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Health education develops essential health literacy skills along with health promotion and disease prevention concepts, to enable all students to obtain, interpret, and understand basic health information and services and to use such information and services in ways that enhance their health and the health of others.

Health Education: Pre Kindergarten

The content in the DoDEA health education standards is organized into seven strands. The six standards in the first strand, Health Literacy Skills (HESK), address skills that are for personal, family and community health enhancement. These standards teach essential and transferable skills that foster health efficacy. The skills also are applicable as learning tools for the other six content strands. The standards in the Health Literacy Skills strand are consistent throughout all grade levels and matched at each grade level with content standards in the other strands as important similarities are identified. The standards in the remaining content strands, Personal and Community Health (HE1); Safety and Injury Prevention (HE2); Nutrition and Physical Activity (HE3); Mental Health (HE4); Alcohol, Tobacco, and Other Drugs (HE5); Family Life and Human Sexuality HE6) progressively change through the grade levels.

Strand:

HESK Health Literacy Skills:

Essential Understanding: **PKHESK** Demonstrating health literacy skills leads to personal family and community health.

The student will:

Standards:

PKHESK1: access valid health information;
PKHESK2: practice health-enhancing behavior;
PKHESK3: analyze influences on health;
PKHESK4: use interpersonal communications skills to enhance health;
PKHESK5: use goal setting and decision making skills to enhance health; and
PKHESK6: advocate for health.

Strand:

HE1 Personal and Community Health:

Essential Understanding: **PKHE1** Practicing personal hygiene, health habits, and health promotion leads to lifelong wellness.

The student will:

Standards:

PKHE1a: recognize age-appropriate disease prevention behaviors, examples are:
 ▪ covering mouth,
 ▪ using tissues, and
 ▪ washing and drying hands;
PKHE1b: describe healthful resting and sleeping habits.

Strand:

HE2 Safety and Injury Prevention

Essential Understanding: **PKHE2** Following safe practices prevents injury, sudden illness, child abuse and child neglect.

The student will:

Standards:

PKHE2a: tell the difference between emergency and non-emergency situations; and
PKHE2b: identify safety rules and practices used in home and school.

Strand:

HE3 Nutrition and Physical Activity

Essential Understanding: **PKHE3** Healthful nutrition and physical activity contribute to growth and energy and prevent chronic diseases.

The student will:

Standards: **PKHE3a:** describe appropriate food choices for snacks; and
PKHE3b: explore a variety of physical activities.

Strand:

HE4 Mental Health

Essential Understanding: **PKHE4** Mental health is essential to general well-being.

The student will:

Standards: **PKHE4a:** explore ways to express needs, wants, and feelings; and
PKHE4b: explore ways to communicate care, consideration, and respect of self and others.

Strand:

HE5 Alcohol, Tobacco, and Other Drugs

Essential Understanding: **PKHE5** Drug use can be helpful or harmful. Misuse has consequences that may require intervention and treatment.

The student will:

Standards: **PKHE5a:** recognize danger labels on products;
PKHE5b: explain why medicines are used; and
PKHE5c: recognize school rules for taking medicines.

Strand:

HE6 Family Life and Human Sexuality

Essential Understanding: **PKHE6** Developmental changes prepare one for adult roles in the family and society.

The student will:

Standards: **PKHE6a:** identify family members and responsibilities within family units;
PKHE6b: describe relationships that exist within the family; and
PKHE6c: describe physical changes in self, examples are:
▪ teeth, and
▪ height.

Health Education: Kindergarten

The content in the DoDEA health education standards is organized into seven strands. The six standards in the first strand, Health Literacy Skills (HESK), address skills that are for personal, family and community health enhancement. These standards teach essential and transferable skills that foster health efficacy. The skills also are applicable as learning tools for the other six content strands. The standards in the Health Literacy Skills strand are consistent throughout all grade levels and matched at each grade level with content standards in the other strands as important similarities are identified. The standards in the remaining content strands, Personal and Community Health (HE1); Safety and Injury Prevention (HE2); Nutrition and Physical Activity (HE3); Mental Health (HE4); Alcohol, Tobacco, and Other Drugs (HE5); Family Life and Human Sexuality (HE6) progressively change through the grade levels.

Strand:

HESK Health Literacy Skills

Essential Understanding: **KHESK** Demonstrating health literacy skills leads to personal family and community health.

The student will:

Standards:

KHESK1: access valid health information;
KHESK2: practice health-enhancing behavior;
KHESK3: analyze influences on health;
KHESK4: use interpersonal communications skills to enhance health;
KHESK5: use goal setting and decision making skills to enhance health; and
KHESK6: advocate for health.

Strand:

HE1 Personal and Community Health

Essential Understanding: **KHE1** Practicing personal hygiene, health habits, and health promotion leads to lifelong wellness.

The student will:

Standards:

KHE1a: list ways germs are spread;
KHE1b: cite proper dental care procedures;
KHE1c: describe how to protect self from health dangers
examples are:
 ▪ open cuts,
 ▪ sharing food and toys, and
 ▪ physical contact;
KHE1d: provide examples of habits of cleanliness related to personal hygiene and belongings.

Strand:

HE2 Safety and Injury Prevention

Essential Understanding: **KHE2** Following safe practices prevents injury, sudden illness, child abuse and child neglect.

The student will:

- Standards:
- KHE2a:** recognize several safe behaviors practiced at home, at school, and in the community, examples are:
 - hand washing,
 - fire drills,
 - pedestrian safety,
 - back pack safety, and
 - poison safety;
 - KHE2b:** explain appropriate strategies for getting adult help in an emergency; and
 - KHE2c:** give examples of playground, school bus, and classroom safety rules.

Strand:

HE3 Nutrition and Physical Activity

Essential Understanding: **KHE3** Healthful nutrition and physical activity contribute to growth and energy and prevent chronic diseases.

The student will:

- Standards:
- KHE3a:** identify snack foods that help the teeth and body;
 - KHE3b:** recognize appropriate food-handling practices; and
 - KHE3c:** identify physical activities that are fun to do at school and at home.

