotion and disease prevention.**
  - a. The student will describe how physical, social, and emotional environments influence personal health.
- 2. Students will demonstrate the ability to access valid health information and health-promoting products and services.**
  - a. The student will explain how media influences the selection of health information, products and services.
- 3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**
  - a. The student will compare behaviors that are safe to those that are risky or harmful.
  - b. The student will demonstrate strategies to improve or maintain personal health.
- 4. Students will analyze the influence of culture, media, technology, and other factors on health.**
  - a. The student will describe how culture influences personal health behaviors.
- 5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.**
  - a. The student will distinguish between verbal and non-verbal communication.
  - b. The student will identify attentive listening skills to build and maintain healthy relationships.
- 6. Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.**
  - a. The student will explain when to ask for assistance in making health-related decisions and setting health goals.
- 7. Students will demonstrate the ability to advocate for personal, family, and community health.**
  - a. The student will identify community agencies that advocate for healthy individuals, families, and communities.

## **GRADE 4**

- 1. Students will comprehend concepts related to health promotion and disease prevention.**
  - a. The student will describe the basic structure and functions of the human body systems.
  - b. The student will compare the effects of positive and negative behavior on personal health.
- 2. Students will demonstrate the ability to access valid health information and health-promoting products and services.**
  - a. The student will identify characteristics of valid health information and health-promoting products and services.
- 3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**
  - a. The student will demonstrate skills to manage stress.
- 4. Students will analyze the influence of culture, media, technology, and other factors on health.**
  - a. The student will describe ways technology can influence personal health.
- 5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.**
  - a. The student will describe communication skills to build and maintain healthy relationships.
  - b. The student will demonstrate healthy ways to express needs, wants and feelings
- 6. Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.**
  - a. The student will demonstrate the ability to apply a decision-making process to health issues and problems.
- 7. Students will demonstrate the ability to advocate for personal, family, and community health.**
  - a. The student will demonstrate the ability to influence and support others in making positive health choices.

## **GRADE 5**

- 1. Students will comprehend concepts related to health promotion and disease prevention.**
  - a. The student will explain how health is influenced by the interaction of body systems.
- 2. Students will demonstrate the ability to access valid health information and health-promoting products and services.**
  - a. The student will describe characteristics of valid health information and health-promoting products and services.
  - b. The student will demonstrate the ability to locate health products and services.
- 3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**
  - a. The student will demonstrate ways to avoid and reduce threatening situations.
  - b. The student will describe responsible health behaviors
- 4. Students will analyze the influence of culture, media, technology, and other factors on health.**
  - a. The student will describe how messages from media influence health behaviors.
- 5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.**
  - a. The student will demonstrate healthy ways to express needs, wants and feelings.
  - b. The student will describe communication skills to build and maintain healthy relationships.
- 6. Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.**
  - a. The student will describe strategies and skills needed to attain personal health goals.
- 7. Students will demonstrate the ability to advocate for personal, family, and community health.**
  - a. The student will identify barriers to effective communication about health issues.
  - b. The student will demonstrate the ability to work cooperatively when advocating for healthy individuals and family.

## GRADE 6

- 1. Students will comprehend concepts related to health promotion and disease prevention.**
  - a. The student will describe how the family and peers influence the health of individuals.
- 2. Students will demonstrate the ability to access valid health information and health-promoting products and services.**
  - a. The student will predict how media influences the selection of health information, products, and services.
  - b. The student will demonstrate the ability to utilize resources from home, school, and community that provide valid health information.
- 3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**
  - a. The student will distinguish between healthy and unhealthy relationships.
  - b. The student will demonstrate strategies to manage stress.
- 4. Students will analyze the influence of culture, media, technology, and other factors on health.**
  - a. The student will analyze how information from peers influences health.
- 5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.**
  - a. The student will demonstrate effective verbal and non-verbal communication skills to enhance health.
  - b. The student will describe the possible causes of conflict among youth in schools.
  - c. The student will demonstrate strategies to manage conflict in healthy ways.
- 6. Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.**
  - a. The student will demonstrate the ability to apply a decision-making process to health issues and problems on the individual.
  - b. The student will apply strategies and skills needed to attain personal health goals.
- 7. Students will demonstrate the ability to advocate for personal, family, and community health.**
  - a. The student will demonstrate the ability to influence and support others in making positive health choices.



