

# HEALTH ENHANCEMENT KINDERGARTEN

UPDATED 2024

## STRAND: HEALTH EDUCATION

**STANDARD 1:** Comprehend concepts related to health promotion and disease prevention to enhance personal health.

### **STANDARDS**

K.HE.1.1

### **GOALS and PERFORMANCE OBJECTIVES**

**Identify and explain how health behaviors affect personal health**

- a. Identifies healthy food choices, e.g., apple versus candy bar
- b. Identifies that a healthy person exercises eats well, sleeps adequately, and goes to the doctor/dentist.
- c. Names healthy behaviors, e.g., using a seat belt, not smoking.

K.HE.1.2

**Recognize that there are multiple dimensions of health, such as physical, mental, and emotional, as well as family and social health, including those of traditional and contemporary American Indian cultures and practices.**

- a. Names of body parts and their function.
- b. Names rules for the games you play.
- c. Describes what being a good sport is
- d. Names ways of being helpful to others

K.HE.1.3

**Describe some ways to prevent communicable and chronic diseases.**

- a. Names ways germs are spread.
- b. Understands the importance of regular exercise (prevent heart disease) and healthy nutrition

K.HE.1.4

**Describe common environmental factors that can affect health.**

K.HE.1.5

**Give examples of how to be safe at school and in the community.**

- a. Observe safety rules in p.e.

K.HE.1.6

**Identify ways to prevent and treat common childhood injuries.**

K.HE.1.7

**Describe why it is important to seek health care.**

- a. Knows that an annual check-up can detect noncommunicable diseases, e.g., diabetes.

**STANDARD 2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

**STANDARDS**

K.HE.2.1

**GOALS and PERFORMANCE OBJECTIVES**

**Identify how family and culture influence personal health practices and behaviors.**

- a. Names physical activities that the family can do together, e.g., hiking, biking, going for a walk, ice skating, skiing.
- b. Names family practices that promote health and safety, e.g., snacking on fruits or vegetables, washing hands before meals, brushing teeth after each meal, using seat belts, eating breakfast, eats meals together.

K.HE.2.2

**Identify ways that peers influence behavior.**

- a. Assesses different situations and chooses actions to avoid trouble.

**Identify what the school can do to support personal health practices and behaviors.**

K.HE.2.3

**Describe how the media can influence health behaviors.**

K.HE.2.4

**Give examples of school or community policies that promote health and safety.**

K.HE.2.5

- a. Names rules and purpose for rules in p.e.

**STANDARD 3:** Demonstrate the ability to access valid information, products, and services to enhance health.

**STANDARDS**

K.HE.3.1

**GOALS and PERFORMANCE OBJECTIVES**

**Identify trusted adults and professionals who can help promote health.**

- a. Recognizes the difference between an emergency and a non-emergency situation.
- b. Identifies how to call 911 in an emergency.

K.HE.3.2

**Identify ways to locate school and community health and safety resources.**

- a. Identifies three people to ask for help in an emergency situation at school or home.

**STANDARD 4:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

K.HE.4.1

**Identify healthy ways to express needs, wants, and feelings.**

- a. Explains social skills and cooperation, e.g., taking turns.
- b. Tells ways to show respect for friends.
- c. Define conflict.

K.HE.4.2

**Use listening skills to enhance health.**

- a. Understand that listening is a respectful and caring behavior

K.HE.4.3

**Exhibit ways to respond in an unwanted, threatening, or dangerous situation.**

- a. Demonstrates how to say 'no' in a wrong situation.

K.HE.4.4

**Express ways to tell a trusted adult if threatened or harmed.**

**STANDARD 5:** Demonstrate the ability to use decision making skills to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

K.HE.5.1

**Identify situations when a safety and health-related decision is needed.**

- a. Tells what a good choice is.

K.HE.5.2

**Differentiate between situations when a safety and health-related decision can be made individually or when assistance is needed.**

K.HE.5.3

**Describe ways to solve safety and health-related issues and problems.**

K.HE.5.4

**Describe possible consequences of choices when making safety and health-related decisions.**

- a. Describes different ways of keeping the body safe from weather conditions.

**STANDARD 6:** Demonstrate the ability to use goal-setting skills to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

K.HE.6.1

**Identify short-term personal health goals and take action towards achieving goals.**

- a. Names healthy habits.
- b. Names ways to care for and keep body parts healthy.
- c. Tell what Dietary Guidelines are.
- d. Set a healthy food goal, e.g., snack on fruits and veggies.

K.HE.6.2

**Identify short-term personal health goals and take action towards achieving goals.**

- a. Understands daily health and fitness habits

K.HE.6.3

**Identify who can help when assistance is needed to achieve a personal health goal.**

**STANDARD 7:** Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

K.HE.7.1

**Exhibit healthy behaviors toward self and others.**

K.HE.7.2

**Exhibit healthy practices and behaviors to maintain or improve personal health.**

- a. Names parts of health – physical, mental/emotional, and family/social.
- b. Names foods for healthy meals and snacks.
- c. Names ways to be neat and clean.

K.HE.7.3

**Exhibit healthy practices and behaviors to maintain or improve personal health.**

- a. Names exercises that help improve health.
- b. Names ways exercise helps health.
- c. Shows exercises to warm up and cool down.
- d. Tell of safe ways to exercise.
- e. Lists sport safety equipment.

K.HE.7.4

**Discuss behaviors that avoid or reduce health risks.**

- a. Identify unsafe situations outdoors and how to stay safe.
- b. Identify safety rules and safety equipment to prevent injury.
- c. Names ways to keep from being injured when you play.

**STANDARD 8:** Demonstrate the ability to advocate for personal, family, and community health.

**STANDARDS**

K.HE.8.1

**GOALS and PERFORMANCE OBJECTIVES**

**Make requests to promote personal health.**

K.HE.8.2

**Identify ways to encourage others to make positive health choices.**

K.HE.8.3

**Describe health messages and communication techniques.**

# HEALTH ENHANCEMENT FIRST GRADE

## STRAND: HEALTH EDUCATION

**STANDARD 1:** Comprehend concepts related to health promotion and disease prevention to enhance personal health.

### **STANDARDS**

1.HE.1.1

### **GOALS and PERFORMANCE OBJECTIVES**

**Identify and explain how health behaviors affect personal health**

- a. Name foods that belong to each of the MyPlate food groups.
- b. Identifies healthy behaviors, e.g. brushing teeth, sleeping, seat belts, not smoking

1.HE.1.2

**Recognize that there are multiple dimensions of health, such as physical, mental, and emotional, as well as family and social health, including those of traditional and contemporary American Indian cultures and practices.**

- a. Identifies basic body systems (e.g., circulatory, respiratory, cardiovascular, skeletal, muscular, digestive, and nervous).
- b. Names safety rules for sports and games.
- c. Explains how to be a good sport and play fair.

1.HE.1.3

**Describe some ways to prevent communicable and chronic diseases.**

- a. Lists ways to prevent germs from spreading.
- b. Explains how healthy diet and exercise help prevent heart disease and diabetes.

1.HE.1.4

**Describe common environmental factors that can affect health.**

1.HE.1.5

**Give examples of how to be safe at school and in the community.**

- a. Describe safety rules in p.e.

1.HE.1.6

**Identify ways to prevent and treat common childhood injuries.**

1.HE.1.7

**Describe why it is important to seek health care.**

- a. Understands that annual health and dental checkups are necessary for good health.

**STANDARD 2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

1.HE.2.1

**Identify how family and culture influence personal health practices and behaviors.**

- a. Describes how a family member can model healthy behaviors, e.g., not smoking, exercising regularly, eating healthy
- b. Recognizes that participating in a physical activity as a family helps promote health.

1.HE.2.2

**Identify ways that peers influence behavior.**

- a. Assesses different situations and chooses actions to avoid trouble.

1.HE.2.3

**Identify what the school can do to support personal health practices and behaviors.**

1.HE.2.4

**Describe how the media can influence health behaviors.**

1.HE.2.5

**Give examples of school or community policies that promote health and safety.**

- a. Explains school safety rules in p.e.

**STANDARD 3:** Demonstrate the ability to access valid information, products, and services to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

1.HE.3.1

**Identify trusted adults and professionals who can help promote health.**

- a. Explain the difference between an emergency and a non-emergency situation.
- b. Explains and demonstrates how to call 911 in an emergency.

1.HE.3.2

**Identify ways to locate school and community health and safety resources.**

- a. Names people from the community who would assist in an emergency.

**STANDARD 4:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

1.HE.4.1

**Identify healthy ways to express needs, wants, and feelings.**

- a. Describes the importance of respect in getting along with others.
- b. Explains needs and wants in appropriate ways, e.g., speaks calmly, does not whine or yell
- c. Discusses ways to show respect for others.
- d. Gives examples of conflict

1.HE.4.2

**Use listening skills to enhance health.**

- a. Describes ways listening is a respectful and caring behavior

1.HE.4.3

**Exhibit ways to respond in an unwanted, threatening, or dangerous situation.**

- a. Demonstrates how to say ‘no’ in a wrong situation.
- b. Tells steps to use in saying ‘no’ to a wrong situation.

1.HE.4.4

**Express ways to tell a trusted adult if threatened or harmed.**

**STANDARD 5:** Demonstrate the ability to use decision making skills to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

1.HE.5.1

**Identify situations when a safety and health-related decision is needed.**

- a. Names steps in making good choices, e.g., knowing consequences.

1.HE.5.2

**Differentiate between situations when a safety and health-related decision can be made individually or when assistance is needed.**

1.HE.5.3

**Describe ways to solve safety and health-related issues and problems.**

1.HE.5.4

**Describe possible consequences of choices when making safety and health-related decisions.**

- a. Describes different ways of keeping the body safe from weather conditions.



**STANDARD 6:** Demonstrate the ability to use goal-setting skills to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

1.HE.6.1

**Identify short-term personal health goals and take action towards achieving goals.**

- a. Describes healthy habits.
- b. Explains ways to care for bones and muscles, heart and lungs, stomach, and brain.
- c. Sets a goal to follow the Dietary Guidelines.

1.HE.6.2

**Identify short-term personal health goals and take action towards achieving goals.**

- a. Understands daily health and fitness habits

1.HE.6.3

**Identify who can help when assistance is needed to achieve a personal health goal.**

**STANDARD 7:** Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

1.HE.7.1

**Exhibit healthy behaviors toward self and others.**

1.HE.7.2

**Exhibit healthy practices and behaviors to maintain or improve personal health.**

- a. Names of ways to stay in good health.
- b. Identifies healthy snacks to eat.
- c. Names ways to be well-groomed.