Strand:

HE4 Mental Health

Essential Understanding: **KHE4** Mental health is essential to general well-being

The student will:

- Standards:
- KHE4a:** describe types of emotions;
 - KHE4b:** describe appropriate ways to express needs, wants, and feelings; and
 - KHE4c:** describe ways to communicate care, consideration, and respect of self and others.

Strand:

HE5 Alcohol, Tobacco, and Other Drugs

Essential Understanding: **KHE5** Drug use can be helpful or harmful. Misuse has consequences that may require intervention and treatment.

The student will:

- Standards:
- KHE5a:** recognize that some household products are harmful if ingested or inhaled;
 - KHE5b:** recognize that tobacco smoke is harmful to health and should be avoided; and
 - KHE5c:** recognize that some medicines and candies look alike and when found must be avoided and reported to a responsible adult.

Strand:

HE6 Family Life and Human Sexuality

Essential Understanding: **KHE6** Developmental changes prepare one for adult roles in the family and society.

The student will:

Standards:

KHE6a: describe how families are similar and how they differ in membership and functions of family members;

KHE6b: recognize that humans grow and change;

KHE6c: describe likenesses and differences among peers; and

KHE6d: recognize what a friend is and what a friend does.

Health Education: Grade 1

The content in the DoDEA health education standards is organized into seven strands. The six standards in the first strand, Health Literacy Skills (HESK), address skills that are for personal, family and community health enhancement. These standards teach essential and transferable skills that foster health efficacy. The skills also are applicable as learning tools for the other six content strands. The standards in the Health Literacy Skills strand are consistent throughout all grade levels and matched at each grade level with content standards in the other strands as important similarities are identified. The standards in the remaining content strands, Personal and Community Health (HE1); Safety and Injury Prevention (HE2); Nutrition and Physical Activity (HE3); Mental Health (HE4); Alcohol, Tobacco, and Other Drugs (HE5); Family Life and Human Sexuality (HE6) progressively change through the grade levels.

Strand:

HESK Health Literacy Skills

Essential Understanding: **1HESK** Demonstrating health literacy skills lead to personal family and community health.

The student will:

Standards:

1HESK1: access valid health information;
1HESK2: practice health-enhancing behavior;
1HESK3: analyze influences on health;
1HESK4: use interpersonal communications skills to enhance health;
1HESK5: use goal setting and decision making skills to enhance health; and
1HESK6: advocate for health.

Strand:

HE1 Personal and Community Health

Essential Understanding: **1HE1** Practicing personal hygiene, health habits, and health promotion leads to lifelong wellness.

The student will:

Standards:

1HE1a: identify the ways to good health, examples are:

- what you do,
- what you think,
- how you feel, and
- your actions toward others;

1HE1b: describe barriers to prevent disease transmission, examples are:

- bandage,
- glove, and
- skin;

1HE1c: explain roles of familiar health professionals;
1HE1d: explain why good hygiene is important for good health;
1HE1e: explain why sleep and rest are important for good health; and
1HE1f: describe stages of common childhood illnesses, examples are:

- cold,

- flu, and
- eye infection.

Strand:

HE2 Safety and Injury Prevention

Essential Understanding: **1HE2** Following safe practices prevents injury, sudden illness, child abuse and child neglect.

The student will:

- Standards:
- 1HE2a:** distinguish between safe and unsafe behaviors practiced at home, at school, and in the community, examples are:
- car,
 - pedestrian,
 - bicycle,
 - playground, and
 - bus.
- 1HE2b:** list appropriate safe behaviors with others, examples are:
- being assertive,
 - recognizing personal space;
- 1HE2c:** explain how to get help in an emergency, examples are:
- dial and communicate with 911 or counterpart
 - find a trusted adult;
- 1HE2d:** give examples of good and bad touch; and
- 1HE2e:** compare responsibilities of several health professionals.

Strand:

HE3 Nutrition and Physical Activity

Essential Understanding: **1HE3** Healthful nutrition and physical activity contribute to growth and energy and prevent chronic diseases.

The student will:

- Standards:
- 1HE3a:** identify food groups that make up a healthful diet;
- 1HE3b:** share cultures and customs as elements influencing food choices; and
- 1HE3c:** recognize types of physical activity that help the body.

Strand:

HE4 Mental Health

Essential Understanding: **1HE4** Mental health is essential to general well-being

The student will:

- Standards:
- 1HE4a:** recognize uniqueness and similarities of self and others;

1HE4b: demonstrate appropriate ways to express needs, wants, and feelings;
and

1HE4c: discuss ways emotions are expressed verbally and non-verbally.

Strand:

HE5 Alcohol, Tobacco, and Other Drugs

Essential Understanding: **1HE5** Drug use can be helpful or harmful. Misuse has consequences that may require intervention and treatment.

The student will:

Standards: **1HE5a:** explain the meaning of warning labels and signs on commonly used household products;

1HE5b: define types of drugs,
examples are:

- medicines given by trusted adults,
- legal for all, and
- legal for adults;

1HE5c: explain safe practices to follow if they find something that looks like candy.

Strand:

HE6 Family Life and Human Sexuality

Essential Understanding: **PKHE6** Developmental changes prepare one for adult roles in the family and society.

The student will:

Standards: **1HE6a:** identify what it means to be a responsible family member;

1HE6b: cite the qualities of a healthful friendship; and

1HE6c: describe childhood, adolescence, and adulthood.

Health Education: Grade 2

The content in the DoDEA health education standards is organized into seven strands. The six standards in the first strand, Health Literacy Skills (HESK), address skills that are for personal, family and community health enhancement. These standards teach essential and transferable skills that foster health efficacy. The skills also are applicable as learning tools for the other six content strands. The standards in the Health Literacy Skills strand are consistent throughout all grade levels and matched at each grade level with content standards in the other strands as important similarities are identified. The standards in the remaining content strands, Personal and Community Health (HE1); Safety and Injury Prevention (HE2); Nutrition and Physical Activity (HE3); Mental Health (HE4); Alcohol, Tobacco, and Other Drugs (HE5); Family Life and Human Sexuality HE6) progressively change through the grade levels.