## GRADE 7

- 1. Students will comprehend concepts related to health promotion and disease prevention.**
  - a. The student will describe how lifestyle, pathogens, family history, and other risk factors are related to the cause or prevention of disease and other health problems.
  - b. The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease and other health problems.
  - c. The student will identify ways to reduce risks related to early adolescent health problems.
- 2. Students will demonstrate the ability to access valid health information and health-promoting products and services.**
  - a. The student will compare the costs and validity of health products.
  - b. The student will describe situations requiring professional health services.
- 3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**
  - a. The student will explain the importance of assuming responsibility for personal health behaviors.
  - b. The student will demonstrate strategies to improve or maintain personal and family health.
  - c. The student will develop injury prevention and management strategies for personal and family health.
- 4. Students will analyze the influence of culture, media, technology, and other factors on health.**
  - a. The student will describe the influence of cultural beliefs on health behaviors.
  - b. The student will analyze the influence of medical advances on personal and family health.
- 5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.**
  - a. The student will describe how the behavior of family and peers affects interpersonal communication.
  - b. The student will demonstrate refusal skills to enhance health.
- 6. Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.**
  - a. The student will predict how decisions regarding health behaviors have consequences for self and others.
  - b. The student will describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities.
- 7. Students will demonstrate the ability to advocate for personal, family, and community health.**
  - a. The student will analyze information and opinions about health issues.
  - b. The student will identify barriers to effective communication of information, ideas, feelings, and opinions about health issues.
  - c. The student will demonstrate the ability to work cooperatively when advocating for healthy individuals, families, and communities.

## GRADE 8

- 1. Students will comprehend concepts related to health promotion and disease prevention.**
  - a. The student will analyze how heredity, environment, and personal health are related.
  - b. The student will explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.
- 2. Students will demonstrate the ability to access valid health information and health-promoting products and services.**
  - a. The student will analyze the validity of health information, products and services.
  - b. The student will analyze how media influences the selection of health information and products.
- 3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**
  - a. The student will distinguish between safe and risky or harmful behaviors in relationships.
- 4. Students will analyze the influence of culture, media, technology, and other factors on health.**
  - a. The student will describe the influence of cultural beliefs on health behaviors and the use of health services.
  - b. The student will analyze the influence of technology on personal and family health.
- 5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.**
  - a. The student will analyze effective verbal and non-verbal communication skills to enhance health
  - b. The student will demonstrate ways to communicate care, consideration, and respect of self and others.
  - c. The student will demonstrate refusal and negotiation skills to enhance health.
  - d. The student will analyze the possible causes of conflict among youth in schools and communities.
- 6. Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.**
  - a. The student will demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively.
  - b. The student will analyze how health-related decisions are influenced by individual, family and community values.
  - c. The student will develop a plan that addresses personal strengths, needs and health risks.
- 7. Students will demonstrate the ability to advocate for personal, family, and community health.**
  - a. The student will analyze various communication methods to accurately express health information and ideas.

## GRADE 9

- 1. Students will comprehend concepts related to health promotion and disease prevention.**
  - a. The student will analyze how behavior can impact health maintenance and disease prevention.
  - b. The student will describe the inter-relationships of mental, emotional, social and physical health through young adulthood.
  - c. The student will explain the impact of personal health behaviors on the functioning of body systems.
  - d. The student will analyze how the family, peers, community and environment influence individual and public health.
  
