

NEBRASKA

HEALTH EDUCATION

STANDARDS



The Nebraska State Board of Education believes that every student is entitled to equitable educational opportunities across all races, colors, sexes, and national origins. The same principle has been adopted by the United States Congress ([20 U.S.C. 1701](#)). Additionally, the Nebraska Legislature has declared that it shall be an unfair or discriminatory practice for any educational institution to discriminate on the basis of sex in any program or activity ([Neb. Rev. Stat. § 79-2, 115](#)). Lastly, the [Nebraska Equity Lens](#), approved by the Nebraska State Board of Education in 2019, can be utilized to help school districts/school systems consider the groups and individuals impacted by local health education programs.

Introduction

School-based health education programs create a framework to help every student acquire the health-related knowledge and skills necessary to maintain and improve lifelong health. This includes motivating students to maintain and improve their health, advocating for themselves and others, preventing disease and injuries, forming healthy relationships, and avoiding or reducing health-related risk behaviors. School-based health education programs, developed in partnership with families and communities, teach students “health literacy” – the ability to access, understand, appraise, apply, and advocate for health information and services in order to maintain or enhance one’s own health and the health of others (SHAPE America, 2021). This ability seeks to ensure that all students develop a positive attitude towards a lifetime of health and wellbeing.

In Nebraska, school districts/school systems should also consider the statutory requirements connected to health education and seek to integrate the requirements into local programs. Those requirements include:

- [Provisions for Bullying Prevention](#) Neb. Rev. Stat. § 79-2,137
- [Provisions for Dating Violence Prevention](#) Neb. Rev. Stat. §§ 79-2,138 to 79-2,142
- [Provisions for Fire Prevention Instruction](#) Neb. Rev. Stat. § 79-706
- [Provisions for Health Education](#) Neb. Rev. Stat. §§ 79-712 to 79-714
- [Provisions for Multicultural Education](#) Neb. Rev. Stat. §§ 79-719 to 79-723
- [Provisions for Character Education](#) Neb. Rev. Stat. §§ 79-725 to 79-727

Parent, Guardian, and Family Involvement

Parents, guardians, and families share in the responsibility of helping students learn the health-related knowledge and skills needed to maintain and improve lifelong health. As such, the content included in the Nebraska Health Education Standards recognizes the rights, duties, and responsibilities of parents, guardians, and families as primary educators. Local school districts/school systems should provide resources for parents,

guardians, and families so they can help their students become healthy, responsible, and engaged while promoting inclusive health education. The partnership between educators and families will positively contribute to students' ability to achieve health and wellness throughout their lives. School-based health education programs should create opportunities to build connectedness between the school, students, and their families. This includes making regular contact with parents/guardians in their preferred language, providing information to parents/guardians regarding the content delivered in the classroom, and developing strategies to involve parents, guardians, and families in the skills and lessons students learn in health education.

Nebraska Health Education Standards

The Nebraska Health Education Standards create a framework for what students should learn, practice, and demonstrate as it relates to health education. These standards do not prescribe particular curricula, textbooks, lessons, teaching techniques, or classroom activities. Decisions about health education curricula, textbooks, and/or instructional materials are made locally in consultation with parents/guardians, local school boards, and community members, as well as teachers and school leaders. Public and accredited non-public schools in Nebraska are required to include health education within their instructional programs for elementary, middle, and high schools, and the instructional programs are to have written guides, frameworks, or standards for school-based health education. When requested, local health education guides, frameworks, or standards, along with curricula, textbooks, and/or instructional materials, should be made available to parents/guardians and other community stakeholders.

The Nebraska Health Education Standards identify eight content strands across kindergarten through 12th grade. The eight content strands are as follows:

1. **Foundations of Personal Health:** Foundations of Personal Health assists students with acquiring basic health concepts and functional knowledge and skills, providing a foundation for promoting health-enhancing behaviors.
2. **Nutrition & Physical Activity Promotion:** The Nutrition & Physical Activity strand promotes healthy lifestyle choices through knowledge and skills related to properly fueling the body. Students learn the importance of movement and dietary choices along with their effects on academics and overall health and wellness.
3. **Substance Abuse Prevention:** The Substance Abuse Prevention strand provides students with knowledge and skills to make healthy choices to avoid or reduce their risk of substance use, misuse, and abuse.

4. **Disease Prevention:** The Disease Prevention strand promotes hygiene and safety practices so that students learn and adopt behaviors to maintain and enhance overall health and prevent and reduce the risk of diseases and conditions.
5. **Injury Prevention & Safety:** The Injury Prevention & Safety strand assists students in understanding their role in protecting themselves and others from unintentional danger, risk, or injury as well as recognizing and appropriately responding to injuries or emergency situations.
6. **Social, Emotional, & Mental Health:** The Social, Emotional, & Mental Health strand helps students recognize the impact mental, emotional, and social wellness has on one's overall health and the health of others.
7. **Human Growth & Development:** The Human Growth & Development strand teaches students the structures and functions of human body systems and how to recognize and manage the physical and psychological changes that occur during development and maturation. Students learn the characteristics of healthy relationships and develop knowledge and skills to promote body safety.
8. **Consumer & Environmental Health:** The Consumer & Environmental Health strand teaches students how to identify and access valid consumer products, services, and resources for a healthy lifestyle as well as recognize how the setting around them plays a role in overall wellbeing.

In addition to the content included in the Nebraska Health Education Standards, local school districts/school systems should consider including sex education within health education so students have the essential knowledge and critical skills needed to decrease sexual risk behaviors. When determining how sex education is included in health education programs, school districts/school systems should make decisions in consultation with parents/guardians, local school boards, and community members, along with teachers and school leaders. This will ensure that all stakeholders work together and have a voice in the decision-making process and the content that is delivered. Locally-determined content in sex education should be developmentally appropriate and medically accurate. The content should be affirming and protective in order to provide inclusive, equitable, and safe learning environments for every student. The content should align with school, family, and community priorities and include resources that create lines of communication between parents/guardians and teachers so there is an understanding and knowledge of what content is being delivered in the classroom.