Strand:

HESK Health Literacy Skills

Essential Understanding: **2HESK** Demonstrating health literacy skills lead to personal family and community health.

The student will:

Standards: **2HESK1:** access valid health information;
 2HESK2: practice health-enhancing behavior;
 2HESK3: analyze influences on health;
 2HESK4: use interpersonal communications skills to enhance health;
 2HESK5: use goal setting and decision making skills to enhance health; and
 2HESK6: advocate for health.

Strand:

HE1 Personal and Community Health

Essential Understanding: **2HE1** Practicing personal hygiene, health habits, and health promotion leads to lifelong wellness.

The student will:

Standards: **2HE1a:** explain age-appropriate disease prevention behaviors;
 2HE1b: compare good health choices with poor health choices;
 2HE1c: explain why good health habits and practices are important, examples are:
 • sleep,
 • dental care,
 • hydration,
 • sun exposure, and
 • food safety;
 2HE1d: list signs and symptoms of common childhood illnesses.

Strand:

HE2 Safety and Injury Prevention

Essential Understanding: **2HE2** Following safe practices prevents injury, sudden illness, child abuse and child neglect.

The student will:

- Standards:
- 2HE2a:** determine remedies for unsafe situations found in homes, at school, and in the community;
 - 2HE2b:** identify personal responsibility in unsafe situations, examples are:
 - fire,
 - anima, and
 - entry or near water/pool;
 - 2HE2c:** identify appropriate adults available for help in a variety of situations;
 - 2HE2d:** differentiate between threatening and nonthreatening situations;
 - 2HE2e:** describe the steps for reporting threatening situations, example is:
 - no, go, tell, and
 - steps for helping others;
 - 2HE2f:** describe techniques for controlling bleeding.

Strand:

HE3 Nutrition and Physical Activity

Essential Understanding: **2HE3** Healthful nutrition and physical activity contribute to growth and energy and prevent chronic diseases.

The student will:

- Standards:
- 2HE3a:** describe food choices that provide the body with energy;
 - 2HE3b:** describe the relationship between food intake and good health;
 - 2HE3c:** describe how to keep foods safe from harmful germs;
 - 2HE3d:** explain cultural differences and variety as factors influencing food choices;
 - 2HE3e:** formulate healthful breakfast choices and identify the influences in making these choices; and
 - 2HE3f:** distinguish between more and less energetic physical activities.

Strand:

HE4 Mental Health

Essential Understanding: **2HE4** Mental health is essential to general well-being

The student will:

- Standards:
- 2HE4a:** identify ways to manage the feeling of anger;
 - 2HE4b:** identify healthful ways to manage needs, wants, and emotions; and
 - 2HE4c:** identify ways to develop and maintain healthful friendships.

Strand:

HE5 Alcohol, Tobacco, and Other Drugs

Essential Understanding: **2HE5** Drug use can be helpful or harmful. Misuse has consequences that may require intervention and treatment.

The student will:

- Standards:
- 2HE5a:** explain why children should not take any drug without adult supervision;
 - 2HE5b:** identify types of non-drug remedies, examples are:
 - extra rest,
 - water,
 - massage, and
 - cold or warm compresses;
 - 2HE5c:** explain the difference between prescription and nonprescription medicines
 - 2HE5d:** recognize that drugs can be used in ways that are helpful and harmful; and
 - 2HE5e:** Identify ways to refuse when confronted or pressured to use alcohol, tobacco, or other drugs, examples are:
 - clear “no” statement,
 - walk or run away, and
 - change subject.

Strand:

HE6 Family Life and Human Sexuality

Essential Understanding: **2HE6** Developmental changes prepare one for adult roles in the family and society.

The student will:

- Standards:
- 2HE6a:** describe families and responsibilities within family units;
 - 2HE6b:** examine the role of the family as a basic unit in society;
 - 2HE6c:** describe ways in which friends support each other for healthful living; and
 - 2HE6d:** describe how humans grow and change from infancy to older adult.

Health Education: Grade 3

The content in the DoDEA health education standards is organized into seven strands. The six standards in the first strand, Health Literacy Skills (HESK), address skills that are for personal, family and community health enhancement. These standards teach essential and transferable skills that foster health efficacy. The skills also are applicable as learning tools for the other six content strands. The standards in the Health Literacy Skills strand are consistent throughout all grade levels and matched at each grade level with content standards in the other strands as important similarities are identified. The standards in the remaining content strands, Personal and Community Health (HE1); Safety and Injury Prevention (HE2); Nutrition and Physical Activity (HE3); Mental Health (HE4); Alcohol, Tobacco, and Other Drugs (HE5); Family Life and Human Sexuality (HE6) progressively change through the grade levels.

Strand:

HESK Health Literacy Skills

Essential Understanding: **3HESK** Demonstrating health literacy skills lead to personal family and community health.

The student will:

Standards:

- 3HESK1:** access valid health information;
- 3HESK2:** practice health-enhancing behavior;
- 3HESK3:** analyze influences on health;
- 3HESK4:** use interpersonal communications skills to enhance health;
- 3HESK5:** use goal setting and decision making skills to enhance health; and
- 3HESK6:** advocate for health.

Strand:

HE1 Personal and Community Health

Essential Understanding: **3HE1** Practicing personal hygiene, health habits, and health promotion leads to lifelong wellness.

The student will:

Standards:

- 3HE1a:** identify organizations and agencies in the community that can help with health information;
- 3HE1b:** describe the cycle of common communicable disease, example is:
 - mode of transmission,
 - signs and symptoms,
 - treatment, and
 - recovery.
- 3HE1c:** demonstrate behaviors that minimize contact with germs that cause communicable disease.

Strand:

HE2 Safety and Injury Prevention

Essential Understanding: **3HE2** Following safe practices prevents injury, sudden illness, child abuse and child neglect.