1.HE.7.3

**Exhibit healthy practices and behaviors to maintain or improve personal health.**

- a. Names ways fitness helps the mind and body.
- b. Make a health plan for fitness.
- c. Shows exercises to warm up and cool down.
- d. Identifies ways to stay safe ways to exercise.
- e. Names rules for the safe play of sports and games.
- f. Describes how to play fair and be a good sport

1.HE.7.4

**Discuss behaviors that avoid or reduce health risks.**

- a. Names ways to keep from being injured when you play.
- b. Identify safety rules and safety equipment to prevent injury.

**STANDARD 8:** Demonstrate the ability to advocate for personal, family, and community health.

**STANDARDS**

1.HE.8.1

**GOALS and PERFORMANCE OBJECTIVES**

**Make requests to promote personal health.**

1.HE.8.2

**Identify ways to encourage others to make positive health choices.**

1.HE.8.3

**Describe health messages and communication techniques.**

# HEALTH ENHANCEMENT SECOND GRADE

## STRAND: HEALTH EDUCATION

**STANDARD 1:** Comprehend concepts related to health promotion and disease prevention to enhance personal health.

### **STANDARDS**

2.HE.1.1

### **GOALS and PERFORMANCE OBJECTIVES**

**Identify and explain how health behaviors affect personal health**

- a. Identifies the correct food group for a list of foods.
- b. Identifies reasons for healthy behaviors, e.g. brushing teeth, sleeping, seat belts, not smoking

2.HE.1.2

**Recognize that there are multiple dimensions of health, such as physical, mental, and emotional, as well as family and social health, including those of traditional and contemporary American Indian cultures and practices.**

- a. Names body systems (e.g., circulatory, respiratory, cardiovascular, skeletal, muscular, digestive, and nervous).
- b. Identifies safety rules for sports and games.
- c. Explains why being a good sport is needed to have good character.

2.HE.1.3

**Describe some ways to prevent communicable and chronic diseases.**

- a. Explain reasons for preventing germs from spreading.
- b. Discuss ways to prevent and treat heart disease and diabetes, e.g., exercising and healthy diet

2.HE.1.4

**Describe common environmental factors that can affect health.**

2.HE.1.5

**Give examples of how to be safe at school and in the community.**

- a. Identifies safety rules in p.e.

2.HE.1.6

**Identify ways to prevent and treat common childhood injuries.**

2.HE.1.7

**Describe why it is important to seek health care.**

- a. Explains the importance of an annual checkup.

**STANDARD 2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

2.HE.2.1

**Identify how family and culture influence personal health practices and behaviors.**

- a. Describes ways in which family members promote a healthy lifestyle.
- b. Explains ways that family members help one another stay healthy.

2.HE.2.2

**Identify ways that peers influence behavior.**

- a. Assesses different situations and chooses actions to avoid trouble.

2.HE.2.3

**Identify what the school can do to support personal health practices and behaviors.**

2.HE.2.4

**Describe how the media can influence health behaviors.**

2.HE.2.5

**Give examples of school or community policies that promote health and safety.**

- a. Models school safety rules in p.e.

**STANDARD 3:** Demonstrate the ability to access valid information, products, and services to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

2.HE.3.1

**Identify trusted adults and professionals who can help promote health.**

- a. Describes the difference between an emergency and a non-emergency situation.
- b. Explains how to make a 911 call.

2.HE.3.2

**Identify ways to locate school and community health and safety resources.**

- a. Names of people from the community who could help promote health.

**STANDARD 4:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**STANDARDS**

2.HE.4.1

**GOALS and PERFORMANCE OBJECTIVES**

**Identify healthy ways to express needs, wants, and feelings.**

- a. Explains how to care for and respect others.
- b. Describes various ways to show respect for others.
- c. Identifies ways to keep from having conflict.

2.HE.4.2

**Use listening skills to enhance health.**

- a. Explains how listening can promote good behavior.

2.HE.4.3

**Exhibit ways to respond in an unwanted, threatening, or dangerous situation.**

- a. Demonstrates how to say 'no' in a wrong situation.

2.HE.4.4

**Express ways to tell a trusted adult if threatened or harmed.**

**STANDARD 5:** Demonstrate the ability to use decision making skills to enhance health.

**STANDARDS**

2.HE.5.1

**GOALS and PERFORMANCE OBJECTIVES**

**Identify situations when a safety and health-related decision is needed.**

- a. Names of ways to make good decisions.

2.HE.5.2

**Differentiate between situations when a safety and health-related decision can be made individually or when assistance is needed.**

2.HE.5.3

**Describe ways to solve safety and health-related issues and problems.**

2.HE.5.4

**Describe possible consequences of choices when making safety and health-related decisions.**

- a. Describes different ways of keeping the body safe from weather conditions.

**STANDARD 6:** Demonstrate the ability to use goal-setting skills to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

2.HE.6.1

**Identify short-term personal health goals and take action towards achieving goals.**

- a. Identifies healthy habits.
- b. Explains ways to strengthen bones and muscles.
- c. Identifies ways to care for the heart, lungs, stomach, and brain.
- d. Follows the Dietary Guidelines.

2.HE.6.2

**Identify short-term personal health goals and take action towards achieving goals.**

- a. Explains how daily activities can influence specific components of health-related fitness and healthy living.

2.HE.6.3

**Identify who can help when assistance is needed to achieve a personal health goal.**

**STANDARD 7:** Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

2.HE.7.1

**Exhibit healthy behaviors toward self and others.**

2.HE.7.2

**Exhibit healthy practices and behaviors to maintain or improve personal health.**

- a. Names of ways to stay healthy.
- b. Makes a grocery list of healthy snacks.

2.HE.7.3

**Exhibit healthy practices and behaviors to maintain or improve personal health.**

- a. Explains how heart health and muscle strength help build fitness.
- b. Explain how a warm-up and cool-down prevent injury.
- c. Identify safety equipment that is worn for sports and exercise.

2.HE.7.4

**Discuss behaviors that avoid or reduce health risks.**

- a. Names ways to keep from being injured when you play.
- b. Identify safety rules and safety equipment to prevent injury.

**STANDARD 8:** Demonstrate the ability to advocate for personal, family, and community health.

**STANDARDS**

2.HE.8.1

**GOALS and PERFORMANCE OBJECTIVES**

**Make requests to promote personal health.**

2.HE.8.2

**Identify ways to encourage others to make positive health choices.**

2.HE.8.3

**Describe health messages and communication techniques.**

# HEALTH ENHANCEMENT THIRD GRADE

## **STRAND: HEALTH EDUCATION**

**STANDARD 1:** Comprehend concepts related to health promotion and disease prevention to enhance personal health.

### **STANDARDS**

### **GOALS and PERFORMANCE OBJECTIVES**

3.HE.1.1

**Explain the relationship between healthy behaviors and personal health.**

- a. Sets health goals and makes a plan to practice behaviors for a healthy mind e.g., the proper amount of sleep, limited TV watching.
- b. Gives examples of responsible personal health behaviors, e.g., getting nine hours of sleep.

3.HE.1.2

**Describe personal health-enhancing strategies that encompass substance abuse prevention, nutrition, exercise, injury, and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures.**

- a. Describes healthful meals and snacks.

3.HE.1.3

**Identify potential consequences of engaging in risky behaviors.**

3.HE.1.4

**Identify examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.**

- a. Tells ways to care for muscles/bones.

3.HE.1.5

**Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases.**

- a. Describe how to properly wash hands.
- b. Discusses reasons for properly covering coughs and sneezes.

3.HE.1.6

**Discuss ways environmental factors affect health.**



- 3.HE.1.7 **Describe ways in which safe and healthy school and community environments can promote personal health.**
- 3.HE.1.8 **Describe ways to prevent and treat common childhood injuries and health problems.**
  - a. Discusses ways to prevent injury during physical activity.
- 3.HE.1.9 **Give examples of health care and its benefits, including the unique issues regarding American Indians and health care benefits.**
- 3.HE.1.10 **Identify the basic structure and function of the major human body systems, including growth and development and the reproductive system.**
  - a. Tells ways to care for muscles/bones, heart/lungs, digestive and nervous system.

**STANDARD 2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

- 3.HE.2.1 **Examine how family and culture influence personal health practices and behaviors.**
  - a. Tells ways family members influence health choices and/or practices: -recognize the role that a parent/guardian plays in caring for a child. -discuss the importance of family activities related to wellness, e.g., dental visits, exercise, and good nutrition.
- 3.HE.2.2 **Identify how peers can influence healthy and unhealthy behaviors.**
- 3.HE.2.3 **Describe how the school, tribe, and community can support personal health practices and behaviors.**
- 3.HE.2.4 **Explain how the media influences thoughts, feelings, and health behaviors.**
- 3.HE.2.5 **Describe ways that technology can influence health.**
  - a. Uses a pedometer to track the distance walked.
- 3.HE.2.6 **Explain how school, public, and tribal health policies can influence health promotion and disease prevention.**

**STANDARD 3:** Demonstrate the ability to access valid information, products, and services to enhance health.

**STANDARDS**

3.HE.3.1

**GOALS and PERFORMANCE OBJECTIVES**

**Identify characteristics of valid health information, products, and services.**

- a. Tells what facts are found on food labels.

3.HE.3.2

**Locate resources from home, school, tribe, and community that provide valid health information.**

**STANDARD 4:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**STANDARDS**

3.HE.4.1

**GOALS and PERFORMANCE OBJECTIVES**

**Use effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices.**

- a. Lists ways to show respect for all people.
- b. Lists healthful ways to communicate
- c. Describes respectful ways to communicate.
- d. Demonstrates active listening skills.

3.HE.4.2

**Use refusal skills that avoid or reduce health risks.**

- a. Recognizes the importance of assertively refusing pressure to engage in an unhealthy behavior.

3.HE.4.3

**Use nonviolent strategies to manage or resolve conflict.**

- a. Lists steps to resolve conflict.
- b. List ways to get along better with others.

3.HE.4.4

**Discuss how to ask for assistance to enhance the health and safety of self and others.**

**STANDARD 5:** Demonstrate the ability to use decision making skills to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

3.HE.5.1

**Identify health-related situations that might require thoughtful decisions.**

3.HE.5.2

**Analyze when assistance is needed in making safety and health-related decisions.**

3.HE.5.3

**Compare and contrast healthy options to safety and health-related issues or problems.**

3.HE.5.4

**Predict the potential outcomes of options when making safety and health-related decisions.**

3.HE.5.5

**Describe the outcomes of a health-related decision.**

- a. Identifies a healthy choice when making a decision.
- b. Names the outcomes for various healthy and unhealthy decisions.