STRAND 1: Foundations of Personal Health

Standard 1: Students will recognize the relationship between the physical, mental/emotional and social aspects of a healthy individual.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.1.1.a: Explain the difference between healthy and unhealthy behaviors.	HE.1.1.1.a: Identify how healthy behaviors affect personal health (e.g. brushing teeth, using crosswalk, physical activity).	HE.2.1.1.a: Identify healthy behaviors necessary for the development of the multiple dimensions of health.	HE.3.1.1.a: Describe how healthy behaviors affect the multiple dimensions of health.	HE.4.1.1.a: Define health literacy and how it relates to the dimensions of health.	HE.5.1.1.a: Describe health literacy and its connection with healthy behaviors.	HE.6.1.1.a: Distinguish between the multiple dimensions of health.	HE.7.1.1.a: Describe how lifestyles and habits impact the multiple dimensions of health.	HE.8.1.1.a: Connect healthy lifestyles and habits to be a healthy individual.	HE.HS.1.1.a: Analyze the interrelationships between the dimensions of health.	HE.HS.2.1.a: Analyze the interrelationships between the dimensions of health and their impact on society.
	HE.1.1.1.b: Identify the multiple dimensions of health.		HE.3.1.1.b: Define hygiene and identify ways to practice proper hygiene.	HE.4.1.1.b: Identify prevention strategies related to the dimensions of health.	HE.5.1.1.b: Recognize how prevention strategies can affect lifetime outcomes.	HE.6.1.1.b: Analyze the influence of media and technology on personal and family health.	HE.7.1.1.b: Analyze the physical, emotional, mental, and social importance related to proper hygiene	HE.8.1.1.b: Analyze various lifestyles and habits and how they impact the multiple dimensions of health.	HE.HS.1.1.b: Examine the dimensions of health and the impact on society, family, school, environmental stressors and social determinants on personal health.	
			HE.3.1.1.c: Explain the importance of practicing proper hygiene.	HE.4.1.1.c: Describe values that promote personal health.						

Standard 2: Students will exhibit knowledge for decision-making while analyzing the influences and potential outcomes of the decision.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.1.2.a: Identify parent/guardian/trusted adults who can help make healthy decisions.	HE.1.1.2.a: Identify how family can help make healthy decisions.	HE.2.1.2.a: Demonstrate the steps of the decision-making process.	HE.3.1.2.a: Identify internal and external factors that influence decisions regarding health (e.g. likes, friends, family).	HE.4.1.2.a: Provide examples of how a person's decisions can be positively or negatively influenced by others, including peers.	HE.5.1.2.a: Analyze a variety of internal and external factors that influence decisions and behaviors (e.g. culture, family, biases, values, peers, community views).	HE.6.1.2.a: Examine influences, personal values, beliefs and perceived norms and how they relate to health behaviors.	HE.7.1.2.a: Explain influences that impact decision-making (e.g. peer pressure, bullying, technology, relationships, media, etc.).	HE.8.1.2.a: Apply the steps of the decision-making process.	HE.HS.1.2.a: Apply the decision-making process in health-related situations.	HE.HS.2.2.a: Demonstrate how to influence and support others when making positive health-related choices.
HE.K.1.2.b: Identify how the school can help make healthy decisions (e.g. healthy food in cafeteria, rules, practices and procedures).	HE.1.1.2.b: Explain how to make a good, health-related decision and how all decisions can affect self or others.	HE.2.1.2.b: Recognize when help is needed in making a decision.	HE.3.1.2.b: Describe how choices can have positive and negative consequences.	HE.4.1.2.b: Recognize negative and positive peer pressure and its influence on health promotion and risk reduction.	HE.5.1.2.b: Analyze the credibility of health information, products, and services and how that can impact one's health-related decisions.	HE.6.1.2.b: Predict the positive and negative consequences of a decision.		HE.8.1.2.b: Evaluate influences on the decision-making process (e.g. peer pressure, bullying, technology, relationships, media, etc.).	HE.HS.1.2.b: Analyze how peers influence health-related behaviors.	
HE.K.1.2.c: Explain the relationship between a decision and an outcome.			HE.3.1.2.c: Describe how the media and technology can positively and negatively influence decisions.		HE.5.1.2.c: Describe how the positive and negative consequences of a decision can have short and/or long-term effects.	HE.6.1.2.c: Describe how relevant influences of media and technology affect health-related decisions and behaviors.		HE.8.1.2.c: Assess the positive and negative impacts of a decision.	HS.HS.1.2.c: Identify personal health-related decisions and examine the internal and external influences.	
					HE.5.1.2.d: Demonstrate strategies for resisting negative peer pressure.				HE.HS.1.2.d: Justify when individual or collaborative decision-making is appropriate.	

Standard 3: Students will focus on personal development and growth.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.1.3.a: Demonstrate effective communication skills when expressing needs, wants, and feelings.	HE.1.1.3.a: Describe personal health goals and determine who can assist in achieving them.	HE.2.1.3.a: Describe ways you are different and unique.	HE.3.1.3.a: Identify strategies for handling pressure situations (e.g. taking a test, participating in a competitive activity).	HE.4.1.3.a: Prioritize healthy choices for self while being influenced by others.	HE.5.1.3.a: Identify the key components of a goal (e.g. foreseeing obstacles, motivation, and self-confidence).	HE.6.1.3.a: Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.	HE.7.1.3.a: Explain the importance of each key component of a SMART goal.	HE.8.1.3.a: Formulate and critique health-related goals using the key components of a SMART goal.	HE.HS.1.3.a: Analyze the role of individual responsibility for enhancing personal development and growth.	HE.HS.2.3.a: Work cooperatively as an advocate for improving personal, family, and community health.
HE.K.1.3.b: Define goals and explain why setting goals is important.		HE.2.1.3.b: Discuss how to handle tasks and challenges in a positive way (e.g. refraining from negative comments, engaging in positive self-talk).	HE.3.1.3.b: Describe passive, aggressive, and assertive communication styles.	HE.4.1.3.b: Set a specific and measurable short-term, health-related goal and track the progress.	HE.5.1.3.b: Demonstrate strategies to reduce stress (e.g. talking to a friend or parent/guardian/trusted adult, considering what led to these feelings, exercise).	HE.6.1.3.b: Implement strategies to manage responsibilities and deadlines.	HE.7.1.3.b: Identify influences on personal development and advocate for self.	HE.8.1.3.b: Analyze how influences impact personal development.	HE.HS.1.3.b: Analyze how time management can contribute to stress reduction and a healthier life.	HE.HS.2.3.b: Analyze how time management and scheduling correlates with personal and community health.
			HE.3.1.3.c: Respond positively to constructive feedback.	HE.4.1.3.c: Define positive and negative stress and identify stressors in oneself and others.		HE.6.1.3.c: Identify positive and negative results of stress and appropriate ways of dealing with each.	HE.7.1.3.c: Differentiate between short- and long-term goals and describe the relationship between them.	HE.8.1.3.c: Utilize strategies for persevering through challenges and setbacks.	HE.HS.1.3.c: Predict short-term and long-term benefits and harmful consequences of behaviors based on a health assessment tool.	HE.HS.2.3.c: Select and apply a health skill to improve personal and community safety and health.
			HE.3.1.3.d: Create strategies to manage responsibilities and deadlines.	HE.4.1.3.d: Identify physical and emotional reactions to stress.			HE.7.1.3.d: Describe common stressors and how stress effects one's health.	HE.8.1.3.d: Apply strategies to reduce stress.	HE.HS.1.3.d: Develop a plan to attain a personal, health-related goal that addresses strengths, needs, and risks.	

