

Hawaii Content and Performance Standards III

Health Education

Hawaii's 7x7 Curriculum Focus for Standards-Based School Health Education		
Build Knowledge and skills through teaching 7 Health Education Standards	X	Promote Healthy Behaviors in the Context of 7 Priority Risk/Content Areas
<ol style="list-style-type: none"> 1. Core Concepts (Functional Knowledge) 2. Accessing Information, Products, and Services 3. Self-Management 4. Analyzing Influences 5. Interpersonal Communication 6. Decision-Making and Goal-Setting 7. Advocacy 		<ol style="list-style-type: none"> 1. Mental and Emotional Health 2. Personal Health and Wellness 3. Healthy Eating and Physical Activity 4. Promoting Safety and Preventing Violence and Unintentional Injury 5. Tobacco-Free Lifestyle 6. Alcohol and Other Drug-Free Lifestyle 7. Sexual Health and Responsibility

Standard 1: CORE CONCEPTS			
Understand concepts related to health promotion and disease prevention			
<i>NHES Rationale for Core Concepts Standard: The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators.</i>			
K-2	3-5	6-8	9-12
Mental and Emotional Health			
HE.K-2.1.1 Describe appropriate ways to express feelings	HE.3-5.1.1 Describe the relationship between physical and emotional health	HE.6-8.1.1 Explain the relationship between mental, emotional, social, and physical health	HE.9-12.1.1 Compare the relationships among mental, emotional, social, and physical health in adulthood
Healthy Eating and Physical Activity			
HE.K-2.1.2 Explain the benefits associated with exercise	HE.3-5.1.2 Describe the importance of physical activity and exercise as part of a healthy lifestyle	HE.6-8.1.2 Describe short- and long-term effects and consequences of poor nutrition and lack of physical activity	
HE.K-2.1.3 Describe the benefits associated with a healthy diet	HE.3-5.1.3 Explain the importance of a healthy diet as part of a healthy lifestyle		

Promoting Safety and Preventing Violence and Unintentional Injury			
HE.K-2.1.4 Describe barriers and situations that are safe, risky, or harmful to self and others	HE.3-5.1.4 Describe how to assess situations that might be dangerous or risky and strategies to avoid such situations	HE.6-8.1.3 Describe short- and long-term effects and consequences of violent or aggressive behaviors	HE.9-12.1.2 Know how to use appropriate strategies to avoid, reduce, and report threatening situations
		HE.6-8.1.4 Describe types and degrees of risk encountered in daily living and formulate strategies to avoid or reduce threatening situations	
Tobacco-Free Lifestyle			
	HE.3-5.1.5 Identify the consequences of using tobacco products	HE.6-8.1.5 Describe short- and long-term effects and consequences of tobacco product use	
Alcohol and Other Drug-Free Lifestyle			
	HE.3-5.1.6 Identify the consequences of alcohol and drug abuse	HE.6-8.1.6 Describe short- and long-term effects and consequences of drinking alcohol and using drugs	
Sexual Health and Responsibility			
	HE.3-5.1.7 Identify the stages of growth and development in humans related to puberty and adolescence	HE.6-8.1.7 Describe short- and long-term effects and consequences of sexual activity	
Personal Health and Wellness			
HE.K-2.1.5 Describe how individuals can promote and protect their own health	HE.3-5.1.8 Describe the relationship between health behaviors and well-being	HE.6-8.1.8 Describe the body system function, how they interact with each other, and how they are impacted by health behaviors	HE.9-12.1.3 Identify personal health behaviors and other factors that impact body system functions
HE.K-2.1.6 Describe helpful and harmful substances and their proper use	HE.3-5.1.9 Explain the Consequences associated with exposure to environmental elements	HE.6-8.1.9 Identify choices individuals can make to promote or harm their health	HE.9-12.1.4 Explain the purpose of public health policies and government regulations in health

HE.K-2.1.7 Describe the benefits associated with personal cleanliness	HE.3-5.1.10 Explain the importance of early detection and treatment of disease	HE.6-8.1.10 Identify proper health care and describe how it can prevent premature death and disability	
HE.K-2.1.8 Describe the signs and symptoms of common illness and strategies one can use to avoid spreading or catching illnesses			

Standard 2: ACCESSING INFORMATION

Access valid health information and health-promoting products and services

NHES Rationale for Accessing Information Standard: Access to valid information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid resources and how to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.

K-2	3-5	6-8	9-12
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Health Information, Products, and Services Across Topic Areas

HE.K-2.2.1 Name people in the school and community who provide health support for others	HE.3-5.2.1 Explain where health information can be found in the home, school, and community	HE.6-8.2.1 Identify when it is necessary to access health services for self and others	HE.9-12.2.1 Compare health information provided from home, school, and community resources
	HE.3-5.2.2 Identify characteristics of valid health information, products, and services	HE.6-8.2.2 Use appropriate sources to access valid health information, products, and services	HE.9-12.2.2 Evaluate the validity of different sources of health information
			HE.9-12.2.3 Describe when and how to access health services for self and others

Standard 3: SELF-MANAGEMENT

Practice health-enhancing behaviors and reduce health risks

NHES Rationale for Self-Management Standard: Research confirms that the practice of health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.