**STANDARD 6:** Demonstrate the ability to use goal-setting skills to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

3.HE.6.1

**Set a personal health goal and track progress toward its achievement.**

- a. Set personal health goals for nutrition, exercise, sleep, screen time, and hygiene.

3.HE.6.2

**Identify resources to assist in achieving a personal health goal.**

- a. Explains how friends can help each other in setting goals.
- b. Explain how to use the Dietary Guidelines to choose healthful snacks.
- c. Uses a basic fitness log, portfolio, or journal to record physical activity.

**STANDARD 7:** Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**STANDARDS**

3.HE.7.1

**GOALS and PERFORMANCE OBJECTIVES**

**Exhibit benefits of healthy behaviors toward self and others.**

- a. Practices health behaviors
- b. Explains how to use MyPlate to make healthful food choices.

3.HE.7.2

**Practice responsible personal health behaviors.**

- a. Discusses reasons to stay at a healthful weight.
- b. Demonstrates how to floss and brush teeth.
- c. Discusses ways to groom skin, hair, and nails.
- d. Tells what causes disease.
- e. Describes ways to prevent the spread of disease.
- f. Identifies ways the body keeps germs out.
- g. Explains how the immune system fights disease.

3.HE.7.3

**Use a variety of health practices and behaviors to maintain or improve personal health.**

- a. Performs healthy practices that maintain or improve personal health
- b. Explain steps to managing stress.
- c. Explains why you need to be physically active.
- d. Describes how you can work on the five kinds of fitness.
- e. Discusses fitness skills used for sports and games.

3.HE.7.4

**Use a variety of behaviors to avoid or reduce health risks.**

- a. Discusses the effects of too much TV on health.
- b. Discusses how to stay safe outdoors.

**STANDARD 8:** Demonstrate the ability to advocate for personal, family, and community health.

**STANDARDS**

3.HE.8.1

**GOALS and PERFORMANCE OBJECTIVES**

**Express opinions and give accurate information about health issues.**

3.HE.8.2

**Practice and rationalize reasons for positive choices.**

- a. Lists steps to encourage others to take responsibility for their health.
- b. Identifies safety rules for sports and games.
- c. Identifies ways to be a good sport.

3.HE.8.3

**Describe health messages and communication techniques.**

# HEALTH ENHANCEMENT FOURTH GRADE

## **STRAND: HEALTH EDUCATION**

**STANDARD 1:** Comprehend concepts related to health promotion and disease prevention to enhance personal health.

### **STANDARDS**

### **GOALS and PERFORMANCE OBJECTIVES**

4.HE.1.1

**Explain the relationship between healthy behaviors and personal health.**  
a. Identifies life skills to improve health and wellness.

4.HE.1.2

**Describe personal health-enhancing strategies that encompass substance abuse prevention, nutrition, exercise, injury, and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures.**  
a. Chooses habits that reduce the risk of disease.

4.HE.1.3

**Identify potential consequences of engaging in risky behaviors.**

4.HE.1.4

**Identify examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.**  
a. Explains how body systems work together.  
b. Lists factors that affect growth, e.g., nutrition, sleep exercise.

4.HE.1.5

**Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases.**  
a. Describe how to properly wash hands.  
b. Discusses reasons for properly covering coughs and sneezes.

4.HE.1.6

**Discuss ways environmental factors affect health.**

- 4.HE.1.7 **Describe ways in which safe and healthy school and community environments can promote personal health.**
- 4.HE.1.8 **Describe ways to prevent and treat common childhood injuries and health problems.**  
a. Describes ways to prevent or reduce the risks of non-communicable diseases.  
b. Discusses ways to prevent injury during physical activity.
- 4.HE.1.9 **Give examples of health care and its benefits, including the unique issues regarding American Indians and health care benefits.**
- 4.HE.1.10 **Identify the basic structure and function of the major human body systems, including growth and development and the reproductive system.**  
a. Discuss habits that keep bones strong, muscles strong and flexible, and improve digestion and circulation.  
b. Lists factors that affect growth, e.g., nutrition, sleep exercise.

**STANDARD 2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

**STANDARDS**

4.HE.2.1

**GOALS and PERFORMANCE OBJECTIVES**

**Examine how family and culture influence personal health practices and behaviors.**

- a. Describes ways a family influences health.

4.HE.2.2

**Identify how peers can influence healthy and unhealthy behaviors.**

4.HE.2.3

**Describe how the school, tribe, and community can support personal health practices and behaviors.**

4.HE.2.4

**Explain how the media influences thoughts, feelings, and health behaviors.**

4.HE.2.5

**Describe ways that technology can influence health.**

- a. Uses a pedometer or heart rate monitor to measure health goals.

4.HE.2.6

**Explain how school, public, and tribal health policies can influence health promotion and disease prevention.**

**STANDARD 3:** Demonstrate the ability to access valid information, products, and services to enhance health.

**STANDARDS**

4.HE.3.1

**GOALS and PERFORMANCE OBJECTIVES**

**Identify characteristics of valid health information, products, and services.**

- a. Explains reasons to read food labels.

4.HE.3.2

**Locate resources from home, school, tribe, and community that provide valid health information.**

**STANDARD 4:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**STANDARDS**

4.HE.4.1

**GOALS and PERFORMANCE OBJECTIVES**

**Use effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices.**

- a. Describe how to show respect in relationships.
- b. Identifies healthful ways to communicate
- c. Demonstrates active listening skills.

4.HE.4.2

**Use refusal skills that avoid or reduce health risks.**

- a. Lists reasons to say “no” to drinking alcohol, tobacco use, and drug use.

4.HE.4.3

**Use nonviolent strategies to manage or resolve conflict.**

- a. Demonstrates steps to resolve conflict.

4.HE.4.4

**Discuss how to ask for assistance to enhance the health and safety of self and others.**



**STANDARD 5:** Demonstrate the ability to use decision making skills to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

4.HE.5.1

**Identify health-related situations that might require thoughtful decisions.**

4.HE.5.2

**Analyze when assistance is needed in making safety and health-related decisions.**

4.HE.5.3

**Compare and contrast healthy options to safety and health-related issues or problems.**

4.HE.5.4

**Predict the potential outcomes of options when making safety and health-related decisions.**

4.HE.5.5

**Describe the outcomes of a health-related decision.**

- a. Creates a list of positive and negative outcomes related to various health-related decisions.

**STANDARD 6:** Demonstrate the ability to use goal-setting skills to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

4.HE.6.1

**Set a personal health goal and track progress toward its achievement.**

- a. Set personal health goals for nutrition, exercise, sleep, screen time, and hygiene.

4.HE.6.2

**Identify resources to assist in achieving a personal health goal.**

- a. Describe ways a friend can help you in goal-setting health behaviors.
- b. Explain how to use the Dietary Guidelines to plan healthful meals.
- c. Uses a fitness log, portfolio, or journal to record physical activity.

**STANDARD 7:** Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**STANDARDS**

4.HE.7.1

**GOALS and PERFORMANCE OBJECTIVES**

**Exhibit benefits of healthy behaviors toward self and others.**

- a. Practices beneficial health behaviors
- b. Lists ways to follow the Dietary Guidelines.

4.HE.7.2

**Practice responsible personal health behaviors.**

- a. Explains ways to care for skin, hair, and nails.
- b. Lists kinds of pathogens that cause disease.
- c. Names ways that pathogens enter the body.
- d. Describes habits that keep germs from spreading.
- e. Explains how the body's defense (immune system) works.

4.HE.7.3

**Use a variety of health practices and behaviors to maintain or improve personal health.**

- a. Demonstrates healthy behavior to improve personal health and wellness.
- b. Explains healthful ways to manage stress on a daily basis.
- c. Describes the physical, mental, and social benefits of physical activity.
- d. Explains why you need each of the five kinds of physical fitness.
- e. Identifies fitness skills used when playing sports and games.
- f. Lists tests that measure fitness.

4.HE.7.4

**Use a variety of behaviors to avoid or reduce health risks.**

- a. Describes harmful effects of caffeine, alcohol, and tobacco.
- b. Discusses habits that keep the body healthy and strong.
- c. Lists ways to stay safe at school, in the community, and on the Internet.

**STANDARD 8:** Demonstrate the ability to advocate for personal, family, and community health.

**STANDARDS**

4.HE.8.1

**GOALS and PERFORMANCE OBJECTIVES**

**Express opinions and give accurate information about health issues.**

4.HE.8.2

**Practice and rationalize reasons for positive choices.**

- a. Help others make positive choices.
- b. Identifies safety rules for sports and games.
- c. Explains how to be a good sport and a good teammate.

4.HE.8.3

**Describe health messages and communication techniques.**

# HEALTH ENHANCEMENT FIFTH GRADE

## **STRAND: HEALTH EDUCATION**

**STANDARD 1:** Comprehend concepts related to health promotion and disease prevention to enhance personal health.

### **STANDARDS**

### **GOALS and PERFORMANCE OBJECTIVES**

5.HE.1.1

**Explain the relationship between healthy behaviors and personal health.**

- a. Describes life skills to enhance health and wellness.

5.HE.1.2

**Describe personal health-enhancing strategies that encompass substance abuse prevention, nutrition, exercise, injury, and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures.**

- a. Describes the benefits of exercise to physical, mental, and emotional health.

5.HE.1.3

**Identify potential consequences of engaging in risky behaviors.**

5.HE.1.4

**Identify examples of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.**

- a. Explains ways body systems work together.
- b. Discusses ways you can expect to change in adolescence and adulthood.

5.HE.1.5

**Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases.**

- a. Describe how to properly wash hands.
- b. Discusses reasons for properly covering coughs and sneezes.

5.HE.1.6

**Discuss ways environmental factors affect health.**

- 5.HE.1.7 **Describe ways in which safe and healthy school and community environments can promote personal health.**
- 5.HE.1.8 **Describe ways to prevent and treat common childhood injuries and health problems.**
- a. Understands how to prevent or reduce the risks of non-communicable diseases.
  - b. Describes safety precautions to take before, during, and after a workout.
- 5.HE.1.9 **Give examples of health care and its benefits, including the unique issues regarding American Indians and health care benefits.**
- 5.HE.1.10 **Identify the basic structure and function of the major human body systems, including growth and development and the reproductive system.**
- a. Explain ways body systems work together.
  - b. Understands body changes occurring during puberty, menstruation, and hygiene needs.
  - c. Discuss ways you can expect to change in adolescence and adulthood.