				HE.4.1.3.e: Discuss strategies to manage stressors.			HE.7.1.3.e: Practice strategies for dealing with stress (e.g. deep breathing, guided visualization, exercise, time management).			
							HE.7.1.3.f: Describe how time management might contribute to stress reduction.			

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STRAND 2: Nutrition & Physical Activity Promotion

Standard 1: Students will be able to make healthy food choices based on dietary recommendations.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.2.1.a: Identify nutrient-rich food choices.	HE.1.2.1.a: Identify foods from each food group.	HE.2.2.1.a: Classify various foods into the correct food groups according to dietary recommendations.	HE.3.2.1.a: Identify and separate foods that belong to multiple food groups (e.g. enchilada, pizza, Biryani, gumbo, Succotash, sandwich, lasagna).	HE.4.2.1.a: Associate recommended food servings to the sizes of common food items/packages.	HE.5.2.1.a: Define a calorie and describe how it is used by the body.	HE.6.2.1.a: Identify the basic nutrients and describe their functions (e.g. fat, carbohydrates, protein, vitamins, minerals and water).	HE.7.2.1.a: Compare and contrast portion and serving sizes recommended for each stage of development.	HE.8.2.1.a: Explain the similarities and differences among protein, fats, and carbohydrates regarding nutritional value and food sources.	HE.HS.1.4.a: Evaluate the dietary recommendations to implement healthy eating habits.	HE.HS.2.4.a: Develop meal plans for various dietary recommendations and various populations (e.g. elderly, athletes, chronic illness).
HE.K.2.1.b: Identify the importance of eating breakfast every day.	HE.1.2.1.b: Describe the health benefits of water, compared to other beverages.	HE.2.2.1.b: Explain the importance of eating a variety of foods from all food groups.	HE.3.2.1.b: Identify the recommended servings for each food group.	HE.4.2.1.b: Set a short-term goal to choose nutrient-rich foods for snacks and meals.	HE.5.2.1.b: Explore food choices from different cultures.	HE.6.2.1.b: Identify nutrient-rich foods within each of the basic food groups and selects appropriate servings for ones age and physical activity levels.	HE.7.2.1.b: Analyze nutritional information to enhance food choices.	HE.8.2.1.b: Create a meal plan using recommended portion and serving sizes.	HE.HS.1.4.b: Evaluate the six essential nutrients and the impact on individual health.	
HE.K.2.1.c: Describe the amount of water someone should drink in a day.	HE.1.2.1.c: Describe the benefits of eating nutrient-rich snacks and breakfast every day.	HE.2.2.1.c: Set a goal to drink the recommended amount of water each day.	HE.3.2.1.c: Identify what food-borne illness is.	HE.4.2.1.c: Differentiate between portion and serving sizes.	HE.5.2.1.c: Identify strategies that can be used to consume recommended servings of food to meet individual nutrient needs.	HE.6.2.1.c: Identify the nutritional value for various foods.	HE.7.2.1.c: Compare and contrast the six essential nutrients and their functions.	HE.8.2.1.c: Set a nutritional goal and apply nutritional information to monitor food choices.	HE.HS.1.4.c: Compare and contrast food labels and product information.	

	HE.1.2.1.d: Recognize that family and culture influence food choices.	HE.2.2.1.d: Demonstrate making nutrient-rich snack choices at school and at home.	HE.3.2.1.d: Explain the benefits of eating fruits, vegetables, and whole grains.	HE.4.2.1.d: Identify food with labels and locate key nutrition items.	HE.5.2.1.d: Create a daily menu, including beverages, using current dietary guidelines.	HE.6.2.1.d: Summarize the benefits of eating the dietary recommendations of fruits, vegetables and water intake.	HE.7.2.1.d: Develop strategies for balancing healthy food, snacks and water intake, along with physical activity.	HE.8.2.1.d: Identify foods and beverages that contain each of the six essential nutrients.		
			HE.3.2.1.e: Discuss how family, friends, and media influence food choices.	HE.4.2.1.e: Identify foods that are grown and produced in Nebraska.	HE.5.2.1.e: Illustrate how to keep food safe through proper food preparation and storage.	HE.6.2.1.e: Explain the importance of eating a nutrient-rich breakfast every day.	HE.7.2.1.e: Explain the relationship between access to healthy foods and personal food choices.	HE.8.2.1.e: Compare and contrast facts versus myths regarding nutrition practices and products.		
				HE.4.2.1.f: Describe safe food handling and preparation practices.	HE.5.2.1.f: Set a goal to limit foods and beverages high in added sugars, fat, and sodium.	HE.6.2.1.f: Analyze how advertising and marketing techniques used for food and beverages affect choices.		HE.8.2.1.f: Explain why the recommended amount of food a person needs each day may be different for each food group.		
				HE.4.2.1.g: Practice asking family members for nutrient-rich food options.				HE.8.2.1.g: Explain how to select healthy foods when dining out.		
								HE.8.2.1.h: Summarize the benefits of limiting the consumption of fat, added sugar, and sodium.		

Standard 2: Students will exhibit the knowledge to achieve and maintain a health enhancing level of physical fitness.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.2.2.a: Recognize how being physically active helps a person stay healthy.	HE.1.2.2.a: Identify examples of physical activities that are personally enjoyable.	HE.2.2.2.a: Identify physical activities that provide self-expression and promotes confidence.	HE.3.2.2.a: Describe the concept of fitness and provide examples of physical activities to enhance fitness.	HE.4.2.2.a: Identify the components of health-related fitness (e.g. cardiovascular endurance, muscular endurance, flexibility, body composition, muscular strength) and example activities of each.	HE.5.2.2.a: Describe and demonstrate the skill-related components of fitness.	HE.6.2.2.a: Identify ways to strengthen each skill- and health-related component of fitness.	HE.7.2.2.a: Demonstrate how to find resting heart rate and calculate target heart rate while being physically active.	HE.8.2.2.a: Compare and contrast physical activities based on the contributions to skill and health related fitness.	HE.HS.1.5.a: Analyze the amount and types of physical activity recommended for teenagers overall health and for the maintenance of healthy body weight.	HE.HS.2.5.a: Develop an exercise program with safety and effectiveness for a specific outcome or population (e.g. weight gain, loss or athletes, elderly, disabilities).
HE.K.2.2.b: Identify examples of active play opportunities outside of physical education.	HE.1.2.2.b: Identify the heart as a muscle that grows stronger with exercise, active play, and physical activity.	HE.2.2.2.b: State the purpose of a warm-up and cool-down when performing physical activities.	HE.3.2.2.b: Explain the importance of warm-up and cool-down for vigorous physical activity.	HE.4.2.2.b: Identify the benefits of living an active lifestyle through lifetime activities.	HE.5.2.2.b: Develop a personal plan to be physically active.	HE.6.2.2.b: Define resting heart rate and target heart rate and its relationship to physical fitness.	HE.7.2.2.b: Set, monitor, and assess progress toward a self-selected fitness goal using different types of physical activity.	HE.8.2.2.b: Analyze and adjust effort to maintain target heart rate during various types of physical activity.	HE.HS.1.5.b: Develop an exercise program with safety and effectiveness for a specific outcome.	HE.HS.2.5.b: Evaluate the community and school environments for safe and effective physical activity opportunities.
		HE.2.2.2.c: Identify ways to meet national physical activity guidelines of 60 minutes per day.	HE.3.2.2.c: Discuss the importance of the muscular system on movement.	HE.4.2.2.c: Describe the elements of a physical activity plan (e.g. warm-up, activity, cool-down).	HE.5.2.2.c: Track progress towards achieving a personal physical activity goal.	HE.6.2.2.c: Set and monitor a self-selected fitness goal using different types of physical activity.	HE.7.2.2.c: Identify barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.	HE.8.2.2.c: Design and implement a fitness program to maintain and enhance current physical fitness levels.		