The student will:

- Standards:
- 3HE2a:** identify valid sources of information about local safety hazards, examples are:
 - dangerous places,
 - animals,
 - insects, and
 - sea life;
 - 3HE2b:** compare and contrast safety practices in different situations or settings, examples are:
 - in school,
 - at home,
 - on the playground,
 - in the gym,
 - in a car,
 - on a bus and
 - entering or being around water;
 - 3HE2c:** describe the danger of contact with blood or other body fluids and the importance of using a barrier for protection, examples are:
 - latex gloves, and
 - bandages

Strand:

HE3 Nutrition and Physical Activity

Essential Understanding: **3HE3** Healthful nutrition and physical activity contribute to growth and energy and prevent chronic diseases.

The student will:

- Standards:
- 3HE3a:** explain the contents of food labels on products;
 - 3HE3b:** explain the Food Guide Pyramid as a source of information about food groups that make up a healthful diet;
 - 3HE3c:** examine the nutritional value of snacks and water; and
 - 3HE3d:** discuss everyday physical activities that help one stay fit and feel good.

Strand:

HE4 Mental Health

Essential Understanding: **3HE4** Mental health is essential to general well-being

The student will:

- Standards:
- 3HE4a:** demonstrate ways to manage needs, wants, and emotions;
 - 3HE4b:** recognize the emotions and feelings of positive and negative stress;
 - 3HE4c:** demonstrate ways to show respect for self and the uniqueness of others.

Strand:

HE5 Alcohol, Tobacco, and Other Drugs

Essential Understanding: **3HE5** Drug use can be helpful or harmful. Misuse has consequences that may require intervention and treatment.

The student will:

- Standards:
- 3HE5a:** explain why it is important to follow instructions for use of prescription and non prescription medicines;
 - 3HE5b:** identify risks of incorrect use of medicines;
 - 3HE5c:** identify reasons to avoid using tobacco products; and
 - 3HE5d** model ways to refuse alcohol and tobacco.

Strand:

HE6 Family Life and Human Sexuality

- Essential Understanding: **3HE6** Developmental changes prepare one for adult roles in the family and society.

The student will:

- Standards:
- 3HE6a:** provide examples of healthy social behaviors in families and society, examples are:
 - helping others,
 - being respectful of others,
 - cooperation, and
 - consideration;
 - 3HE6b:** recognize that individuals differ in their rates of growth and development; and
 - 3HE6c:** describe the physical, social and emotional changes that occur from infancy to pre-adolescence.

Health Education: Grade 4

The content in the DoDEA health education standards is organized into seven strands. The six standards in the first strand, Health Literacy Skills (HESK), address skills that are for personal, family and community health enhancement. These standards teach essential and transferable skills that foster health efficacy. The skills also are applicable as learning tools for the other six content strands. The standards in the Health Literacy Skills strand are consistent throughout all grade levels and matched at each grade level with content standards in the other strands as important similarities are identified. The standards in the remaining content strands, Personal and Community Health (HE1); Safety and Injury Prevention (HE2); Nutrition and Physical Activity (HE3); Mental Health (HE4); Alcohol, Tobacco, and Other Drugs (HE5); Family Life and Human Sexuality HE6) progressively change through the grade levels.

Strand:

HESK Health Literacy Skills

Essential Understanding: **4HESK** Demonstrating health literacy skills lead to personal family and community health.

The student will:

Standards:

4HESK1: access valid health information;
4HESK2: analyze influences on health;
4HESK3: practice health-enhancing behavior;
4HESK4: use interpersonal communications skills to enhance health;
4HESK5: use goal setting and decision making skills to enhance health; and
4HESK6: advocate for health.

Strand:

HE1 Personal and Community Health

Essential Understanding: **4HE1** Practicing personal hygiene, health habits, and health promotion leads to lifelong wellness.

The student will:

Standards:

4HE1a: summarize the habits and practices of a healthful lifestyle, examples are:

- proper hand washing,
- physical activity,
- good nutrition,
- adequate rest and sleep, and
- fluids/water;

4HE1b: identify the difference between communicable and noncommunicable diseases.

Strand:

HE2 Safety and Injury Prevention

Essential Understanding: **4HE2** Following safe practices prevents injury, sudden illness, child abuse and child neglect.

The student will:

Standards:

4HE2a: identify school and community sources for first aid and safety training;

- 4HE2b:** analyze options for being safe on the move, examples are:
- walking,
 - pedestrian behaviors,
 - roller blade, and
 - bicycle safety;
- 4HE2c:** distinguish the effects of violent and nonviolent behaviors towards others;
- 4HE2d:** define a gang and how it is different from a club, sports team, or clique
- 4HE2e:** describe the dangers of gang activity.
- 4HE2f:** identify ways one could help in specific emergency situations in the home, at school, or in the community, examples are:
- unconsciousness,
 - bleeding, and
 - choking.

Strand:

HE3 Nutrition and Physical Activity

Essential Understanding: **4HE3** Healthful nutrition and physical activity contribute to growth and energy and prevent chronic diseases.

The student will:

- Standards:
- 4HE3a:** distinguish the nutritional concepts of variety, balance, moderation, and serving quantity;
 - 4HE3b:** create a balanced personal one-day menu;
 - 4HE3c:** explain the relationship between nutrients and calories in healthful eating;
 - 4HE3d:** explain how food can contain germs that cause illness; and
 - 4HE3e:** list the benefits of daily physical activity.

Strand:

HE4 Mental Health

Essential Understanding: **4HE4** Mental health is essential to general well-being

The student will:

- Standards:
- 4HE4a:** identify appropriate coping behaviors to deal with the demands of daily living;
 - 4HE4b:** identify factors that contribute to the development of positive self-image;
 - 4HE4c:** demonstrate skills and strategies used in conflict situations; and
 - 4HE4d:** describe different types of bullying and harassment.

Strand:

HE5 Alcohol, Tobacco, and Other Drugs

Essential Understanding: **4HE5** Drug use can be helpful or harmful. Misuse has consequences that may require intervention and treatment.

The student will:

- Standards:
- 4HE5a:** explain the consequences and harmful effects of using tobacco and alcohol products;
 - 4HE5b:** identify products that are harmful if inhaled;
 - 4HE5c:** define chemical dependency; and
 - 4HE5d:** explain why individual reactions to alcohol and drug use may vary.