**STANDARD 2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

- 5.HE.2.1 **Examine how family and culture influence personal health practices and behaviors.**
- a. Describes ways a family might influence the health of its members.
- 5.HE.2.2 **Identify how peers can influence healthy and unhealthy behaviors.**
- 5.HE.2.3 **Describe how the school, tribe, and community can support personal health practices and behaviors.**
- 5.HE.2.4 **Explain how the media influences thoughts, feelings, and health behaviors.**
- 5.HE.2.5 **Describe ways that technology can influence health.**
- a. Describe how a pedometer or heart rate monitor could influence physical activity levels.
- 5.HE.2.6 **Explain how school, public, and tribal health policies can influence health promotion and disease prevention.**

**STANDARD 3:** Demonstrate the ability to access valid information, products, and services to enhance health.

**STANDARDS**

5.HE.3.1

**GOALS and PERFORMANCE OBJECTIVES**

**Identify characteristics of valid health information, products, and services.**

- a. Describe what information is on a food label.

5.HE.3.2

**Locate resources from home, school, tribe, and community that provide valid health information.**

**STANDARD 4:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**STANDARDS**

5.HE.4.1

**GOALS and PERFORMANCE OBJECTIVES**

**Use effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices.**

- a. Describe how to show respect and earn the respect of others.
- b. Identifies how to have strong friendships.
- c. Demonstrates active listening skills.

5.HE.4.2

**Use refusal skills that avoid or reduce health risks.**

- a. Describes ways to resist pressure to use drugs.

5.HE.4.3

**Use nonviolent strategies to manage or resolve conflict.**

- a. Explains why and how conflicts develop.
- b. Demonstrates ways to express anger and resolve conflict without violence.

5.HE.4.4

**Discuss how to ask for assistance to enhance the health and safety of self and others.**

**STANDARD 5:** Demonstrate the ability to use decision making skills to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

5.HE.5.1

**Identify health-related situations that might require thoughtful decisions.**

5.HE.5.2

**Analyze when assistance is needed in making safety and health-related decisions.**

5.HE.5.3

**Compare and contrast healthy options to safety and health-related issues or problems.**

5.HE.5.4

**Predict the potential outcomes of options when making safety and health-related decisions.**

5.HE.5.5

**Describe the outcomes of a health-related decision.**

- a. Commits to choosing foods that are healthier options.
- b. Uses appropriate protective gear during physical activity.
- c. Discusses consequences of spending too much time watching TV or playing video/computer games.

**STANDARD 6:** Demonstrate the ability to use goal-setting skills to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

5.HE.6.1

**Set a personal health goal and track progress toward its achievement.**

- a. Set personal health goals for nutrition, exercise, sleep, screen time, and hygiene.

5.HE.6.2

**Identify resources to assist in achieving a personal health goal.**

- a. Explains how to involve friends in goal-setting health behaviors.
- b. Prepares a menu of meals and snacks for a day using the Dietary Guidelines.
- c. Uses a fitness log, portfolio, or journal to record physical activity.

**STANDARD 7:** Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**STANDARDS**

5.HE.7.1

**GOALS and PERFORMANCE OBJECTIVES**

**Exhibit benefits of healthy behaviors toward self and others.**

- a. Practices responsible personal health choices.
- b. Uses MyPlate to plan a healthful meal with at least one serving from each food group.

5.HE.7.2

**Practice responsible personal health behaviors.**

- a. Explains the parts of weight management.
- b. Explains how to gain weight and how to lose weight.
- c. Discusses ways to use grooming products for skin, hair, and nails.
- d. Describe how pathogens spread and cause disease.
- e. Explain how pathogens get into the body.
- f. Lists the stages of disease.
- g. Describe how the body fights pathogens.

5.HE.7.3

**Use a variety of health practices and behaviors to maintain or improve personal health.**

- a. Creates and executes a plan to manage academic, extracurricular, and family responsibilities.
- b. Explains appropriate steps of stress management.
- c. Describes the social, emotional, and physical benefits of physical activity.
- d. Lists the five kinds of physical fitness.
- e. Describes the kinds of fitness skills.
- f. Explain how aerobic exercise benefits the heart and lungs.
- g. Discusses the need for frequent workouts.

5.HE.7.4

**Use a variety of behaviors to avoid or reduce health risks.**

- a. Identify healthful habits to practice to protect each of the body's systems.
- b. Lists ways to eliminate common safety hazards at home.
- c. Lists ways to eliminate common safety hazards at school.



**STANDARD 8:** Demonstrate the ability to advocate for personal, family, and community health.

**STANDARDS**

5.HE.8.1

**GOALS and PERFORMANCE OBJECTIVES**

**Express opinions and give accurate information about health issues.**

5.HE.8.2

**Practice and rationalize reasons for positive choices.**

- a. Lists steps to encourage others to take responsibility for their health.
- b. Discusses ways to help peers to be healthy.
- c. Identifies safety rules for sports and games.
- d. Role models being a good sport for younger children.

5.HE.8.3

**Describe health messages and communication techniques.**

# HEALTH ENHANCEMENT SIXTH GRADE

## **STRAND: HEALTH EDUCATION**

**STANDARD 1:** Comprehend concepts related to health promotion and disease prevention to enhance personal health.

### **STANDARDS**

### **GOALS and PERFORMANCE OBJECTIVES**

6.HE.1.1

**Discuss the relationship between healthy behaviors and personal health.**

- a. Describes a healthy balance of stress, sleep, exercise, nutrition, recreation, and school.
- b. Identifies personal health enhancing strategies.

6.HE.1.2

**Describe the benefits of and barriers to practicing healthy behaviors.**

- a. Identifies the benefits of practicing healthy behaviors.
- b. Determines what changes are needed in daily routines to improve or maintain personal health.

6.HE.1.3

**Analyzing behaviors that promote health enhancing strategies for issues such as substance abuse prevention, nutrition, sexual activity, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures.**

- a. Describe unhealthy behaviors and their consequences.

6.HE.1.4

**Analyze the potential consequences of engaging in risky behavior.**

6.HE.1.5

**Identify characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.**

- a. Discuss chronic health conditions and ways to manage them.

6.HE.1.6

**Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases.**

- a. Uses universal precautions.

- 6.HE.1.7 **Discuss ways environmental factors affect health.**
- 6.HE.1.8 **Analyze ways in which safe and healthy school and community environments can promote personal health.**
- 6.HE.1.9 **Describes ways to reduce or prevent injuries and other adolescent health problems.**  
a. Identifies ways to reduce or prevent injuries.
- 6.HE.1.10 **Explain how appropriate health care can promote personal health, including the unique issues regarding American Indians and health care benefits.**  
a. Gives examples of healthcare products and good personal hygiene practices that promote personal health for adolescents.
- 6.HE.1.11 **Define human body systems, their function, and their interrelationship with one another.**  
a. Describes how the female and male body changes during adolescence.
- 6.HE.1.12 **Identify basic structures and functions of the male and female reproductive health systems.**  
a. Identifies basic structures and functions of the female and male reproductive systems.

**STANDARD 2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

**STANDARDS**

6.HE.2.1

**GOALS and PERFORMANCE OBJECTIVES**

**Explain how family and culture influence the health of adolescents.**

6.HE.2.2

**Explain how the perception of societal norms influences healthy and unhealthy behaviors.**

6.HE.2.3

**Explain the influence of personal values and beliefs on individual health practices and behaviors.**

6.HE.2.4

**Describe how peers influence healthy and unhealthy behaviors.**

6.HE.2.5

**Explain how the school, tribe, and community can affect personal health practices and behaviors.**

- 6.HE.2.6            **Explain how messages from media influence health behaviors.**
  - a. Discusses what it means to be media literate.
  
- 6.HE. 2.7            **Explain the influence of technology on personal and family health.**
  
- 6.HE. 2.8            **Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.**
  
- 6.HE.2.9            **Explain how school, public, and tribal health policies can influence health promotion and disease.**
  - a. Discusses how many minutes per week different age groups of students should spend in a physical education class or engaged in physical activity.

**STANDARD 3:** Demonstrate the ability to access valid information, products, and services to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

- 6.HE.3.1            **Analyze the validity of health information, products, and services.**
  - a. Explains how to read a food label.
  
- 6.HE.3.2            **Access valid health information from home, school, tribe, and community.**
  
- 6.HE.3.3            **Determine the accessibility of products that enhance health.**
  
- 6.HE.3.4            **Describe situations that may require professional health services.**

**STANDARD 4:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

- 6.HE.4.1 **Apply effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices.**
- 6.HE.4.2 **Use refusal and negotiation skills that avoid or reduce health risks.**
  - a. Discusses how to resist negative peer pressure
  - b. Explains why abstinence from risk behaviors is expected
- 6.HE.4.3 **Use effective conflict management or resolution strategies.**
- 6.HE.4.4 **Demonstrate how to ask for assistance to enhance the health and safety of self and others.**

**STANDARD 5:** Demonstrate the ability to use decision making skills to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

- 6.HE.5.1 **Identify circumstances that can help or hinder healthy decision-making.**
- 6.HE.5.2 **Determine when safety and health-related situations require the application of a thoughtful decision-making process.**
  - a. Demonstrates decision-making skills that value healthy choices, e.g.: identifies healthy exercise choices when planning a physical activity program.
- 6.HE.5.3 **Distinguish when individual or collaborative decisions making is appropriate.**
- 6.HE.5.4 **Distinguish between safe, healthy, and unhealthy alternatives to health-related issues or problems.**
- 6.HE.5.5 **Predict the potential short-term and long-term impact of health and safety-related options on self and others.**
  - a. Describes personal factors that influence an individual’s health goal, e.g.:lists the consequences of skipping meals, examines the consequences of tobacco use on personal, family, and community health
- 6.HE.5.6 **Analyze the outcomes of a health-related decision.**

- a. Analyzes potential consequences of harmful and healthy behaviors, e.g.: analyzes the benefits of avoiding risky health behaviors and analyzes the negative consequences of unhealthy friendships.

**STANDARD 6:** Demonstrate the ability to use goal-setting skills to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

6.HE.6.1

**Assess personal health practices.**

- a. Identifies the three parts of health.
- b. Practices behaviors that promote a healthy mind.

6.HE.6.2

**Develop a goal to adopt, maintain, or improve personal health practices.**

- a. Describes ways healthful eating habits reduce the risk of disease.
- b. List reasons to maintain a healthy weight.
- c. Explains how to achieve the five kinds of health-related fitness (i.e. flexibility, cardiorespiratory endurance, muscular strength, muscular endurance, body composition)
- d. Discuss the six fitness skills (i.e., agility, balance, coordination, reaction time, speed, power).
- e. Identifies reasons for a drug-free lifestyle.