		HE.2.2.2.d: Set a goal to be physically active at least 60 minutes each day.	HE.3.2.2.d: Explain the influence family, friends, and media have on physical activity.		HE.5.2.2.d: Discuss the role of weight or resistance training prior to puberty.	HE.6.2.2.d: Identify each of the components of the overload principles (Frequency, Intensity, Time, Type {FITT}) for different types of physical activity.	HE.7.2.2.d: Explain the relationship between self-expression and lifelong enjoyment through physical activity.	HE.8.2.2.d: Participate in a variety of self-selected activities with moderate to vigorous intensity for a minimum of 60 minutes a day.		
						HE.6.2.2.e: Describe the difference between aerobic and anaerobic capacity.	HE.7.2.2.e: Design a warm-up/cool-down regimen using dynamic and static stretches for a self-selected physical activity.	HE.8.2.2.e: Identify technical resistance progressions and determine corrections that are necessary for injury prevention and health promotion.		
						HE.6.2.2.f: Discuss the importance of proper technique while performing muscular strength exercises.				

Standard 3: Students will recognize the effects of nutritional and physical activity choices on overall health.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.2.3.a: State how food gives us energy and helps us grow.	HE.1.2.3.a: Describe the benefits of being physically active (e.g. academics, social interactions, mental wellbeing, physical wellbeing).	HE.2.2.3.a: Recognize the impact of nutrition on physical activity.	HE.3.2.3.a: Explain how physical activity, water and food intake can affect a person's health.	HE.4.2.3.a: Discuss the importance of hydration for physical activity.	HE.5.2.3.a: Analyze the impact of food choices for physical activity, youth sports, and personal health.	HE.6.2.3.a: Define caloric intake and expenditure.	HE.7.2.3.a: Compare and contrast how food choices can affect physical activity and performance.	HE.8.2.3.a: Evaluate personal food choices and the effect on physical activity and performance.	HE.HS.1.6.a: Describe the relationship between poor eating habits or lack of physical activity on chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension and osteoporosis.	HE.HS.2.6.a: Evaluate the effects of dietary supplement use, popular fad diets and weight loss products have on the community.
		HE.2.2.3.b: Discuss how physical activity can make one feel better.	HE.3.2.3.b: Identify foods that are beneficial before and after physical activity.	HE.4.2.3.b: Describe the relationships between food intake, physical activity, sleep, water and health.	HE.5.2.3.b: Describe the social benefits gained from participating in physical activity.	HE.6.2.3.b: Summarize how physical activity level affects nutritional needs as well as how food choices can affect physical activity and performance.	HE.7.2.3.b: Identify how to balance caloric intake and expenditure.	HE.8.2.3.b: Demonstrate how to balance caloric intake and expenditure through nutritional and physical activity choices.	HE.HS.1.6.b: Explore advertising claims and potential health consequences for dietary supplements, popular fad diets and weight loss products.	
			HE.3.2.3.c: Define nutrients and their role within the body.	HE.4.2.3.c: Discuss the relationship of movement on the cardiovascular and respiratory systems.	HE.5.2.3.c: Identify the role of physical activity and healthy eating in prevention of chronic disease.	HE.6.2.3.c: Identify different types of physical activities and describe how each positively impacts health (e.g. physical, mental, emotional, social).	HE.7.2.3.c: Compare and contrast physical activity levels and the effects on nutritional needs.	HE.8.2.3.c: Describes the relationship between poor nutrition and health risk factors.	HE.HS.1.6.c: Classify the effects of eating disorders and research resources for seeking help (e.g. anorexia, bulimia, obesity).	

			HE.3.2.3.d: Identify strategies for taking personal responsibility for eating healthy foods and being physically active.			HE.6.2.3.d: Recognize the importance of a healthy body image and develop appropriate food and exercise behaviors.	HE.7.2.3.d: Define disordered eating and eating disorders.	HE.8.2.3.d: Explain various nutritional habits to evaluate the impact on overall health (e.g. eating disorders, diets, cultural).	HE.HS.1.6.d: Identify how chronic conditions affect food choices, calorie needs and nutrient needs.	
						HE.6.2.3.e: Explain the relationship between the intake of nutrients and metabolism.		HE.8.2.3.e: Evaluate how physical activity levels impact all dimensions of health.		
								HE.8.2.3.f: Describe the warning signs, symptoms, and consequences of common eating disorders.		
								HE.8.2.3.g: Locate valid and reliable school and community resources for help and support with eating disorders.		
								HE.8.2.3.h: Describe the relationship between chronic diseases and an individual's nutrition and physical activity level.		