Strand:

HE6 Family Life and Human Sexuality

- Essential Understanding: **4HE6** Developmental changes prepare one for adult roles in the family and society.

The student will:

- Standards:
- 4HE6a:** distinguish the physical and emotional changes that occur in puberty;
 - 4HE6b:** explain how family coping skills positively influence family relationships, examples are:
 - perceiving situations as opportunities, and
 - taking action/exerting control where possible; and
 - 4HE6c:** summarize personal benefits of having friends.

Health Education: Grade 5

The content in the DoDEA health education standards is organized into seven strands. The six standards in the first strand, Health Literacy Skills (HESK), address skills that are for personal, family and community health enhancement. These standards teach essential and transferable skills that foster health efficacy. The skills also are applicable as learning tools for the other six content strands. The standards in the Health Literacy Skills strand are consistent throughout all grade levels and matched at each grade level with content standards in the other strands as important similarities are identified. The standards in the remaining content strands, Personal and Community Health (HE1); Safety and Injury Prevention (HE2); Nutrition and Physical Activity (HE3); Mental Health (HE4); Alcohol, Tobacco, and Other Drugs (HE5); Family Life and Human Sexuality (HE6) progressively change through the grade levels.

Strand:

HESK Health Literacy Skills

Essential Understanding: **5HESK** Demonstrating health literacy skills lead to personal family and community health.

The student will:

Standards:

5HESK1: access valid health information;
5HESK2: practice health-enhancing behavior;
5HESK3: analyze influences on health;
5HESK4: use interpersonal communications skills to enhance health;
5HESK5: use goal setting and decision making skills to enhance health; and
5HESK6: advocate for health.

Strand:

HE1 Personal and Community Health

Essential Understanding: **5HE1** Practicing personal hygiene, health habits, and health promotion leads to lifelong wellness.

The student will:

Standards:

5HE1a: explain the proper use of personal care and grooming products for adolescents;
5HE1b: compare and contrast practices for preventing disease and infection, examples are:
• naturally
• with medicines
• immunizations ; and
5HE1c: analyze the impact of communicable diseases on the community and the environment.

Strand:

HE2 Safety and Injury Prevention

Essential Understanding: **5HE2** Following safe practices prevents injury, sudden illness, child abuse and child neglect.

The student will:

Standards:

5HE2a: identify safety rules at home, in school, and in the community;

- 5HE2b:** summarize personal safety as it relates to recognizing and reporting child abuse or neglect;
- 5HE2c:** demonstrate first aid skills, examples are:
- cuts,
 - scrapes,
 - muscle cramps, and
 - bruises;
- 5HE2d:** explain ways to avoid and reduce threatening situations; and
- 5HE2e:** model conflict resolution techniques to prevent violence.

Strand:

HE3 Nutrition and Physical Activity

Essential Understanding: **5HE3** Healthful nutrition and physical activity contribute to growth and energy and prevent chronic diseases.

The student will:

- Standards:
- 5HE3a:** explain the impact of amounts of fat, sodium, cholesterol, and sugar in food on overall health;
- 5HE3b:** analyze information on comparable food labels;
- 5HE3c:** compare recommended amounts of fat, sodium, cholesterol, and sugar with amounts found in processed foods;
- 5HE3d:** describe how cultural, peer, and social influences affect food choices;
- 5HE3e:** describe safe and healthful food handling and preparation practices;
- 5HE3f:** develop strategies for making good food and physical activity choices; and
- 5HE3g:** recognize physical, intellectual, emotional and social benefits of regular physical activity.

Strand

HE4 Mental Health

Essential Understanding: **5HE4** Mental health is essential to general well-being

The student will:

- Standards:
- 5HE4a:** analyze factors contributing to the development of positive self-image and healthful friendships;
- 5HE4b:** describe school and community activities and resources that promote healthful choices and a sense of connectedness to others;
- 5HE4c:** identify strategies for reducing stress;
- 5HE4d:** examine the effects of bullying and harassment on others; and
- 5HE4e:** identify effective verbal and nonverbal communication skills.

Strand:

HE5 Alcohol, Tobacco, and Other Drugs

Essential Understanding: **5HE5** Drug use can be helpful or harmful. Misuse has consequences that may require intervention and treatment.

The student will:

- Standards:
- 5HE5a:** describe short- and long-term effects of abuse of tobacco and other drugs;
 - 5HE5b:** investigate school rules and legal factors concerning use of licit and illicit drugs by youth;
 - 5HE5c:** explain reasons for drug use and ways of getting help;
 - 5HE5d:** identify peer pressure as an influence on tobacco, alcohol, and other drug use; and
 - 5HE5e:** distinguish ways to say no to varied degrees of pressure to use drugs, alcohol, or tobacco products.

Strand:

HE6 Family Life and Human Sexuality

Essential Understanding: **5HE6** Developmental changes prepare one for adult roles in the family and society.

The student will:

- Standards:
- 5HE6a:** analyze the physical and emotional changes related to puberty;
 - 5HE6b:** describe ways to maintain open communications with family members; and
 - 5HE6c:** determine ways to communicate care and consideration in family and peer relationships.

Health Education: Grade 6

The content in the DoDEA health education standards is organized into seven strands. The six standards in the first strand, Health Literacy Skills (HESK), address skills that are for personal, family and community health enhancement. These standards teach essential and transferable skills that foster health efficacy. The skills also are applicable as learning tools for the other six content strands. The standards in the Health Literacy Skills strand are consistent throughout all grade levels and matched at each grade level with content standards in the other strands as important similarities are identified. The standards in the remaining content strands, Personal and Community Health (HE1); Safety and Injury Prevention (HE2); Nutrition and Physical Activity (HE3); Mental Health (HE4); Alcohol, Tobacco, and Other Drugs (HE5); Family Life and Human Sexuality (HE6) progressively change through the grade levels.

Strand:

HESK Health Literacy Skills

Essential Understanding: **6HESK** Demonstrating health literacy skills lead to personal, family and community health.