- 2. Students will demonstrate the ability to access valid health information and health-promoting products and services.**
  - a. The student will demonstrate the ability to evaluate resources from home, school, and community that provide valid health information.
  - b. The student will evaluate factors that influence personal selection of health products and services.
  - c. The student will demonstrate the ability to access school and community health services for self and others.
  
- 3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**
  - a. The student will analyze the role of individual responsibility for enhancing health.
  - b. The student will evaluate personal health habits to determine strategies for health enhancement and risk reduction.
  - c. The student will analyze the short-term and long-term consequences of safe and risky or harmful behaviors.
  - d. The student will develop injury prevention and management strategies for personal, family and community health.
  
- 4. Students will analyze the influence of culture, media, technology, and other factors on health.**
  - a. The student will analyze how cultural diversity enriches and challenges health behaviors.
  - b. The student will evaluate the effect of media and other factors on personal, family and community health.
  - c. The student will analyze how information from the community influences health.

- 5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.**
  - a. The student will demonstrate skills for communicating effectively with family, peers and others.
  - b. The student will analyze how interpersonal communication affects relationships.
  - c. The student will demonstrate healthy ways to express needs, wants and feelings.
  - d. The student will evaluate ways to communicate care, consideration and respect of self and others.
  - e. The student will compare and contrast strategies for solving interpersonal conflict without harming self or others.
  - f. The student will demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations.
  - g. The student will demonstrate attentive listening skills.
  - h. The student will analyze the possible causes of conflict in schools, families and communities.
  - i. The student will evaluate strategies used to prevent conflict.
  
- 6. Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.**
  - a. The student will demonstrate the ability to utilize various strategies when making decisions related to health needs and risks of young adults.
  - b. The student will analyze health concerns that require individuals to work together.
  - c. The student will predict immediate and long-term impact of health decisions on the individual family and community.
  - d. The student will analyze how personal health goals are influenced by changes in information, abilities, priorities and responsibilities.
  
- 7. Students will demonstrate the ability to advocate for personal, family, and community health.**
  - a. The student will express information and opinions about health issues.
  - b. The student will utilize strategies to overcome barriers when communicating information, ideas, feelings and opinions about health issues.
  - c. The student will influence and support others in making positive health choices.
  - d. The student will demonstrate the ability to work cooperatively when advocating for healthy communities.

## GRADE 10

- 1. Students will comprehend concepts related to health promotion and disease prevention.**
  - a. The student will analyze the interrelationships of mental, emotional, social and physical research and medical advances.
- 2. Students will demonstrate the ability to access valid health information and health-promoting products and services.**
  - a. The student will analyze the cost and accessibility of health care services.
  - b. The student will analyze situations requiring professional health services.
- 3. Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.**
  - a. The student will research and evaluate strategies to manage stress in individuals and groups in school, work and/or social situations.
  - b. The student will develop strategies to reduce a health-threatening situation in the community.
  - c. The student will develop strategies to improve or maintain personal, family and community health.
- 4. Students will analyze the influence of culture, media, technology, and other factors on health.**
  - a. The student will select and assess a school or community health issue resulting from the influence of culture, media, technology and other factors and implement a solution for that issue.
- 5. Students will demonstrate the ability to use interpersonal communication skills to enhance health.**
  - a. The student will evaluate the effectiveness of communication methods for accurately expressing health information and ideas.
- 6. Students will demonstrate the ability to use goal setting and decision-making skills to enhance health.**
  - a. The student will evaluate different strategies to use when making decisions related to the health needs and risks of young adults.
  - b. The student will design, evaluate and implement a plan for attaining a personal health goal.
  - c. The student will formulate an effective plan for optimal lifelong health.
- 7. Students will demonstrate the ability to advocate for personal, family, and community health.**
  - a. The student will evaluate the effectiveness of communication methods for accurately expressing health information and ideas.
  - b. The student will adapt health messages and techniques to the characteristics of a particular audience.
  - c. The student will evaluate community health services and systems currently in place and make recommendations for improving those systems and services.