STRAND 3: Substance Abuse Prevention

Standard 1: Students will understand the differences between harmful and helpful use of substances.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.3.1.a: Discuss that medications should only be taken under the care of a parent/guardian/trusted adult.	HE.1.3.1.a: Explain why only taking medications under the care of a parent/guardian/trusted adult is important.	HE.2.3.1.a: Describe how to use medications correctly while under the supervision of a parent/guardian/trusted adult (e.g. use according to the label, use only when necessary).	HE.3.3.1.a: Discuss with a parent/guardian/trusted adult rules for safe use of medicines and household products.	HE.4.3.1.a: Identify different types of substances (e.g. caffeine, tobacco, alcohol, medication, legal and illegal drugs, inhalants, some household products).	HE.5.3.1.a: Explain why household products are harmful if intentionally absorbed or inhaled (e.g. bath salts, aerosols).	HE.6.3.1.a: Summarize the difference between use, misuse, and abuse of a substance.	HE.7.3.1.a: Describe the progression of substance use, misuse, and abuse and the potential risks associated with each.	HE.8.3.1.a: Analyze the progression of substance use, misuse, and abuse.	HE.HS.1.7.a: Evaluate the use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements on health.	HE.HS.2.7.a: Demonstrate how to talk with a healthcare provider about prescription options, effectiveness, side effects, and interactions of medication.
		HE.2.3.1.b: Identify a variety of tobacco products.		HE.4.3.1.b: Describe ways that over the counter and prescription medication can be helpful when used properly or harmful when misused.	HE.5.3.1.b: Describe potential risks associated with inappropriate use of over-the-counter and prescription medicines.	HE.6.3.1.b: Evaluate when a drug or medication can be helpful.	HE.7.3.1.b: Categorize different substances and their effects on overall health (e.g. opioids, cannabinoids, alcohol, amphetamines, steroids).	HE.8.3.1.b: Examine the different categories of substances (e.g. opioids, cannabinoids, alcohol, amphetamines, steroids).	HE.HS.1.7.b: Analyze potential risks associated with inappropriate use of medicines and drug interactions.	HE.HS.2.7.b: Evaluate the impact of laws relating to prescription and over-the-counter drug misuse and the use of alcohol, tobacco, and other substances.

				HE.4.3.1.c: Compare and contrast the difference between helpful and harmful substances (e.g. caffeine, tobacco, alcohol, medication, illegal drugs, inhalants, some household products).		HE.6.3.1.c: Access valid and reliable information about a variety of substances.	HE.7.3.1.c: Examine the safe use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements.	HE.8.3.1.c: Distinguish between proper use and abuse of over-the-counter (OTC) and prescription medicines.	HE.HS.1.7.c: Identify how prescription medications, over-the-counter (OTC) medications, and herbal or dietary supplements are more addictive than others.	
				HE.4.3.1.d: Access valid and reliable sources of accurate information about tobacco, alcohol and medications.					HE.HS.1.7.d: Distinguish between the different categories of prescription and over-the-counter medications and when you would use them.	
				HE.4.3.1.e: Identify products that contain alcohol.						

Standard 2: Students will recognize positive and negative influences and effects of substance use, misuse and abuse.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
NOT TAUGHT AT THIS GRADE LEVEL	HE.1.3.2.a: Demonstrate an understanding of rules for proper handling of medicines and household products.	HE.2.3.2.a: Demonstrate effective refusal skills when offered medicine or other drugs by someone other than a parent/guardian/trusted adult (e.g. firmly saying no and walking away).	HE.3.3.2.a: Identify family, school and community rules about substance use.	HE.4.3.2.a: Analyze possible reasons why individuals choose to use or not use alcohol, tobacco or other drugs (e.g. family, external influences, stress, anxiety, depression).	HE.5.3.2.a: Explain why it can be hard to stop using harmful substances.	HE.6.3.2.a: Identify positive and negative influences of substance use, misuse, and abuse.	HE.7.3.2.a: Distinguish between the potential short-term and long-term effects of substance use.	HE.8.3.2.a: Evaluate personal influences of substance use, misuse, and abuse.	HE.HS.1.8.a: Practice methods to resist peer pressure with regards to alcohol, tobacco, and other substances, including the misuse of prescription drugs.	HE.HS.2.8.a: Analyze the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.
			HE.3.3.2.b: Explain how culture, family, peers and media can influence decisions related to alcohol, tobacco and other drug use.	HE.4.3.2.b: Explain how decisions about substance use, misuse and abuse could impact relationships with friends and family.	HE.5.3.2.b: Practice ways to resist negative peer pressure and positively influence others to be alcohol-, tobacco- and other drug-free.	HE.6.3.2.b: Identify the potential effects of substance use.	HE.7.3.2.b: Apply strategies to resist the use of substances that prevent misuse and abuse.	HE.8.3.2.b: Analyze the effects of substance use and misuse on self, family, peers, and society.	HE.HS.1.8.b: Predict how a drug-free lifestyle will support achievement of short- and long- term goals.	HE.HS.2.8.b: Locate and evaluate community or regional resources available to support individuals impacted by substance abuse and addiction.
			HE.3.3.2.c: Demonstrate effective refusal skills, including verbal and non-verbal ways to refuse alcohol, tobacco and other drugs.	HE.4.3.2.c: Identify valid and reliable information about the benefits of not using alcohol, tobacco or other drugs.	HE.5.3.2.c: Analyze various strategies used in the media that encourage or discourage alcohol- and tobacco- use.	HE.6.3.2.c: Demonstrate strategies to resist the use of substances that can lead to misuse and abuse.	HE.7.3.2.c: Examine the reasons why people choose to use or not use alcohol, tobacco and other drugs.	HE.8.3.2.c: Describe situations that could lead to the use of alcohol and other drugs.	HE.HS.1.8.c: Analyze the role of family, community, and cultural norms in deciding to use alcohol, tobacco, and other drugs.	HE.HS.2.8.c: Examine the influence of culture and society on substance use, misuse and abuse in school, sports, or entertainment.

			HE.3.3.2.d: Encourage peers to be alcohol and tobacco free.	HE.4.3.2.f: Describe the impact of using substances and how that they can be addictive (e.g. tobacco, alcohol, medications, caffeine).	HE.5.3.2.d: Identify misinformation and manipulation techniques used within marketing tactics regarding substance use.	HE.6.3.2.d: Identify healthy alternatives to alcohol, tobacco, nicotine, and other harmful substances (e.g. physical activity, healthy eating, reading, recreation).	HE.7.3.2.d: Define addiction and understand the need for professional intervention.	HE.8.3.2.d: Compare and contrast how media/marketing tactics positively or negatively influence substance use and/or misuse.	HE.HS.1.8.d: Analyze media and marketing tactics used to promote substance use.	HE.HS.2.8.d: Educate others about the dangers of substance use, misuse and abuse.
					HE.5.3.2.e: Demonstrate strategies a person could use to leave an uncomfortable situation related to alcohol-, tobacco- and other drug-use.		HE.7.3.2.e: Analyze influences on personal choices to use or not use tobacco, alcohol and other drugs.	HE.8.3.2.e: Demonstrate strategies to resist peer pressure with regards to substance use or misuse.	HE.HS.1.8.e: Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.	HE.HS.2.8.e: Advocate for self and others about the dangers of substance use, misuse and abuse.
										HE.HS.2.8.f Analyze the influence of alcohol and other drug use on personal, family, and community safety.