6.HE.6.3

**Apply strategies and skills needed to attain a personal health goal.**

- a. Discusses ways regular physical activity benefits the three areas of health.
- b. Discusses ways to choose behaviors that reduce the risk of cardiovascular disease.
- c. Discusses ways to choose behaviors that reduce sugar consumption and risk of diabetes.

6.HE.6.4

**Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.**

**STANDARD 7:** Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**STANDARDS**

6.HE.7.1

**GOALS and PERFORMANCE OBJECTIVES**

**Explain the importance of assuming responsibility for personal health behaviors.**

- a. Discusses ways to take responsibility for health.
- b. Explains how your body systems work together.
- c. Discusses ways to care for the body system.
- d. Lists the benefits of being well groomed.
- e. Describes the benefits of rest and sleep.

6.HE.7.2

**Explain the importance of assuming responsibility for personal health behaviors.**

- a. Lists the five food groups.
- b. Discusses how to use MyPlate.
- c. Explains how to prevent and treat common injuries that occur during physical activities.
- d. Lists ways medicines promote health.
- e. Explains why drug misuse and abuse are dangerous.
- f. Describes the effects of tobacco use on the body and mind.
- g. Lists ways to prevent cardiovascular diseases.

6.HE.7.3

**Use a variety of health practices and behaviors to maintain or improve personal health.**

- a. Identifies Internet safety rules.

6.HE.7.4

**Describe behaviors to avoid or reduce health risks to self or others.**

**STANDARD 8:** Demonstrate the ability to advocate for personal, family, and community health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

- 6.HE.8.1            **State a health-enhancing position on a topic and support it with accurate information.**
- 6.HE.8.2            **Describe how to influence and support others to make positive health choices.**
- 6.HE.8.3            **Work cooperatively to advocate for healthy individuals, families, tribes, and schools.**  
                         a. Advocates for sportsmanship as either a spectator or participant in sports.
- 6.HE.8.4            **Identify ways in which health-related messages and communication techniques can be altered for different audiences.**  
                         a. Lists places in your community and nation where people enjoy the outdoors.  
                         b. Lists activities that people enjoy the outdoors.



# HEALTH ENHANCEMENT SEVENTH GRADE

## **STRAND: HEALTH EDUCATION**

**STANDARD 1:** Comprehend concepts related to health promotion and disease prevention to enhance personal health.

### **STANDARDS**

### **GOALS and PERFORMANCE OBJECTIVES**

7.HE.1.1

**Discuss the relationship between healthy behaviors and personal health.**

- a. Identifies the causes, symptoms, diagnosis, and treatment of common communicable diseases.
- b. Examines how healthy behaviors influence personal health, e.g., how nutritional choices can positively or negatively affect one's immediate and long-term health.
- c. Describes personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, and stress management.

7.HE.1.2

**Describe the benefits of and barriers to practicing healthy behaviors.**

- a. Determines barriers to practicing healthy behaviors, e.g., nutrition; excuses people use behaviors, e.g., nutrition; excuses people use
- b. Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

7.HE.1.3

**Analyzing behaviors that promote health enhancing strategies for issues such as substance abuse prevention, nutrition, sexual activity, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures.**

- a. Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

7.HE.1.4

**Analyze the potential consequences of engaging in risky behavior.**

7.HE.1.5

**Identify characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.**

- a. Discuss chronic health conditions and ways to manage them.

- 7.HE.1.6 **Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases.**  
a. Uses universal precautions.
- 7.HE.1.7 **Discuss ways environmental factors affect health.**  
a. Identifies environmental conditions (e.g., physical social, community) that are potentially harmful to personal health.
- 7.HE.1.8 **Analyze ways in which safe and healthy school and community environments can promote personal health.**
- 7.HE.1.9 **Describes ways to reduce or prevent injuries and other adolescent health problems.**  
a. Lists ways to practice abstinence from behaviors that put one at risk, including sexual, drug, tobacco, and alcohol use.
- 7.HE.1.10 **Explain how appropriate health care can promote personal health, including the unique issues regarding American Indians and health care benefits.**  
a. Describes the importance of seeking health care when experiencing a health issue.
- 7.HE.1.11 **Define human body systems, their function, and their interrelationship with one another.**  
a. Discusses how the female and male body changes during adolescence.
- 7.HE.1.12 **Identify basic structures and functions of the male and female reproductive health systems.**  
a. Identifies female and male secondary sex characteristics.  
b. Lists and defines each of the female and male reproductive organs.

**STANDARD 2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

**STANDARDS**

7.HE.2.1

**GOALS and PERFORMANCE OBJECTIVES**

**Explain how family and culture influence the health of adolescents.**

7.HE.2.2

**Explain how the perception of societal norms influences healthy and unhealthy behaviors.**

- 7.HE.2.3 **Explain the influence of personal values and beliefs on individual health practices and behaviors.**
- 7.HE.2.4 **Describe how peers influence healthy and unhealthy behaviors.**
- 7.HE.2.5 **Explain how the school, tribe, and community can affect personal health practices and behaviors.**
- a. Describes how teachers, counselors, nurses, and administrators help students report problems or obtain assistance when faced with unsafe situations
- 7.HE.2.6 **Explain how messages from media influence health behaviors.**
- a. Discusses ways to evaluate the messages in media.
- 7.HE. 2.7 **Explain the influence of technology on personal and family health.**
- a. Identifies how technology can be used to improve personal health.
- 7.HE. 2.8 **Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.**
- 7.HE.2.9 **Explain how school, public, and tribal health policies can influence health promotion and disease.**

**STANDARD 3:** Demonstrate the ability to access valid information, products, and services to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

- 7.HE.3.1 **Analyze the validity of health information, products, and services.**
- a. Identifies steps to follow to comprehend health knowledge.
  - b. Lists the information learned from reading a food label.
- 7.HE.3.2 **Access valid health information from home, school, tribe, and community.**
- a. Identifies types of valid health information.
  - b. Discusses the role of the school counselor, school psychologist, school nurse, and local services within the community in helping students with mental health issues.

- 7.HE.3.3            **Determine the accessibility of products that enhance health.**
- a. Identifies guidelines for the responsible use of prescription and OTC drugs.
  - b. Discusses the importance of consulting a parent/guardian before purchasing a product to enhance health.
- 7.HE.3.4            **Describe situations that may require professional health services.**

**STANDARD 4:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

- 7.HE.4.1            **Apply effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices.**
- 7.HE.4.2            **Use refusal and negotiation skills that avoid or reduce health risks.**
- a. Discusses how to use resistance skills to maintain good character.
  - b. Explains how peer pressure influences decisions.
- 7.HE.4.3            **Use effective conflict management or resolution strategies.**
- a. Describes ways to resolve conflict using different conflict response styles.
  - b. Explains what to do about harmful relationships.
- 7.HE.4.4            **Demonstrate how to ask for assistance to enhance the health and safety of self and others.**
- a. Identifies when to ask for help with mental and emotional health problems.

**STANDARD 5:** Demonstrate the ability to use decision making skills to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

7.HE.5.1

**Identify circumstances that can help or hinder healthy decision-making.**

- a. Predicts how decisions specific to health behavior have consequences for self and others.

7.HE.5.2

**Determine when safety and health-related situations require the application of a thoughtful decision-making process.**

- a. Demonstrates decision-making skills that value healthy choices, e.g.: protect skin from sun, use guidelines to determine appropriate weight and activity level.

7.HE.5.3

**Distinguish when individual or collaborative decisions making is appropriate.**

- a. Applies individual and collaborative problem solving processes to health issues, e.g.: decides who to contact for support when confronted with peer pressure for engaging in unhealthy behaviors, determines who to turn to for assistance when a friend tells you about harming themselves.

7.HE.5.4

**Distinguish between safe, healthy, and unhealthy alternatives to health-related issues or problems.**

7.HE.5.5

**Predict the potential short-term and long-term impact of health and safety-related options on self and others.**

- a. Describes personal factors that influence an individual's health goal, e.g.: lists the consequences of skipping meals, and consuming energy drinks, examines the consequences of tobacco use on personal, family, and community health

7.HE.5.6

**Analyze the outcomes of a health-related decision.**

- a. Analyzes potential consequences of harmful and healthy behaviors, e.g.: explains the benefits of proper hydration during physical activity and analyzes the benefits of healthy relationships on multiple dimensions of health.

**STANDARD 6:** Demonstrate the ability to use goal-setting skills to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

7.HE.6.1

**Assess personal health practices.**

- a. Distinguishes between the three parts of health.
- b. Practices behaviors that promote a healthy mind and body.
- c. Identifies ways in which individuals differ in growth and development.

7.HE.6.2

**Develop a goal to adopt, maintain, or improve personal health practices.**

- a. Discusses habits that help you learn and stay mentally alert.
- b. Determines healthful weight and body composition.
- c. Identify the five kinds of health-related fitness (i.e. flexibility, cardiorespiratory endurance, muscular strength, muscular endurance, body composition)
- d. Identifies physical activities that help you achieve and maintain health-related fitness.
- e. Identifies short-term and long-term goals to include in a physical fitness plan.
- f. Explains why harmful drug use increases the risk of accidents and violence.

7.HE.6.3

**Apply strategies and skills needed to attain a personal health goal.**

- a. Assesses health risks associated with being overweight and underweight.
- b. Identifies strategies for healthful weight management.
- c. Discusses ways physical activity improves health.
- d. Explains how drug misuse and abuse affect the three parts of health.
- e. Discusses ways to choose behaviors that reduce the risk of cardiovascular disease.
- f. Discusses ways to choose behaviors that reduce sugar consumption and risk of diabetes.
- g. Discuss guidelines for choosing helpful entertainment and using online and digital media.

7.HE.6.4

**Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.**

- a. Describes different kinds of social media stressors.

**STANDARD 7:** Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**STANDARDS**

7.HE.7.1

**GOALS and PERFORMANCE OBJECTIVES**

**Explain the importance of assuming responsibility for personal health behaviors.**

- a. Explains ways to take responsibility for health.
- b. Differentiates between risk behaviors and healthful behaviors.
- c. Identifies influences on character and actions.
- d. Discusses ways to protect and promote the health of the body system.
- e. Identifies habits that help maintain physical and mental health into late adulthood.
- f. Discusses ways technology and other resources influence physical activity choices.

