

Elementary Health Standards and Benchmarks

10-21-04

A. Health promotion and disease prevention

Standard

Students will understand concepts and practice behaviors to promote personal health promotion and reduce health risks.

Rationale:

Knowledge about the human body, prevention of diseases, and relationship between behavior and health concerns is basic to health literacy. Students who understand the importance of and accept the responsibility for making healthy living choices and practicing disease-prevention strategies establish a foundation for leading healthy and productive lives.

Benchmarks

1. Describe the basic structure and functions of the human body systems.
2. Identify ways to be healthy during childhood
3. Identify responsible health behaviors
4. Identify positive mental, emotional, social, and physical factors that influence health
5. Demonstrate strategies to improve or maintain personal health
6. Explain how childhood diseases and injuries can be prevented or treated.
7. Develop and practice injury prevention and management strategies for personal health
8. Compare the relative risk of various behaviors
9. Demonstrate ways to avoid and reduce threatening situations.

B. Goal setting and decision making

Standard

Students will demonstrate the ability to use goal-setting and decision making skills to enhance health.

Rationale:

Decision making and goal setting are essential lifelong skills needed to implement and sustain health-enhancing behaviors. These skills make it possible for students to apply health knowledge to healthy lifestyle development. Decision-making and goal-setting enable individuals to work collaboratively to improve the quality of life in their families, schools, and communities.

Benchmarks

1. Identify the decision making process relative to health issues.
2. Explain when to ask for assistance in making health-related decisions and setting health goals.
3. Predict outcomes of positive health decisions for themselves.
4. Set a personal health goal and track progress toward achievement.
5. Analyze how behaviors may have both good and bad consequences

C. Information and Services

Standard

Students will demonstrate the ability to access valid health information and services

Rationale:

Accessing valid health information and services is important in the prevention, early detection, and treatment of most health problems. Critical thinking involves the ability to identify reliable health information and to analyze and select health-promoting products and services. Applying analysis skills provides a foundation for students to become health-literate and responsible, productive citizens.

Benchmarks:

1. Identify valid health information, products, and services
2. Demonstrate the ability to locate resources from home, school, and community that provide valid health information and services
3. Explain how the media influences the selection of health information, products, and services.

D. Culture, Media, and Technology

Standard

Students will analyze the impact of culture, media, technology, and other factors on health

Rationale:

Health is influenced by a variety of factors that coexist within society. These factors include cultural contexts as well as the influence of media and technology. A critical thinker and problem solver interprets, analyzes, and evaluates the influence of these factors on health. The health-literate learner draws upon these factors to strengthen individual, family, and community health.

Benchmarks:

1. Describe how culture influences personal health behaviors
2. Explain how the media influences thoughts, feelings, and health behaviors
3. Describe ways technology can influence personal health
4. Explain how information from school, family, and peers influences health

E. Communication

Standard

Students will demonstrate the ability to use effective interpersonal communication skills to enhance health

Rationale:

Personal, family, and community health are enhanced through effective communication. A health-literate individual uses verbal and nonverbal communication skills to develop and maintain healthy relationships. The ability to organize and convey information, beliefs, and feelings strengthens interactions and resolves conflict. Health-literate learners demonstrate care, consideration, and respect for themselves and others.

Benchmarks

1. Distinguish between and demonstrate verbal and nonverbal communication
2. Describe and demonstrate healthy ways to express needs, wants, and feelings
3. Describe and demonstrate ways to communicate care, consideration, and respect for themselves and others
4. Describe and demonstrate attentive-listening skills to build and maintain healthy relationships
5. Identify possible causes of conflict
6. Identify and demonstrate healthy ways to resolve conflict

G. Advocacy

Standard

Students will demonstrate the ability to advocate for personal, family, school, and community health

Rationale:

The quality of life is dependent on an environment that protects and promotes the health of individuals, families, schools, and communities. Students who have become health-literate citizens advocate for positive health in their communities.

Benchmarks:

1. Describe a variety of methods to convey accurate health information and ideas
2. Convey valid information and express opinions about health issues
3. Identify community organizations that advocate for healthy individuals, families, schools, and communities
4. Demonstrate the ability to influence and support others in making positive health choices