Standard 3: Students will identify health risks associated with substance use, misuse and abuse in relation to one's physical, mental/emotional and social health.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
NOT TAUGHT AT THIS GRADE LEVEL	HE.1.3.3.a: Identify the harmful effects of tobacco smoke (first and second hand smoke).	HE.2.3.3.a: Describe the short and long term effects of experimenting with and/or using tobacco, including addiction.	HE.3.3.3.a: Describe the short and long term effects of experimenting with and/or using alcohol, including addiction.	HE.4.3.3.a: Examine the affects to the brain, body and lungs when oxygen is limited through inhaling substances (e.g. smoking, vaping, inhalants, candy).	HE.5.3.3.a: Describe the benefits of abstaining from or discontinuing substance use or misuse.	HE.6.3.3.a: Explain the short and long term physical, mental, social, financial, and emotional effects of substance use.	HE.7.3.3.a: Summarize the negative consequences of using alcohol, tobacco and other drugs.	HE.8.3.3.a: Make a pledge to be alcohol-, tobacco- and drug-free.	HE.HS.1.9.a: Investigate consequences of alcohol, tobacco, and other drug use (e.g. physical, mental and emotional, social, legal, financial, addiction).	HE.HS.2.9.a: Analyze how addiction and dependency impact individuals, families, and society.
		HE.2.3.3.b: Demonstrate strategies to avoid exposure to secondhand smoke.	HE.3.3.3.b: Describe the impact of using alcohol, including that it changes how a person feels, thinks, and acts.	HE.4.3.3.b: Examine the affects to the brain and body when harmful substances are ingested (e.g. household products, medications, alcohol, illicit drugs).	HE.5.3.3.b: Explain addiction and recovery.	HE.6.3.3.b: Explain how the development of the frontal lobe impacts decision-making and how substance use affects development.	HE.7.3.3.b: Compare and contrast potential short and long term consequences of substance use on all dimensions of health.	HE.8.3.3.b: Describe the health risks between substance use and misuse.	HE.HS.1.9.b: Identify and recognize the warning signs of addiction.	HE.HS.2.9.b: Research the legal consequences of driving under the influence of alcohol and other substances.
				HE.4.3.3.c: Explain how choosing to refuse alcohol, tobacco and other substances are related to accomplishing personal goals.	HE.5.3.3.c: Discuss vaping and identify the health hazards associated with e-cigarette (nicotine and cannabinoid) use.	HE.6.3.3.c: Locate school policies and community laws about alcohol, tobacco and other drug use.	HE.7.3.3.c: Evaluate how the use of substances can cause illness, injury and complications with growth and development.	HE.8.3.3.c: Apply refusal skills to minimize exposure and/or influences to substance use.	HE.HS.1.9.c: Summarize the consequences of alcohol, tobacco, and other drug use during pregnancy.	HE.HS.2.9.c: Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.

						HE.6.3.3.d: Summarize the short and long term effects of marijuana use.	HE.7.3.3.d: Describe the health risks of using weight loss drugs.	HE.8.3.3.d: Describe the health risks of using performance-enhancing drugs.	HE.HS.1.9.d: Locate community resources available for treatment of substance use, misuse and abuse.	HE.HS.2.9.d: Analyze the validity and reliability of resources and services available for substance use, misuse and abuse as well as prevention.
							HE.7.3.3.e: Encourage others to be tobacco-, alcohol- and drug-free.	HE.8.3.3.e: Summarize the relationship between intravenous drug use and transmission of blood-borne diseases, such as HIV and hepatitis.	HE.HS.1.9.e: Analyze the relationship between using alcohol and other drugs as well as other health risks (e.g. unintentional injuries, violence, suicide, sexual activity, and tobacco use).	HE.HS.2.9.e: Create awareness of substance use, misuse and abuse using valid and reliable community resources.

STRAND 4: Disease Prevention

Standard 1: Students will recognize what a disease is and how it is spread or acquired.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.4.1.a: State examples of a healthy (well) and unhealthy (ill) person.	HE.1.2.1.a Define diseases.	HE.2.4.1.a: Describe how health behaviors affect the spreading or acquiring of diseases.	HE.3.4.1.a: Explain the difference between communicable (infectious) diseases and non-communicable (non-infectious) diseases.	HE.4.4.1.a: Define and identify the function of the immune system and list ways to keep the immune system strong.	HE.5.4.1.a: Discuss pathogens (germs) and common types of pathogens.	HE.6.4.1.a: Examine pathogens and the diseases they cause.	HE.7.4.1.a: Differentiate between communicable and non-communicable diseases (e.g. STDs, STIs, HIV, influenza, heart disease, cancer, diabetes).	HE.8.4.1.a: Compare and contrast communicable, non-communicable, acute and chronic diseases.	HE.HS.1.10.a: Compare and contrast the signs, symptoms, and risk factors of communicable diseases.	HE.HS.2.10.a: Compare and contrast how infection can spread globally (pandemic) and locally (epidemic).
HE.K.4.1.b: Explain that germs can make one sick.	HE.1.4.1.b: Classify diseases into 2 categories: "can spread" and "cannot spread".	HE.2.4.1.b: Recognize that bacteria and viruses are types of germs.	HE.3.4.1.b: Identify common childhood chronic diseases or conditions (e.g. asthma, allergies, diabetes, and epilepsy).	HE.4.4.1.b: Describe when it is important to seek health care treatment of communicable (infectious) and non-communicable (non-infectious) diseases.	HE.5.4.1.b: Describe how family history, genetics, lifestyle choices, pathogens and preventive health care can affect health.	HE.6.4.1.b: Identify how diseases affect the body systems.	HE.7.4.1.b: Identify blood borne pathogens and methods to prevent disease transmission.	HE.8.4.1.b: Research how health disparities and environment can increase or decrease risk of acquiring disease.	HE.HS.1.10.b: Analyze how genetics and family diseases can impact your personal health.	HE.HS.2.10.b: Utilize tools in Public Health to mitigate or significantly reduce transmission.
HE.K.4.1.c: Identify ways germs are spread from one person to another (e.g. contact with eyes, nose, mouth, skin, breathing, blood).			HE.3.4.1.c: Describe symptoms that occur when a person is sick.	HE.4.4.1.c: Identify the most common symptoms of a communicable (infectious) disease (e.g. fever, chills, congestion, fatigue, muscle aches and headache).	HE.5.4.1.c: Locate valid and reliable information about common chronic health conditions (e.g. asthma, diabetes, allergies, anaphylaxis, seizures).	HE.6.4.1.c: Examine the factors that affect how diseases are spread or acquired (e.g. genetics, family history, lifestyle choices, environment).	HE.7.4.1.c: Explain the behavioral and environmental factors that contribute to some common chronic diseases.		HE.HS.1.10.c: Compare and contrast different types of pathogens and explain how they are different.	HE.HS.2.10.c: Research how historical public health crisis had been approached and determine whether or not those approaches were effective in controlling the emerging health threat.