The student will:

Standards:

6HESK1: access valid health information;
6HESK2: practice health-enhancing behavior;
6HESK3: analyze influences on health;
6HESK4: use interpersonal communications skills to enhance health;
6HESK5: use goal setting and decision making skills to enhance health; and
6HESK6: advocate for health.

Strand:

HE1 Personal and Community Health

Essential Understanding: **6HE1** Practicing personal hygiene, health habits, and health promotion leads to lifelong wellness.

The student will:

Standards:

6HE1a: explain the relationship between health and wellness;
6HE1b: explain good hygiene based on developmental changes;
6HE1c: evaluate information about health issues and promotion of healthful living for adolescents;
6HE1d: describe noncommunicable diseases of adolescents and adults; and
6HE1e: analyze factors that influence health choices.
examples are:

- personal factors,
- culture,
- media,
- peers,
- family, and
- technology

Strand:

HE2 Safety and Injury Prevention

Essential Understanding: **6HE2** Following safe practices prevents injury, sudden illness, child abuse and child neglect.

The student will:

- Standards:
- 6HE2a:** demonstrate basic first aid for injury and sudden illness
examples are:
 - sprain,
 - fracture,
 - hypothermia,
 - frostbite,
 - hyperthermia,
 - seizure
 - burn
 - bleeding;
 - 6HE2b:** determine situations that require standards universal precautions;
 - 6HE2c:** describe risky situations for the student's age group and strategies for staying safe and preventing injury; and
examples are:
 - sports
 - outdoor activities
 - gang involvement
 - 6HE2d:** describe appropriate responses to fire and weather emergencies.

Strand:

HE3 Nutrition and Physical Activity

Essential Understanding: **6HE3** Healthful nutrition and physical activity contribute to growth and energy and prevent chronic diseases.

The student will:

- Standards:
- 6HE3a:** analyze the relationship between wellness and healthful nutrition and physical activity;
 - 6HE3b:** determine appropriate portion sizes for various food groups in planning a balanced meal;
 - 6HE3c:** explain the relationship between water, fiber, and a healthful diet; and
 - 6HE3d:** set personal goals for nutrition and exercise.

Strand

HE4 Mental Health

Essential Understanding: **6HE4** Mental health is essential to general well-being.

The student will:

- Standards:
- 6HE4a:** identify peer pressure and its influence on personal choice;
 - 6HE4b:** strategize actions for dealing with negative peer pressure;
 - 6HE4c:** demonstrate healthful strategies to assess and manage conflict and stress;
 - 6HE4d:** select healthful ways for dealing with and preventing bullying and harassment; and
 - 6HE4e:** describe ways adolescents show understanding and respect for diversity

examples are:

- cultural,
- physical,
- mental,
- gender,
- ethnic.

Strand:

HE5 Alcohol, Tobacco, and Other Drugs

Essential Understanding: **6HE5** Drug use can be helpful or harmful. Misuse has consequences that may require intervention and treatment.

The student will:

- Standards:
- 6HE5a:** describe the nature of dependence and addiction to alcohol and tobacco;
 - 6HE5b:** analyze influences on decisions about alcohol and tobacco;
 - 6HE5c:** explain the relationship between personal responsibility and choice about alcohol, tobacco and other drug use;
 - 6HE5d:** evaluate consequences for tobacco, alcohol, and other drug use; and
 - 6HE5e:** compare ways to say no to types of peer pressure.

Strand:

HE6 Family Life and Human Sexuality

Essential Understanding: **6HE6** Developmental changes prepare one for adult roles in the family and society.

The student will:

- Standards:
- 6HE6a:** describe the structure and function of the human reproductive system;
 - 6HE6b:** recognize abstinence as the most effective way to prevent pregnancy;
 - 6HE6c:** analyze influences and decisions regarding healthful sexuality; and
 - 6HE6d:** report routes of transmission of HIV/AIDS and sexually transmitted diseases (STDs), and risky behaviors associated with transmission.

Health Education: Grade 7

The content in the DoDEA health education standards is organized into seven strands. The six standards in the first strand, Health Literacy Skills (HESK), address skills that are for personal, family and community health enhancement. These standards teach essential and transferable skills that foster health efficacy. The skills also are applicable as learning tools for the other six content strands. The standards in the Health Literacy Skills strand are consistent throughout all grade levels and matched at each grade level with content standards in the other strands as important similarities are identified. The standards in the remaining content strands, Personal and Community Health (HE1); Safety and Injury Prevention (HE2); Nutrition and Physical Activity (HE3); Mental Health (HE4); Alcohol, Tobacco, and Other Drugs (HE5); Family Life and Human Sexuality (HE6) progressively change through the grade levels.

Strand:

HESK Health Literacy Skills

Essential Understanding: **7HESK** Demonstrating health literacy skills lead to personal family and community health.

The student will:

Standards:

7HESK1: access valid health information;
7HESK2: practice health-enhancing behavior;
7HESK3: analyze influences on health;
7HESK4: use interpersonal communications skills to enhance health;
7HESK5: use goal setting and decision making skills to enhance health; and
7HESK6: advocate for health.

Strand:

HE1 Personal and Community Health

Essential Understanding: **7HE1** Practicing personal hygiene, health habits, and health promotion leads to lifelong wellness.

The student will:

Standards:

7HE1a: determine behavioral and environmental factors associated with major causes of death in the United States;
7HE1b: analyze the impact of internal and external factors on the incidence and prevalence of noncommunicable diseases;
7HE1c: distinguish between health and wellness and how each is achieved
7HE1d: describe how physical, social, and emotional environments influence personal health and wellness;
7HE1e: analyze how lifestyle and family history are related to the causes or prevention of disease; and
7HE1f: compare various personal and community health-related careers.

Strand:

HE2 Safety and Injury Prevention

Essential Understanding: **7HE2** Following safe practices prevents injury, sudden illness, child abuse and child neglect.