K-2	3-5	6-8	9-12
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Mental and Emotional Health

HE.K-2.3.1 Describe personal stressors and ways to deal with stressful situations	HE.3-5.3.1 Use appropriate strategies for dealing with emotional and stressful situations	HE.6-8.3.1 Explain personal preferences for coping and stress management strategies	HE.9-12.3.1 Compare a variety of personal coping and stress management strategies
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Personal Health and Wellness			
	HE.3-5.3.2 Evaluate behaviors that are safe, risky, or harmful to self and others	HE.6-8.3.2 Explain the importance of assuming responsibility for personal health behaviors	HE.9-12.3.2 Compare the importance of enhancing health and safety in the community, workplace, and/or at home
			HE.9-12.3.3 Evaluate personal behaviors within the risk areas (e.g., tobacco use, alcohol and drug use, nutrition, fitness, personal safety, sexual activity)

Standard 4: ANALYZING INFLUENCES
Understand the culture, family, peers, media, technology, and other factors on health

NHES Rationale for Analyzing Influences Standard: Health is affected by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.

K-2	3-5	6-8	9-12
Factors Influencing Health Across Topic Areas			
HE.K-2.4.1 Describe internal (e.g., one's own feelings, moods, curiosity, physical well-being) and external (e.g., family, school, media) factors that influence health behaviors	HE.3-5.4.1 Identify internal and external factors that influence health behaviors and health-related decisions	HE.6-8.4.1 Explain the influence of internal and external factors on health outcomes	HE.9-12.4.1 Evaluate the interrelationship of internal and external factors that influence health behaviors

Standard 5: INTERPERSONAL COMMUNICATION
Use interpersonal communication skills to enhance health

NHES Rationale for Interpersonal Communication Standard: Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and nonverbal skills to develop and maintain healthy personal relationships. The ability to organize and convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

K-2	3-5	6-8	9-12
Communication Skills Across Topic Areas			
HE.K-2.5.1 Use effective verbal and nonverbal communication	HE.3-5.5.1 Use appropriate strategies for effective verbal and non-verbal communication in	HE.6-8.5.1 Use effective verbal and non-verbal communication skills	HE.9-12.5.1 Know how to use appropriate verbal and non-verbal communication skills

	formal and informal settings		that are necessary to avoid potentially harmful substances
HE.K-2.5.2 Use effective and appropriate ways to express feelings, wants, and needs	HE.3-5.5.2 Use strategies to avoid inappropriate communication (e.g., name-calling, put-downs, and harassment)	HE.6-8.5.2 Use effective behaviors that communicate care, consideration, and respect for self and others	
HE.K-2.5.3 Describe basic refusal skills			
HE.K-2.5.4 Describe how to be a good friend and responsible family member			

Promoting Safety and Preventing Violence and Unintentional Injury

	HE.3-5.5.3 Know how to use appropriate non-violent strategies to deal with conflict and dispute	HE.6-8.5.3 Identify possible causes of disputes connected to personal, family, and community matters	HE.9-12.5.2 Know how to use appropriate strategies to resolve disagreements
		HE.6-8.5.4 Apply appropriate conflict resolution strategies to deal with potentially harmful situations	

Standard 6: DECISION-MAKING AND GOAL-SETTING
Use decision-making and goal-setting skills to enhance health

NHES Rationale for Decision-Making Standard: Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.

NHES Rationale for Goal-Setting Standard: Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

K-2	3-5	6-8	9-12
Decision-Making Across Topic Areas			
HE.K-2.6.1 Explain when and who to ask for help in making health-related decisions and setting goals	HE.3-5.6.1 Identify the elements of a decision-making model related to health issues and problems	HE.6-8.6.1 Describe decision-making processes related to health-related decisions	HE.9-12.6.1 Explain decision-making strategies used to make health-related decisions

	HE.3-5.6.2 Evaluate decisions made on health issues and problems	HE.6-8.6.2 Assess health-related decisions for consequences that affect oneself and others	HE.9-12.6.2 Evaluate health decisions that have immediate and long-term consequences on the individual, family, and community
			HE.9-12.6.3 Know how to apply appropriate responses to risky situations

Goal-Setting Across Topic Areas

HE.K-2.6.2 Name a personal health goal and describe a plan to achieve it	HE.3-5.6.3 Identify appropriate goal-setting strategies to set personal health goals	HE.6-8.6.3 Evaluate personal health strengths and risks to set personal goals	HE.9-12.6.4 Create and implement a plan for enhancing life-long goals
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Standard 7: ADVOCACY
Advocate for personal, family, and community health

NHES Rationale for Advocacy Standard: Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

K-2	3-5	6-8	9-12
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Advocacy Across Topic Areas

HE.K-2.7.1 Describe ways to help others promote and protect their own health	HE.3-5.7.1 Name people or groups that advocate for healthy individuals, families, and communities	HE.6-8.7.1 Use effective strategies to influence and support others in making healthful choices	HE.9-12.7.1 Use effective strategies to help others promote and protect their health
	HE.3-5.7.2 Use appropriate strategies to express individual opinions about health issues	HE.6-8.7.2 Use appropriate methods to communicate accurate health information and ideas	HE.9-12.7.2 Design a school-wide health advocacy campaign that advocates for a healthy lifestyle
		HE.6-8.7.3 Describe how barriers can affect the communication of information, ideas, feelings, and opinions	HE.9-12.7.3 Evaluate the effectiveness of strategies in communicating health information
			HE.9-12.7.4 Explain how health messages can be translated to particular audiences