									HE.HS.1.10.d: Assess how the body defends itself against pathogens and disease.	
									HE.HS.1.10.e: Analyze treatment options for bacterial, viral, fungal and parasitic infections.	
									HE.HS.1.10.f: Analyze how Sexually Transmitted Infections spread and affect the body.	
									HE.HS.1.10.g: Examine the causes and progression of non-communicable diseases and their treatment.	

Standard 2: Students will identify ways to protect from and reduce the risk of diseases and conditions.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.4.2.a: State the importance of hand washing, coughing and sneezing etiquette to prevent the spread of germs.	HE.1.4.2.a: Describe when one should wash their hands.	HE.2.4.2.a: Describe ways to prevent communicable (infectious) and non-communicable (non-infectious) diseases.	HE.3.4.2.a: Explain how common childhood illnesses are treated (e.g. medication, rest, staying home, hydration, seek medical attention).	HE.4.4.2.a: Demonstrate how to locate sources of valid and reliable information for disease prevention.	HE.5.4.2.a: Name alternatives to unhealthy behaviors that may cause disease.	HE.6.4.2.a: Research how body systems work together to reduce and/or prevent diseases and conditions.	HE.7.4.2.a: Associate how risk factors and health behaviors work together to reduce and/or prevent diseases and conditions.	HE.8.4.2.a: Analyze personal health risk factors and health behaviors and their association with preventing diseases and conditions.	HE.HS.1.11.a: Hypothesize how lifestyle choices can impact chronic disease.	HE.HS.2.11.a: Locate and appraise valid and reliable health information to support the risk reduction of disease transmission.
HE.K.4.2.b: Demonstrate how to properly wash one's hands	HE.1.4.2.b: Explain why proper hygiene is important to stay healthy (e.g. oral, washing body, clean clothes).	HE.2.4.2.b: State reasons why people visit a healthcare provider (e.g. dentist, doctor, counselor, eye doctor).	HE.3.4.2.b: Demonstrate skills throughout the day to reduce the spread of germs.	HE.4.4.2.b: Apply practices and behaviors that reduce or prevent common childhood illnesses or conditions.	HE.5.4.2.b: Describe how health disparities and risk factors affect disease prevention (e.g. physical activity, genetics, heredity, lifestyle choices).	HE.6.4.2.b: Assess situations to determine when it is necessary to seek medical advice and/or health care.	HE.7.4.2.b: Summarize how health behaviors prevent the spread of communicable diseases.	HE.8.4.2.b: Demonstrate how to access valid and reliable health information, products and services regarding diseases and conditions.	HE.HS.1.11.b: Analyze the influences that impact your personal health with regard to disease prevention.	HE.HS.2.11.b: Formulate ways to present valid and reliable health information to engage a community in health behaviors that prevent sickness and promote health.
HE.K.4.2.c: Demonstrate how to properly cover one's cough or sneeze.	HE.1.4.2.c: Demonstrate how to properly brush and floss one's teeth.	HE.2.4.2.c: Make a pledge to effectively wash hands when appropriate and cover one's cough or sneeze.	HE.3.4.2.c: Articulate the importance of seeking help and treatment for common communicable (infectious) and communicable (non-infectious) diseases.	HE.4.4.2.c: Locate professional health services in the community.	HE.5.4.2.c: Discuss how social determinants and health disparities can impact health.	HE.6.4.2.c: Examine how social determinants and health disparities can impact health.	HE.7.4.2.c: Set a personal goal and monitor progress to prevent or reduce one's risk of disease transmission.	HE.8.4.2.c: Correlate how health disparities and other factors increase or decrease risk for diseases and conditions (e.g. genetics, lifestyle choices).	HE.HS.1.11.c: Analyze the different ways that communicable diseases spread to others.	HE.HS.2.11.c: Analyze school wellness policies to see if they promote health and prevent disease.

	HE.1.4.2.d: Set a goal to brush one's teeth twice a day.	HE.2.4.2.d: Cite the role of physical activity and healthy eating in prevention of chronic disease.	HE.3.4.2.d: Summarize the benefits of personal health care practices for disease prevention (e.g. tooth brushing and flossing, skin care and bathing regularly).	HE.4.4.2.d: Explain how family, culture, peers or media can influence personal health and wellness-related decisions (e.g. vaccinations, holistic healing, natural/herbal treatments, spirituality).			HE.7.4.2.d: Describe the relationship between disease prevention and quality of life.	HE.8.4.2.d: Define standard precautions in regards to body fluids.	HE.HS.1.11.d: Connect the various stages of infection and how they correlate with immune response.	HE.HS.2.11.d: Deconstruct social determinants of health and health disparities within one's community.
	HE.1.4.2.e: Recognize the importance of never touching another person's blood or other bodily fluids.	HE.2.4.2.e: Seek help from a parent/guardian/trusted adult when not feeling well.	HE.3.4.2.e: Identify procedures to follow when encountering another person's blood or other bodily fluids.					HE.8.4.2.e: Interpret how to avoid, manage and report situations involving exposure to another person's blood and other bodily fluids.	HE.HS.1.11.e: Evaluate personal habits that promote resistance to infection (e.g. sleep patterns, nutrition, exercise).	HE.HS.2.11.e: Evaluate STD and STI prevention tools, testing, healthcare rights, and responsibilities.
			HE.3.4.2.f: Demonstrate ways people can avoid coming in contact with another person's blood and bodily fluids.						HE.HS.1.11.f: Identify and compile resources for testing and treatment of Sexually Transmitted Infections (STI) and Sexually Transmitted Diseases (STD).	