7.HE.7.2

**Explain the importance of assuming responsibility for personal health behaviors.**

- a. Discusses how to distinguish between foods that are healthful and those that do not contain many nutrients.
- b. Identifies the recommended daily amounts of foods from MyPlate
- c. Describes how to use the Dietary Guidelines
- d. Describes common physical activity-related injuries and illnesses.
- e. Distinguishes between drug misuse and abuse.
- f. Identifies types of tobacco products and their harmful ingredients.
- g. Discusses ways pathogens can be spread.
- h. Describes how the immune system responds to pathogens.
- i. Lists ways to keep the immune system, healthy, including getting adequate rest.
- j. Identifies risk factors for cardiovascular disease.

- 7.HE.7.3      **Use a variety of health practices and behaviors to maintain or improve personal health.**
- a. Identifies life skills to practice for health.
  - b. Identifies behaviors that indicate a person might be considering suicide and actions to take to get help.
  - c. Discusses suicide prevention strategies.
  - d. Identifies the causes, symptoms, diagnosis, and treatment of common communicable diseases.
  - e. Identifies ways to reduce the risk of infection with communicable diseases.
  - f. Describes ways to keep from being a victim of violence.
  - g. Identifies self-protection strategies to practice.
  - h. Discusses Internet safety and cyberbullying.

- 7.HE.7.4      **Describe behaviors to avoid or reduce health risks to self or others.**
- a. Examines the effects of prolonged stress on the body, mind, and relationships.
  - b. Discusses short-term and long-term effects of drinking on the mind and body.
  - c. Explains why drug mixing can cause injury, illness, and death.
  - d. Describes ways violence affects teens.

**STANDARD 8:** Demonstrate the ability to advocate for personal, family, and community health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

- 7.HE.8.1      **State a health-enhancing position on a topic and support it with accurate information.**
- 7.HE.8.2      **Describe how to influence and support others to make positive health choices.**
- 7.HE.8.3      **Work cooperatively to advocate for healthy individuals, families, tribes, and schools.**
- a. Advocates for sportsmanship as either a spectator or participant in sports.
- 7.HE.8.4      **Identify ways in which health-related messages and communication techniques can be altered for different audiences.**
- a. Discusses what influences a purchase.
  - b. Discusses criteria to use when comparison shopping.



# HEALTH ENHANCEMENT EIGHTH GRADE

## STRAND: HEALTH EDUCATION

**STANDARD 1:** Comprehend concepts related to health promotion and disease prevention to enhance personal health.

### **STANDARDS**

8.HE.1.1

### **GOALS and PERFORMANCE OBJECTIVES**

**Discuss the relationship between healthy behaviors and personal health.**

- a. Describes the causes, symptoms, diagnosis, and treatment of common communicable diseases.
- b. Analyzes the relationship between healthy behaviors and personal health, e.g., how engaging in regular physical activity and healthy eating enhance personal health.
- c. Discusses personal health enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, and stress management.

8.HE.1.2

**Describe the benefits of and barriers to practicing healthy behaviors.**

- a. Describes the benefits of and barriers to practicing healthy behaviors, e.g., exercise, nutrition, refrain from tobacco, alcohol, drug use and sexual activity.
- b. Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death.

8.HE.1.3

**Analyzing behaviors that promote health enhancing strategies for issues such as substance abuse prevention, nutrition, sexual activity, exercise, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures.**

- a. Identifies the potential seriousness of injury or illness if engaging in unhealthy behaviors such as alcohol use, drug use, tobacco use, violence, poor nutrition, lack of exercise, not wearing a seat belt, and sharing needles for tattoos and piercings.

8.HE.1.4

**Analyze the potential consequences of engaging in risky behavior.**

- 8.HE.1.5 **Identify characteristics of physical, mental, emotional, family, and social health, including those of traditional and contemporary American Indian cultures and practices.**
- a. Discuss possible causes of chronic health conditions.
  - b. Determines how societal influences can affect physical health and describes their impact on emotional and social health.
  - c. Describes the health-related consequences that participation in risky health behaviors can have on emotional, physical, and social health.
- 8.HE.1.6 **Explain practices used to prevent or reduce the risk of spreading or contracting communicable diseases.**
- a. Analyzes environmental health conditions of diverse countries and how these conditions can impact personal health.
- 8.HE.1.7 **Discuss ways environmental factors affect health.**
- a. Analyzes environmental conditions (e.g., physical social, community) and how these conditions can impact personal health.
- 8.HE.1.8 **Analyze ways in which safe and healthy school and community environments can promote personal health.**
- 8.HE.1.9 **Describes ways to reduce or prevent injuries and other adolescent health problems.**
- a. Explains the benefits of abstinence from behaviors that put one at risk, including sexual, drug, tobacco, and alcohol use.
- 8.HE.1.10 **Explain how appropriate health care can promote personal health, including the unique issues regarding American Indians and health care benefits.**
- a. Investigates programs offered at hospitals/clinics that help promote personal health.
- 8.HE.1.11 **Define human body systems, their function, and their interrelationship with one another.**
- a. Describes the functions of the endocrine and reproductive systems.
- 8.HE.1.12 **Identify basic structures and functions of the male and female reproductive health systems.**
- a. Identifies physical changes that occur during puberty

**STANDARD 2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

8.HE.2.1

**Explain how family and culture influence the health of adolescents.**

8.HE.2.2

**Explain how the perception of societal norms influences healthy and unhealthy behaviors.**

8.HE.2.3

**Explain the influence of personal values and beliefs on individual health practices and behaviors.**

8.HE.2.4

**Describe how peers influence healthy and unhealthy behaviors.**

8.HE.2.5

**Explain how the school, tribe, and community can affect personal health practices and behaviors.**

- a. Examines ways that the school or community encourages students to use appropriate skills to avoid, resolve, and cope with conflict.

8.HE.2.6

**Explain how messages from media influence health behaviors.**

- a. Discusses the reasons to be media literate.

8.HE. 2.7

**Explain the influence of technology on personal and family health.**

- a. Analyzes how technology (e.g., social networking, texting, instant messaging) influences communication in relationships.

8.HE. 2.8

**Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.**

8.HE.2.9

**Explain how school, public, and tribal health policies can influence health promotion and disease.**

**STANDARD 3:** Demonstrate the ability to access valid information, products, and services to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

8.HE.3.1

**Analyze the validity of health information, products, and services.**

- a. Identifies steps to follow to comprehend health knowledge.
- b. Interprets and evaluates the nutrition information found on food labels.

8.HE.3.2

**Access valid health information from home, school, tribe, and community.**

- a. Explains how to evaluate sources of health-related information.
- b. Uses steps to access valid sources on the Internet for an assigned health topic.

8.HE.3.3

**Determine the accessibility of products that enhance health.**

- a. Discusses guidelines for the responsible use of prescription and OTC drugs.
- b. Explains the importance of consulting a parent/guardian before purchasing a product to enhance health.

8.HE.3.4

**Describe situations that may require professional health services.**

**STANDARD 4:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

8.HE.4.1

**Apply effective verbal and nonverbal communication skills to enhance health, including those of traditional and contemporary American Indian cultures and practices.**

8.HE.4.2

**Use refusal and negotiation skills that avoid or reduce health risks.**

- a. Demonstrates how to use refusal skills when pressured into a risky behavior, including sex.

8.HE.4.3

**Use effective conflict management or resolution strategies.**

- a. Describes common causes of conflict among teens.
- b. Explains when and how to end a relationship.

- 8.HE.4.4                    **Demonstrate how to ask for assistance to enhance the health and safety of self and others.**  
a. Demonstrates ways to ask for help with mental and emotional health problems.

**STANDARD 5:** Demonstrate the ability to use decision making skills to enhance health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

8.HE.5.1

**Identify circumstances that can help or hinder healthy decision-making.**

- a. Predicts how decisions specific to health behavior have consequences for self and others.

8.HE.5.2

**Determine when safety and health-related situations require the application of a thoughtful decision-making process.**

- a. Demonstrates decision-making skills that value healthy choices, e.g.: eating healthful food and wearing a seat belt.

8.HE.5.3

**Distinguish when individual or collaborative decisions making is appropriate.**

- a. Applies individual and collaborative problem solving processes to health issues, e.g.: Explains situations when assistance is needed for unhealthy behaviors. Explains situations when assistance is needed for unsafe situations.

8.HE.5.4

**Distinguish between safe, healthy, and unhealthy alternatives to health-related issues or problems.**

8.HE.5.5

**Predict the potential short-term and long-term impact of health and safety-related options on self and others.**

- a. Describes personal factors that influence an individual's health goal, e.g.: lists the consequences of skipping meals, and consuming energy drinks, examines the consequences of tobacco use on personal, family, and community health

8.HE.5.6

**Analyze the outcomes of a health-related decision.**

- a. Analyzes potential consequences of harmful and healthy behaviors, e.g.: Describes the consequences of using positive peer pressure to avoid using drugs.

**STANDARD 6:** Demonstrate the ability to use goal-setting skills to enhance health.

**STANDARDS**

8.HE.6.1

**GOALS and PERFORMANCE OBJECTIVES**

**Assess personal health practices.**

- a. Discusses how the three parts of health are interrelated.
- b. Practices behaviors that promote a healthy mind and body.
- c. Discusses the emotional and social changes that occur in adolescence.
- d. Discusses how to recognize healthful versus harmful eating habits.

8.HE.6.2

**Develop a goal to adopt, maintain, or improve personal health practices.**

- a. Lists ways to improve learning.
- b. Explains how to determine a healthful weight and body composition.
- c. Describes how physical activity affects heart, lungs, and blood vessels
- d. Explains how physical activity affects bones, joints, muscles, weight, and body composition.
- e. Discusses each of the five kinds of health-related fitness
- f. Lists the skills needed for skill-related fitness.
- g. Describes factors to consider when making a physical fitness plan.
- h. Explains how staying drug-free helps protect against violence, unintentional injuries, infection with HIV, STDs, and unintended pregnancy

8.HE.6.3

**Apply strategies and skills needed to attain a personal health goal.**

- a. Identifies stress management skills.
- b. Describes strategies to achieve and maintain a healthful weight.
- c. Discusses ways to achieve a healthful percentage of body fat.
- d. Explains why physical activity promotes well-being.
- e. Describes risk factors and protective factors for drug misuse and abuse.
- f. Discusses ways to choose behaviors that reduce the risk of cardiovascular disease.
- g. Discusses ways to choose behaviors that reduce sugar consumption and risk of diabetes.
- h. Summarize guidelines for choosing healthful entertainment and using online and digital media.

8.HE.6.4

**Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.**

- a. Describes internal and external influences that might affect decisions.

