

**Health & Wellness (Social Health)**

Students will demonstrate an ability to: access valid information and services; advocate for personal, family and community health; and build a strong and build a strong awareness of self in society.

**Name of Competency Performance Indicators**

K-2	3-5	6-8	9-12
<ul style="list-style-type: none"> <li>A. Students will make requests to promote personal health.</li> <li>B. Students will encourage peers to make positive health choices.</li> <li>C. Students will demonstrate healthy ways to express needs, wants, and feelings.</li> <li>D. Students will demonstrate listening skills to enhance health.</li> <li>E. Students will demonstrate ways to respond in an unwanted, threatening, or dangerous situation.</li> <li>F. Students will demonstrate ways to tell a trusted adult if threatened or harmed.</li> <li>G. Students will identify trusted adults and professionals who can help promote health.</li> <li>H. Students will identify ways to locate school and community health helpers.</li> </ul>	<ul style="list-style-type: none"> <li>A. Students will express opinions and give accurate information about health issues.</li> <li>B. Students will encourage others to make positive health choices.</li> <li>C. Students will demonstrate effective verbal and nonverbal communication skills to enhance health.</li> <li>D. Students will demonstrate refusal skills that avoid or reduce health risks.</li> <li>E. Students will demonstrate nonviolent strategies to manage or resolve conflict.</li> <li>F. Students will demonstrate how to ask for assistance to enhance personal health.</li> <li>G. Students will identify characteristics of valid health information, products, and services.</li> <li>H. Students will locate resources from home, school, and community that provide valid health information.</li> <li>I. Students will explain how media influences thoughts, feelings, and health behaviors.</li> <li>J. Students will describe ways that technology can influence personal health.</li> </ul>	<ul style="list-style-type: none"> <li>A. Students will demonstrate how to influence and support others to make positive health choices.</li> <li>B. Students will work cooperatively to advocate for healthy individuals, families, and schools.</li> <li>C. Students will identify ways in which health messages and communication techniques can be altered for different audiences.</li> <li>D. Students will apply effective verbal and nonverbal communication skills to enhance health.</li> <li>E. Students will demonstrate refusal and negotiation skills that avoid or reduce health risks.</li> <li>F. Students will demonstrate effective conflict management or resolution strategies.</li> <li>G. Students will demonstrate how to ask for assistance to enhance the health of self and others.</li> <li>H. Students will access valid health information from home, school, and community.</li> <li>I. Students will describe situations that may require professional health services.</li> <li>J. Students will analyze how messages from media influence health behaviors.</li> <li>K. Students will analyze the impact of technology on personal, family, and community health.</li> </ul>	<ul style="list-style-type: none"> <li>A. Students will utilize accurate peer and societal norms to formulate a health-enhancing message.</li> <li>B. Students will demonstrate how to influence and support others to make positive health choices.</li> <li>C. Students will work cooperatively as an advocate for improving personal, family, and community health.</li> <li>D. Students will adapt health messages and communication techniques to a specific target audience.</li> <li>E. Students will use skills for communicating effectively with family, peers, and others to enhance health.</li> <li>F. Students will demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</li> <li>G. Students will demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</li> <li>H. Students will demonstrate how to ask for and offer assistance to enhance the health of self and others.</li> <li>I. Students will evaluate the effect of media on personal and family health.</li> <li>J. Students will evaluate the impact of technology on personal, family, and community health.</li> <li>K. Students will analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</li> </ul>

**Health & Wellness (Emotional Health)**

Students will demonstrate an ability to analyze external influences and use resulting growing awareness to improve decision-making skills, set goals and practice/promote emotional well-being and self-management.

**Name of Competency Performance Indicators**

K-2	3-5	6-8	9-12
<p>A. Students will identify situations when a health-related decision is needed.</p> <p>B. Students will differentiate between situations when a health-related decision can be made individually or when assistance is needed.</p>	<p>A. Students will identify health-related situations that might require a thoughtful decision.</p> <p>B. Students will analyze when assistance is needed in making a health-related decision.</p> <p>C. Students will list healthy options to health-related issues or problems.</p>	<p>A. Students will identify circumstances that can help or hinder healthy decision making.</p> <p>B. Students will determine when health-related situations require the application of a thoughtful decision-making process.</p> <p>C. Students will distinguish when individual or collaborative decision making is appropriate.</p> <p>D. Students will distinguish between healthy and unhealthy alternatives to health-related issues or problems.</p>	<p>A. Students will examine barriers that can hinder healthy decision making.</p> <p>B. Students will determine the value of applying a thoughtful decision-making process in health-related situations.</p> <p>C. Students will justify when individual or collaborative decision making is appropriate.</p> <p>D. Students will generate alternatives to health-related issues or problems.</p> <p>E. Students will predict the potential short-term and long-term impact of each alternative on self and others.</p>

**Health & Wellness (Physical Health)**

Students will demonstrate understanding of concepts related to wellness and the ability to practice and promote their understanding.

**Name of Competency Performance Indicators**

K-2	3-5	6-8	9-12
<p>A. Students will demonstrate healthy practices and behaviors to maintain or improve personal health.</p> <p>B. Students will demonstrate behaviors that avoid or reduce health risks.</p> <p>C. Students will identify a short-term personal health goal and take action toward achieving the goal.</p> <p>D. Students will identify who can help when assistance is needed to achieve a personal health goal.</p> <p>E. Students will identify that healthy behaviors impact personal health.</p> <p>F. Students will list ways to prevent common childhood injuries.</p> <p>G. Students will describe why it is important to seek health care.</p>	<p>A. Students will identify responsible personal health behaviors.</p> <p>B. Students will demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.</p> <p>C. Students will demonstrate a variety of behaviors to avoid or reduce health risks.</p> <p>D. Set a personal health goal and track progress toward its achievement.</p> <p>E. Students will identify resources to assist in achieving a personal health goal.</p> <p>F. Students will describe the relationship between healthy behaviors and personal health.</p> <p>G. Students will describe ways to prevent common childhood injuries and health problems.</p> <p>H. Students will describe when it is important to seek health care.</p>	<p>A. Students will explain the importance of assuming responsibility for personal health behaviors.</p> <p>B. Students will demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>C. Students will demonstrate behaviors to avoid or reduce health risks to self and others.</p> <p>D. Students will develop a goal to adopt, maintain, or improve a personal health practice.</p> <p>E. Students will analyze the relationship between healthy behaviors and personal health.</p> <p>F. Students will describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.</p> <p>G. Students will analyze how the environment affects personal health.</p> <p>H. Students will describe how family history can affect personal health.</p>	<p>A. Students will analyze the role of individual responsibility for enhancing health.</p> <p>B. Students will demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.</p> <p>C. Students will demonstrate a variety of behaviors to avoid or reduce health risks to self and others.</p> <p>D. Students will develop a plan to attain a personal health goal that addresses strengths, needs, and risks.</p> <p>E. Students will formulate an effective long-term personal health plan.</p> <p>F. Students will predict how healthy behaviors can affect health status.</p> <p>G. Students will describe the interrelationships of emotional, intellectual, physical, and social health.</p> <p>H. Students will analyze how environment and personal health are interrelated.</p> <p>I. Students will analyze how genetics and family history can impact personal health.</p>