The student will:

- Standards:
- 7HE2a:** investigate resources that address safety issues in school and in the community;
 - 7HE2b:** determine strategies for getting help for self and others;
 - 7HE2c:** predict outcomes of risk taking behaviors for the student's age group;
 - 7HE2d:** judge the consequences of gang involvement;
 - 7HE2e:** demonstrate strategies for preventing personal injuries;
 - 7HE2f:** demonstrate strategies for responding to emergencies or sudden illness; and
 - 7HE2g:** examine careers related to safety and injury prevention.

Strand:

HE3 Nutrition and Physical Activity

Essential Understanding: **7HE3** Healthful nutrition and physical activity contribute to growth and energy and prevent chronic diseases.

The student will:

- Standards:
- 7HE3a:** select healthy food choices in a variety of settings;
 - 7HE3b:** identify the relationship between food intake and chronic disease;
 - 7HE3c:** analyze a personal nutritional assessment to determine healthful and harmful nutritional practices;
 - 7HE3d:** formulate a plan for daily physical activity; and
 - 7HE3e:** examine careers related to nutrition and physical activity.

Strand:

HE4 Mental Health

Essential Understanding: **7HE4** Mental health is essential to general well-being

The student will:

- Standards:
- 7HE4a:** describe healthful ways to express and manage strong emotions;
 - 7HE4b:** demonstrate healthful strategies for diminishing bullying behaviors;
 - 7HE4c:** describe the characteristics of good mental health;
 - 7HE4d:** describe situations requiring professional health services; and
 - 7HE4e:** compare and contrast careers related to mental health.

Strand:

HE5 Alcohol, Tobacco, and Other Drugs

Essential Understanding: **7HE5** Drug use can be helpful or harmful. Misuse has consequences that may require intervention and treatment.

The student will:

- Standards:
- 7HE5a:** recognize warning signs of drug dependence, abuse and addiction;
 - 7HE5b:** describe intervention and treatment services related to drug dependence, abuse, and addiction;
 - 7HE5c:** demonstrate effective ways to say no to pressure to use alcohol, tobacco and other drugs; and
 - 7HE5d:** explain why most adolescents do not use alcohol, tobacco, and other illicit drugs; and

7HE5e: identify careers related to pharmaceutical fields and the prevention, intervention, and treatment of chemical dependency.

Strand:

HE6 Family Life and Human Sexuality

Essential Understanding: **7HE6** Developmental changes prepare one for adult roles in the family and society.

The student will:

Standards:

7HE6a: apply information about the structure and function of the human reproductive system to varied rates and stages of adolescent development;

7HE6b: explain how family values, culture, religious views, and other factors influence personal decision making.

7HE6c: analyze routes of transmission and strategies for prevention of HIV/AIDS and other sexually transmitted diseases (STDs); and

7HE6d: examine careers related to family life and human sexuality.

Health Education: Grade 8

The content in the DoDEA health education standards is organized into seven strands. The six standards in the first strand, Health Literacy Skills (HESK), address skills that are for personal, family and community health enhancement. These standards teach essential and transferable skills that foster health efficacy. The skills also are applicable as learning tools for the other six content strands. The standards in the Health Literacy Skills strand are consistent throughout all grade levels and matched at each grade level with content standards in the other strands as important similarities are identified. The standards in the remaining content strands, Personal and Community Health (HE1); Safety and Injury Prevention (HE2); Nutrition and Physical Activity (HE3); Mental Health (HE4); Alcohol, Tobacco, and Other Drugs (HE5); Family Life and Human Sexuality (HE6) progressively change through the grade levels.

Strand:

HESK Health Literacy Skills

Essential Understanding: **8HESK** Demonstrating health literacy skills lead to personal family and community health.

The student will:

Standards:

- 8HESK1:** access valid health information;
- 8HESK2:** practice health-enhancing behavior;
- 8HESK3:** analyze influences on health;
- 8HESK4:** use interpersonal communications skills to enhance health;
- 8HESK5:** use goal setting and decision making skills to enhance health; and
- 8HESK6:** advocate for health.

Strand:

HE1 Personal and Community Health

Essential Understanding: **8HE1** Practicing personal hygiene, health habits, and health promotion leads to lifelong wellness.

The student will:

Standards:

- 8HE1a:** analyze risk factors and risk behaviors that affect individual susceptibility to communicable disease;
- 8HE1b:** explain how the immune system functions to prevent and combat disease;
- 8HE1d:** evaluate the effects of communicable disease on the individual, family, and society;
- 8HE1d:** describe the impact of personal choices on one's health and well-being that can last into adulthood; and
- 8HE1e:** report on public health services for adolescents.

Strand:

HE2 Safety and Injury Prevention

Essential Understanding: **8HE2** Following safe practices prevents injury, sudden illness, child abuse and child neglect.

The student will:

- Standards:
- 8HE2a:** analyze the relationship between safety promotion and injury prevention;
 - 8HE2b:** provide examples of child abuse and child neglect, examples are:
 - physical abuse,
 - sexual abuse,
 - verbal abuse,
 - emotional abuse, and
 - neglect;
 - 8HE2c:** determine rules, laws, policies, and practices that relate to safety issues at home, at school, and in the community, examples are:
 - home safety rules,
 - child protective laws,
 - student rights and responsibilities,
 - student discipline code,
 - community curfews, bicycle safety laws, etc.

Strand:

HE3 Nutrition and Physical Activity

Essential Understanding: **8HE3** Healthful nutrition and physical activity contribute to growth and energy and prevent chronic diseases.

The student will:

- Standards:
- 8HE3a:** examine health risks caused by food contaminants;
 - 8HE3b:** identify nutritional content of various foods in relation to dietary guidelines;
 - 8HE3c:** describe how fad diets and eating disorders may lead to nutritional deficiencies and imbalances that affect growth and development; and
 - 8HE3d:** analyze internal and external influences on physical activity and food choices.

Strand:

HE4 Mental Health

Essential Understanding: **8HE4** Mental health is essential to general well-being.