**STANDARD 7:** Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**STANDARDS**

8.HE.7.1

**GOALS and PERFORMANCE OBJECTIVES**

**Explain the importance of assuming responsibility for personal health behaviors.**

- a. Describes a plan to take responsibility for health.
- b. Identifies the ways risk behaviors and healthful behaviors affect health status.
- c. Explains how practicing healthful habits now will help you age in a healthful way.
- d. Explains how adequate rest and sleep promote health.
- e. Lists reasons that being physically active is beneficial.
- f. Explains ways physical activity can be used for stress management, development of social skills, and teaching about competition.

8.HE.7.2

**Explain the importance of assuming responsibility for personal health behaviors.**

- a. Lists the Dietary Guidelines, and explains why each should be followed.
- b. Discusses nutrients in foods that belong to each of the five food groups.
- c. Lists the recommended daily amounts of foods from MyPlate.
- d. Discusses ways to prevent injuries and illnesses when participating in physical activities.
- e. Explains how drugs change the way the mind and body work.
- f. Differentiates between controlled drugs and illegal drugs.
- g. Discusses the effects of stimulants, depressants, sedatives, hypnotics, narcotics, and hallucinogens.
- h. Describes the source, composition, and effects of marijuana.
- i. Lists different kinds of pathogens, and explains how they spread.
- j. Discusses ways to prevent the spread of pathogens.
- k. Discusses ways the body defends itself against disease.
- l. Describes behaviors that keep the immune system healthy.
- m. Identifies types of cardiovascular diseases.

8.HE.7.3

**Use a variety of health practices and behaviors to maintain or improve personal health.**

- a. Identifies life skills to practice for health.
- b. Lists steps for suicide prevention.

- c. Demonstrate how to use responsible decision making skills if pressured to be sexually active.
- d. Discusses protective factors to reduce the risk of violence.
- e. Describes self-protection strategies that help keep one safe.
- f. Outlines ways to stay safe while using the Internet.

8.HE.7.4

**Describe behaviors to avoid or reduce health risks to self or others.**

- a. Discusses how the body reacts to stressors.
- b. Discusses short-term and long-term effects of tobacco use.
- c. Describes the effect of alcohol on the mind, the body, and relationships.

**STANDARD 8:** Demonstrate the ability to advocate for personal, family, and community health.

**STANDARDS**

**GOALS and PERFORMANCE OBJECTIVES**

8.HE.8.1

**State a health-enhancing position on a topic and support it with accurate information.**

8.HE.8.2

**Describe how to influence and support others to make positive health choices.**

8.HE.8.3

**Work cooperatively to advocate for healthy individuals, families, tribes, and schools.**

- a. Identifies people who are part of one's support network.
- b. Advocates for sportsmanship as either a spectator or participant in sports.

8.HE.8.4

**Identify ways in which health-related messages and communication techniques can be altered for different audiences.**

- a. Discusses what influences a purchase.
- b. Discusses criteria to use when comparison shopping.



# HEALTH ENHANCEMENT NINTH AND TENTH GRADE

## STRAND: HEALTH EDUCATION

**STANDARD 1:** Comprehend concepts related to health promotion and disease prevention to enhance personal health.

### **STANDARDS**

9-10.HE.1.1

### **GOALS and PERFORMANCE OBJECTIVES**

**Predict how healthy behaviors can affect health status.**

- a. Lists ways a positive social-emotional environment improves health status.
- b. Practices resistance skills when resisting peer pressure to use illegal drugs

9-10.HE.1.2

**Compare and contrast the benefits of, and barriers to, practicing a variety of healthy behaviors.**

- a. Discusses four kinds of skills needed to be a health literate person.
- b. Lists and discusses strategies to improve the social-emotional environment.

9-10.HE.1.3

**Develop personal health-enhancing strategies for issues such as substance abuse prevention, nutrition, exercise, sexual activity, injury and disease prevention, and stress management, including traditional and contemporary strategies from American Indian cultures.**

- a. Discusses steps to follow to comprehend health concepts related to health promotion and disease prevention.
- b. Takes responsibility for health by comprehending health concepts related to health promotion and disease prevention.
- c. Describes the health triangle and the ten content areas for well-being

9-10.HE.1.4

**Compare and contrast the potential consequences of engaging in risky behaviors.**

- a. Describes responsible actions that promote positive self-esteem.
- b. Explains how illegal use of stimulants, sedative-hypnotics, narcotics, and hallucinogens harms health.
- c. Describes the physical and emotional effects of marijuana.
- d. Determines how the illegal use of anabolic-androgenic steroids harms health.

e. Explain harmful effects of inhalants.

9-10.HE.1.5

**Analyze the interrelationships of physical, mental, emotional, family, and social health on personal health, including those of American Indian cultures and practices.**

- a. Identifies traits and behaviors associated with having good character.
- b. Lists and discusses ways to develop, maintain, or improve self-respect.

9-10.HE.1.6

**Compare and contrast various ways to prevent communicable diseases.**

- a. Develops and analyzes strategies to prevent infection with communicable diseases.

9-10.HE.1.7

**Analyze how environmental factors and personal health are interrelated.**

9-10.HE.1.8

**Analyze how genetics and family history can impact personal health.**

9-10.HE.1.9

**Compare and contrast ways to advocate for safe and healthy school and community environments to promote personal health.**

- a. Explains the hierarchy of federal, state, county, and city health laws.
- b. Discusses consumer rights.

9-10.HE.1.10

**Propose ways to reduce or prevent injuries and health problems.**

9-10.HE.1.11

**Analyze the relationship between access to health care and health status, including the unique issues regarding American Indians and health care benefits resulting from treaty obligations.**

9-10.HE.1.12

**Analyze human body systems, their function, and their interrelationship with one another.**

- a. Explains why prenatal care is important.
- b. Explains how the immune system responds when a pathogen enters the body.
- c. Discusses ways to develop active and passive immunity.

9-10.HE.1.13

**Explain the natural body changes in reproductive health.**

9-10.HE.1.14

**Explain fertilization, conception, and how the baby's sex and inherited traits are determined.**

- a. Explains how a baby is conceived and how the baby's sex and inherited traits are determined.
- b. Explains how pregnancy is determined.

9-10.HE.1.15

**Compare and contrast how physical, mental, social, spiritual, and cultural factors influence attitudes about sexuality.**

**STANDARD 2:** Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

**STANDARDS**

9-10.HE.2.1

**GOALS and PERFORMANCE OBJECTIVES**

**Compare and contrast how the family and culture influence the health of individuals.**

- a. Discusses the steps to follow to analyze the influence of family on health behaviors.

9-10.HE.2.2

**Analyze how the perception of societal norms influences healthy and unhealthy behaviors, including those of American Indian cultures and practices.**

- a. Discusses the steps to follow to analyze the influence of culture on health behaviors.
- b. Explains why some people get involved in harmful relationships.
- c. Evaluate the negative effects harmful relationships might have on health status.

9-10.HE.2.3

**Explain the influence of personal values and beliefs on individual health practices and behaviors.**

- a. Describes behaviors typical of people who relate in harmful ways, including the people pleaser, the enabler, the clinger, the fixer, the distance, the controller, the center, the abuser, the liar, and the promise breaker.

9-10.HE.2.4

**Explain how peers influence healthy and unhealthy behaviors.**

- a. Discusses the steps to follow to analyze the influence of peers on health behaviors.

9-10.HE.2.5

**Evaluate how the school, tribe, and community can affect personal health practices and behaviors.**

9-10.HE.2.6

**Evaluate the effect of media on personal, family, and community health.**

- a. Discusses the steps to follow to analyze the influence of media on health behaviors.
- b. Explains why it is important to be media literate.
- c. Identifies various appeals used in advertisements.
- d. Discusses how tobacco companies try to convince minors to use tobacco products.
- e. Lists ways health can be harmed by inappropriate entertainment choices.
- f. Gives evidence for the link between media violence and violent behavior.

9-10.HE.2.7

**Evaluate the impact of technology on personal, family, and community health.**

- a. Discusses the steps to follow to analyze the influence of technology on health behaviors.
- b. Explains why adults are concerned with the amount of time teens spend on entertainment.
- c. Lists guidelines to follow when choosing entertainment and using online and digital media.

9-10.HE.2.8

**Explain how public health policies and governmental regulations, including tribal, can influence health promotion and disease prevention.**

- a. Discusses laws regarding the sale and use of tobacco.

**STANDARD 3:** Demonstrate the ability to access valid information, products, and services to enhance health.

**STANDARDS**

9-10.HE.3.1

**GOALS and PERFORMANCE OBJECTIVES**

**Evaluate the validity of health information, products, and services.**

- a. Discusses steps to access valid information, products, and services to enhance health.
- b. Lists and describes the five elements required on all food labels.
- c. Discusses other information found on food labels.
- d. Explains how to prevent the spreading of pathogens, including immunizations that protect health.
- e. Lists questions that can be used to evaluate a health care provider.
- f. Discusses the credentials of various health care providers.
- g. Lists global environmental issues.

9-10.HE.3.2

**Use resources from home, school, tribe, and community that provide valid health information.**

- a. Describes what should be included in a family health history.
- b. Explains how to keep a personal health record.
- c. Discusses causes of dysfunctional family relationships, and identifies steps to improve these relationships.

9-10.HE.3.3

**Determine the accessibility of products and services that enhance health.**

- a. Identifies what takes place during typical physical, eye, hearing, and dental examinations.
- b. Discusses various healthcare facilities.
- c. Lists public health agencies.

9-10.HE.3.4

**Determine when professional health services may be required.**

- a. Identifies warning signs for suicide and discusses suicide prevention strategies.
- b. Differentiates between kinds of depression, possible causes, symptoms, and treatments.
- c. Discusses the purposes of recovery programs.
- d. Identifies symptoms that should prompt individuals to seek health care.
- e. Identify symptoms that indicate a need for an ear exam, factors that can lead to hearing loss, and ways to protect against hearing loss.
- f. Identifies ways to protect your eyes and conditions and diseases that can affect the eye.
- g. Discusses steps teens can take to help someone who misuses or abuses drugs.

- h. Explains what happens during detoxification.
- i. Lists kinds of treatment are available for people who are drug dependent.
- j. Discusses why family members and friends of people who are drug dependent may need treatment.

**STANDARD 4:** Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

**STANDARDS**

9-10.HE.4.1

**GOALS and PERFORMANCE OBJECTIVES**

**Use skills for communicating effectively with family, peers, and others to enhance health, including those of traditional and contemporary American Indian cultures and practices.**

- a. Describes responsible actions that promote positive self-esteem.
- b. Lists and discusses ways to develop, maintain, or improve self-respect.
- c. Describes the roles of parents and guardians in promoting a healthful family.
- d. Discusses the roles of extended family members in promoting a healthful family.
- e. Identifies questions to ask before beginning a friendship.
- f. Outline the advantages and disadvantages of texting.
- g. Examines the behaviors and characteristics of responsible sports spectators and participants.

9-10.HE.4.2

**Use refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.**

- a. Explains how to resist negative peer pressure.
- b. Demonstrates how to use resistance skills.
- c. Discusses causes of dysfunctional family relationships, and identifies steps to improve these relationships.
- d. Discusses ways to initiate a friendship and healthful ways to respond to rejection.
- e. Discusses how to set limits for expressing physical affection.
- f. Lists resistance skills to use if pressured to be sexually active.
- g. Outlines steps to take to end or change harmful relationships.
- h. Uses resistance skills to resist peer pressure to drink.
- i. Outlines ways to resist pressure to use tobacco products.
- j. Practices resistance skills that can be used to resist peer pressure to use illegal drugs.
- k. Outlines resistance skills that can be used to resist pressure to misuse or abuse drugs.

9-10.HE.4.3

**Use strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.**

- a. Explains steps you can take to be assertive and self-confident.
- b. Describes types of conflict, conflict response styles, conflict resolution skills, and mediation.
- c. Demonstrates how to use conflict resolution skills.
- d. Identifies strategies for coping with depression.
- e. Explains why some people get involved in harmful relationships.
- f. Discusses behaviors to reduce the risk of infection with STDs.
- g. Discusses behaviors to reduce the risk of HIV infection.
- h. Discusses principles and strategies to protect self from physical violence and abuse.
- i. Discusses principles and strategies to protect self from sexual violence and abuse.

9-10.HE.4.4

**Discuss how to ask for and offer assistance to enhance the health and safety of self and others.**

- a. Discusses ways to avoid discriminatory behavior.
- b. Discusses examples of faulty thinking that can result in teen pregnancy.
- c. Lists guidelines for the safe use of prescription and OTC drugs.

**STANDARD 5:** Demonstrate the ability to use decision making skills to enhance health.

**STANDARDS**

9-10.HE.5.1

**GOALS and PERFORMANCE OBJECTIVES**

**Examine barriers that can hinder safe and healthy decision making.**

- a. Discusses steps used in setting and reaching a health goal.

9-10.HE.5.2

**Determine the value of applying a thoughtful decision-making process in safety and health-related situations.**

- a. Utilizes various problem-solving strategies when making health decisions related to the needs and risks of young adults.

9-10.HE.5.3

**Justify when individual or collaborative decision making is appropriate.**

9-10.HE.5.4

**Generate alternatives to safety and health-related issues or problems.**

9-10.HE.5.5

**Analyze the potential short-term and long-term impact of health and safety alternatives on self and others.**

- a. Predicts immediate and long-term impacts of health decisions on the individual, family, and community.

9-10.HE.5.6

**Evaluate the effectiveness of safety and health-related decisions.**

- a. Demonstrates the ability to locate, evaluate, and utilize valid health information.

**STANDARD 6:** Demonstrate the ability to use goal-setting skills to enhance health.

**STANDARDS**

9-10.HE.6.1

**GOALS and PERFORMANCE OBJECTIVES**

**Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.**

- a. Implements a plan for achieving personal health goals.
- b. Analyzes reasons why practicing abstinence is a responsible choice for teens.
- c. Analyzes the benefits of practicing abstinence to protect emotional health.
- d. Lists ways to achieve the eight developmental tasks of adolescence.
- e. Discusses the recommended daily amounts of food in MyPlate.
- f. Lists various tips for getting a good night's sleep.
- g. Outlines steps to design an individualized plan for health-related fitness.
- h. Explains ways alcohol affects thinking and decision making and increases the risk of violence and illegal behavior.
- i. Demonstrates how to choose a drug-free lifestyle to reduce the risk of violence and accidents.
- j. Demonstrates how to choose a drug-free lifestyle to reduce the risk of unintended pregnancy and STDs, including HIV infection.
- k. Chooses behaviors to reduce the risk of cardiovascular disease.
- l. Chooses behaviors to reduce the risk of diabetes.
- m. Recognizes ways to manage chronic health conditions.

9-10.HE.6.2

**Assess personal health practices and overall health status.**

- a. Discusses ways to determine desirable weight and body composition.
- b. Explains why you need adequate rest and sleep to protect your healthy status.
- c. Using the FITT formula, examine how to develop cardiorespiratory endurance, muscular strength and endurance, and flexibility.

9-10.HE.6.3

**Implement strategies and monitor progress in achieving a personal health goal.**

- a. Evaluates progress toward attaining health goals.
- b. Lists, describes and explains how to use the ten Dietary Guidelines.
- c. Lists guidelines to follow when planning healthful meals.
- d. Outlines steps to follow for healthful weight gain and weight loss.
- e. Examines various kinds of exercise and fitness skills.
- f. Demonstrates the ability to resist pressure to misuse or abuse drugs.
- g. Gives examples of direct and indirect pressure to use drugs.
- h. Lists reasons to say “no” when pressured by peers to use drugs.
- i. Processes knowledge and information to make responsible choices about health care providers and facilities.

9-10.HE.6.4

**Formulate an effective long-term personal health plan.**

- a. Formulates a plan for lifelong health.
- b. Chooses healthful entertainment.

**STANDARD 7:** Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

**STANDARDS**

9-10.HE.7.1

**GOALS and PERFORMANCE OBJECTIVES**

**Discuss ways to advocate for a variety of healthy practices and behaviors that will maintain or improve the health of self and others.**

- a. Discusses healthful behaviors and steps to follow to practice health-enhancing behaviors.
- b. Identifies behaviors to keep your cardiovascular, nervous, and immune systems healthy.
- c. Lists behaviors important to the health of the respiratory, skeletal, and muscular systems.
- d. Identifies behaviors important to the health of endocrine and digestive systems.
- e. Lists behaviors important to the health of the integumentary and urinary system.
- f. Discusses physical and emotional changes during puberty.
- g. Describes the functions of the female and male reproductive organs.
- h. Identifies the functions and sources of proteins, carbohydrates, and fats.
- i. Examines the benefits of various lifetime sports and physical activities.



9-10.HE.7.2

**Analyze the role of individual responsibility for enhancing health.**

- a. Lists ways a positive social-emotional environment improves health status.
- b. Discusses balanced and one-sided friendships and their effect on health status.
- c. Evaluate the negative effects harmful relationships might have on health status.
- d. Identifies the functions and sources of vitamins, minerals, water, and herbal supplements.
- e. Designs a MyPlate meal with the recommended amounts of food.
- f. Discusses dietary guidelines to reduce the risk of developing cancer, cardiovascular disease, and osteoporosis.
- g. Discusses diet recommendations for people with diabetes and hypoglycemia.
- h. Discusses ways to avoid reactions to food allergies and intolerances, including lactose intolerance and celiac sprue, and reactions to MSG and yellow dye.
- i. Explains the difference between hunger and appetite.
- j. Discusses how supplements and dietary behaviors affect performance in sports.
- k. Evaluate common weight loss strategies.
- l. Discusses risk for developing eating disorders.
- m. Discusses facts about anorexia and bulimia.
- n. Discusses binge eating disorder and obesity: the causes, symptoms, associated health problems, and treatment.
- o. Evaluates whether adequate sleep and rest are attained.
- p. Lists benefits of regular physical activity.
- q. Identifies guidelines to prevent physical activity-related items.
- r. Discusses asthma and ways to prevent and manage asthma attacks.
- s. Explains how passive, aggressive, and assertive behavior and hate incidents influence the risk of being a perpetrator or a victim of violence.
- t. Discusses first aid steps when checking a victim.
- u. Demonstrates first aid procedures for choking.
- v. Demonstrates first aid procedures for chest compressions.

9-10.HE.7.3

**Discuss ways to advocate for a variety of behaviors to avoid or reduce health risks to self and others.**

- a. Discusses mental health services and treatment.
- b. Identifies strategies for coping with anxiety.
- c. Explains ways that prolonged stress can affect health.
- d. Lists and discusses stress management skills.
- e. Explains why being depressed puts teens at risk.
- f. Identifies warning signs for suicide and discusses suicide prevention strategies.
- g. Lists and explains factors that influence the effects a drug will have on a person.
- h. Identifies information that appears on prescription and OTC drug labels.

- i. Discusses blood alcohol concentration and the effects of alcohol on the different body systems.
- j. Explains ways alcohol affects thinking and decision making and increases the risk of violence, and illegal behavior.
- k. Discusses the harmful physical and mental effects of nicotine.
- l. Explains how illegal use of stimulants, sedative-hypnotics, narcotics, and hallucinogens harms health.
- m. Describes the physical and emotional effects of marijuana.
- n. Determines how the illegal use of anabolic-androgenic steroids harms health.
- o. Explains the harmful effects of inhalants.
- p. Discusses ways drugs alter mood and behavior and increase the risk of violent behavior.
- q. Lists ways to protect self from violence associated with drug use.
- r. Identifies types of pathogens that cause disease, and gives examples of the types of diseases caused by these pathogens.
- s. Analyzes the causes, symptoms, diagnosis, and treatment of communicable respiratory diseases.
- t. Describes common causes of allergies and how to treat them.
- u. Discusses the causes and methods of transmission of common STDs.
- v. Discusses symptoms, diagnosis, and treatment of common STDs.

**STANDARD 8:** Demonstrate the ability to advocate for personal, family, and community health.

**STANDARDS**

9-10.HE.8.1

**GOALS and PERFORMANCE OBJECTIVES**

**Use accurate peer and societal norms to formulate a health-enhancing message.**

- a. Identifies steps to follow in being a health advocate.
- b. Demonstrates responsible behaviors in spectator and participant sports.

9-10.HE.8.2

**Advocate for behaviors and practices that will support others in making positive health choices.**

- a. Demonstrates resistance skills and interpersonal communication skills to avoid or reduce health risks associated with tobacco and secondhand smoke.
- b. Demonstrates resistance skills, including ways to say “no” when pressured to use drugs.

9-10.HE.8.3

**Work cooperatively as an advocate for improving personal, family, and community health.**

- a. Lists resources that inform about environmental issues.
- b. Identifies organizations that protect the environment.
- c. Discusses ways to keep the air clean and water safe.
- d. Discusses ways to help keep noise at a safe level.
- e. Demonstrates skills in emergency first aid procedures.

9-10.HE.8.4

**Adapt health-related messages and communication techniques to target audiences.**

- a. Describes ways to be a health advocate for the environment.