The student will:

- Standards:
- 8HE4a:** identify personal assets, strengths, and interests;
 - 8HE4b:** evaluate communications and strategies for building and maintaining healthy friendships;
 - 8HE4c:** demonstrate self-efficacy skills for positively supporting needs, wants, and emotions and for coping with transition to high school;
 - 8HE4d:** identify signs and symptoms of emotional stress or depression; and
 - 8HE4e:** identify supportive resources useful for addressing emotional stress, depression, and other mental health issues.

Strand:

HE5 Alcohol, Tobacco, and Other Drugs

Essential Understanding: **8HE5** Drug use can be helpful or harmful. Misuse has consequences that may require intervention and treatment.

The student will:

Standards

8HE5a: describe the personal, social, and legal consequences of using and abusing alcohol, tobacco, and other drugs including steroids;

8HE5b: examine beliefs related to alcohol, tobacco, and other drugs, including steroid use and consequences;

8HE5c: promote reasons for peers to stay alcohol, tobacco and other illicit drug free; and

8HE5d: demonstrate healthful decision making about alcohol, tobacco, and other drug use.

Strand:

HE6 Family Life and Human Sexuality

Essential Understanding: **8HE6** Developmental changes prepare one for adult roles in the family and society.

The student will:

Standards:

8HE6a: explain conception and stages of pregnancy;

8HE6b: describe effective methods to reduce the likelihood of pregnancy and/or risk of STD infection; and examples are:

- abstinence
- barrier methods
- contraceptive methods

8HE6c: distinguish among the varied causes, symptoms, transmissions, treatments or cures, and sources of help for common sexually transmitted diseases (STDs) and HIV/AIDS.

- Standards:
- HLH301HE2a:** evaluate the prevalence of risk taking behaviors related to accidents, unintentional injuries, bullying, and violence among adolescents and young adults;
 - HLH301HE2b:** analyze short- and long-term consequences of safe, risky, and harmful behaviors;
 - HLH301HE2c:** demonstrate personal safety strategies for preventing/avoiding unsafe and violent situations in the home, at school, and in the community;
 - HLH301HE2d:** demonstrate steps for CPR and the Heimlich maneuver;
 - HLH301HE2e:** analyze choices related to driving and transportation safety; and
 - HLH301HE2f:** distinguish risk factors that are controllable and uncontrollable for the student’s age group.

Strand:

HE3 Nutrition and Physical Activity

Essential Understanding: **HLH301HE3** Healthful nutrition and physical activity contribute to growth and energy and prevent chronic diseases.

The student will:

- Standards:
- HLH301HE3a:** analyze physical inactivity and obesity trends in children, adolescents, and adults in the United States since 1995;
 - HLH301HE3b:** analyze internal and external influences on food choices and eating habits;
examples are:
 - personal likes and dislikes
 - media advertisements
 - government regulations (FDA, USDA)
 - HLH301HE3c:** determine the relationships among food purchase, storage, and preparation practices to food safety and nutritional value; and
 - HLH301HE3d:** investigate school, family, and community sources for maintaining balanced nutrition,
examples are:
 - school cafeteria, restaurant and fast food menus
 - family pantry and grocery list
 - HLH301HE3e:** explain the relationship among eating behaviors, physical activity and emotional health.

Strand:

HE4 Mental Health

Essential Understanding: **HLH301HE4** Mental health is essential to general well-being

The student will:

- Standards:
- HLH301HE4a:** identify signs and symptoms of mental illness (physical and emotional stress, eating disorders, clinical depression) and potential suicide;
 - HLH301HE4b:** analyze verbal and nonverbal skills needed to develop and maintain healthful interpersonal relationships;
 - HLH301HE4c:** describe the influences of group identity on development of self-esteem and relationships with others;

- HLH301HE4d:** analyze strategies to manage and diminish aggressive behaviors; including bullying, harassment, hazing and gangs;
HLH301HE4e: evaluate personal coping strategies that address deployments and military community life; and
HLH301HE4f: evaluate community mental health resources.

Strand:

HE5 Alcohol, Tobacco, and Other Drugs

Essential Understanding: **HLH301HE5** Drug use can be helpful or harmful. Misuse has consequences that may require intervention and treatment.

The student will:

- Standards:
- HLH301HE5a:** distinguish valid sources of information on recent trends related to teenage alcohol, tobacco, and other drug use;
HLH301HE5b: determine the importance of taking medicinal drugs in the dosage and duration as prescribed;
HLH301HE5c: summarize local alcohol and other drug-related laws, including driving-related laws;
HLH301HE5d: evaluate local community resources for alcohol, tobacco, and other drug-related interventions and treatments available to teenagers and adults;
HLH301HE5e: set personal goals for resisting negative peer pressure;
HLH301HE5f: demonstrate positive coping strategies to avoid the use of alcohol, tobacco, and other illicit drugs; and
HLH301HE5g: assess preconceptions regarding the use of alcohol, tobacco and other drugs among adolescents

Strand:

HE6 Family Life and Human Sexuality

Essential Understanding: **HLH301HE6** Developmental changes prepare one for adult roles in the family and society.

The student will:

- Standards:
- HLH301HE6a:** explain the anatomy and physiology of the human reproductive system;
HLH301HE6b: determine responsibilities of healthful pregnancy and parenting.
HLH301HE6c: investigate relationship issues that promote expectations for healthful sexual relationships;
 examples are:
 - respecting the individual's romantic/sexual limits,
 - sexual abuse prevention;**HLH301HE6d:** explain routine preventive health practices;
 examples are:
 - breast and testicular self-examination,
 - use of barriers to prevent contact with body fluids;**HLH301HE6e:** analyze how interpersonal communications affect relationships;
HLH301HE6f: evaluate the effectiveness of various methods of contraception,
 examples are:
 - abstinence,
 - barrier methods,

- other contraceptive methods;
- HLH301HE6g:** recognize that there are individual differences in growth and development, body image, gender roles and sexual orientation;
- HLH301HE6h:** describe strategies for preventing and reporting sexual discrimination, assault, harassment, and rape;
- HLH301HE6i:** analyze consequences of teenage pregnancy from different viewpoints; and
- HLH301HE6j:** evaluate HIV and STD prevention, treatment, and control strategies.