STRAND 5: Injury Prevention & Safety

Standard 1: Students will recognize and respond to an injury or emergency situation.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.5.1.a: Describe a trusted adult and the characteristics that make them trusted and safe.	HE.1.5.1.a: Demonstrate ways to ask a parent/guardian/trusted adult for help when an emergency or injury occurs.	HE.2.5.1.a: Explain protective factors to use when approached personally or on the internet by strangers.	HE.3.5.1.a: Describe situations that could lead to unsafe risks that cause injuries.	HE.4.5.1.a: Describe the signs and symptoms of someone who is seriously ill or injured and needs immediate medical attention.	HE.5.5.1.a: Demonstrate how to obtain or offer assistance to others in harmful situations.	HE.6.5.1.a: Assess the severity of an injury or emergency and respond appropriately.	HE.7.5.1.a: Explain climate-related physical conditions that affect personal safety (e.g. heat exhaustion, heat stroke, sunburn and hypothermia).	HE.8.5.1.a: Differentiate between life-threatening and non-life threatening injuries and the appropriate response.	HE.HS.1.12.a: Analyze the signs and symptoms of various injuries, illnesses, and emergencies to be able to respond accordingly.	HE.HS.2.12.a: Examine ways to offer assistance to injury or emergency situations in the community.
HE.K.5.1.b: Identify fire exits and how to safely evacuate a building in multiple situations.	HE.1.5.1.b: Demonstrate the procedure for calling 911 and when it is appropriate to do so.	HE.2.5.1.b: Differentiate between situations when an injury or emergency situation can be handled individually or when assistance is needed from an adult.	HE.3.5.1.b: Locate fire exits and demonstrate how to safely evacuate a building in multiple situations.	HE.4.5.1.b: Explain and practice procedures to follow in case of emergency which may include fire, lockdown, lockout, evacuate, and shelter-in-place for school, home and community settings.	HE.5.5.1.b: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including harassment.	HE.6.5.1.b: Locate emergency preparedness plans for school.	HE.7.5.1.b: Interpret emergency preparedness plans for home, school, and community.	HE.8.5.1.b: Develop an emergency preparedness plan for home and community (e.g. tornadoes, fires, storms, injuries, accidents, poisonings, travel).	HE.HS.1.12.b: Speculate and deduce the appropriate health service required in injury or emergency situations for oneself or others.	

HE.K.5.1.c: Demonstrate safe practices in regards to school safety procedures with a trusted adult.	HE.1.5.1.c: Demonstrate appropriate responses to injury and/or emergency situations (e.g. tornadoes, lightening, fire, accident, poisoning, medical emergency, bug bites or stings).	HE.2.5.1.c: Demonstrate how to communicate proper information with a 911 operator in an emergency situation.	HE.3.5.1.c: Locate the safest places to take cover when seeking shelter (e.g. tornado, earthquake, lockout, lockdown).	HE.4.5.1.c: Explain the importance of telling an adult if someone is in danger.		HE.6.5.1.c: Examine the signs and symptoms of someone who is in danger of hurting themselves or others.		HE.8.5.1.c: Demonstrate basic first aid and cardiopulmonary resuscitation (CPR).	HE.HS.1.12.c: Demonstrate the proper emergency care and lifesaving procedures using universal precautions in various injuries and emergencies (e.g. CPR, AED, first aid, and control of bleeding).	
HE.K.5.1.d: Identify injuries and/or emergency situations (e.g. tornadoes, lightening, fire, accident, poisoning, medical emergency, bug bites or stings).		HE.2.5.1.d: State when to evacuate a building and when to seek shelter at home, school, and in the community.	HE.3.5.1.d: Demonstrate how one should react to an injury or emergency and promptly report to a parent/guardian/trusted adult or emergency service.					HE.8.5.1.d: Demonstrate how to help or contact the appropriate emergency resources for different situations (e.g. first aid, CPR, poison control, 911, mental health crisis line, animal control, non-emergency line).	HE.HS.1.12.d: Interpret when a natural disaster could occur and how to respond for personal safety.	

HE.K.5.1.e: Communicate with a parent/guardian/trusted adult at home on how to respond to a fire and/or tornado.		HE.2.5.1.e: Identify examples of safe places one might go if feeling personally threatened.	HE.3.5.1.e: Describe actions necessary to avoid accidental poisoning.						HE.HS.1.12.e: Locate valid and reliable resources and/or other sources of support for someone who is self harming, being harassed, abused, assaulted, exploited or trafficked.	
HE.K.5.1.f: Demonstrate stop, drop and roll.										
Standard 2: Students will understand and learn specific behaviors that promote injury prevention and personal safety.										
K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.5.2.a: Explain how proper use of safety equipment helps protect from injury (e.g. helmets, sports equipment, seat belt, booster seats, crosswalks).	HE.1.5.2.a: Demonstrate examples of how to pay attention to one's surroundings to prevent dangerous situations and injuries (e.g. falls, burns, poisoning, drowning, crossing the street, strangers).	HE.2.5.2.a: State how emotions can influence safety related behaviors.	HE.3.5.2.a: Identify at-risk situations that may require assistance from a parent/guardian/trusted adult.	HE.4.5.2.a: Apply safety rules and procedures to avoid behaviors that can cause injury or harm.	HE.5.5.2.a: Identify at-risk situations that may require a decision and predict the potential outcomes.	HE.6.5.2.a: Examine the importance of decision making and refusal skills in avoiding at-risk behaviors.	HE.7.5.2.a: Demonstrate decision making and refusal skills necessary to avoid at-risk behaviors (e.g. fighting, riding with a distracted and/or impaired driver, use of safety restraints in motor vehicles, and use of safety equipment).	HE.8.5.2.a: Demonstrate advocacy skills to support others to be safe at home, school and the community.	HE.HS.1.13.a: Model safety rules and procedures to avoid risky behaviors and injury.	HE.HS.2.13.a: Rationalize and justify safety rules and procedures to avoid risky behaviors and injury.

HE.K.5.2.b: Describe safety precautions when in, on, or near water (e.g. lifejacket, water current, swimming with an adult, lifeguards).	HE.1.5.2.b: Demonstrate proper use of safety equipment to help protect from injury (e.g. helmets, sports equipment, seat belt, booster seats, ear plugs).	HE.2.5.2.b: Discuss the meaning of basic safety-related signs, symbols and labels (e.g. poison, stop, warning, shelter, evacuate).	HE.3.5.2.b: Identify how to safely ride a bike, skateboard, scooter, recreational motorized vehicles, and/or inline skate.	HE.4.5.2.b: Examine ways to be a safe pedestrian.	HE.5.5.2.b: Identify ways to reduce risk of injury from animal and insect bites and stings.	HE.6.5.2.b: Summarize safety procedures at home, school, and community (e.g. internet, sports, travel, staying home alone, in motor vehicle, wheeled recreational use).	HE.7.5.2.b: Assess personal behaviors to identify strengths and weaknesses regarding injury prevention and safety.	HE.8.5.2.b: Evaluate at-risk situations that can cause injury or compromise safety (e.g. sports, internet use, motor vehicle, helmets, sun safety).	HE.HS.1.13.b: Assess safety strategies in the home, school, and community (e.g. working, carbon/smoke alarms, gun safety, swimming, internet safety).	HE.HS.2.13.b: Create ways to reduce the risk of injuries that can occur during athletic and social activities.
HE.K.5.2.c: Identify how to stay safe around things that might cause harm (e.g. guns, knives, chemicals, syringes).	HE.1.5.2.c: Explain the importance of adult supervision when safely using electronic devices (e.g. night-time use, child locks, etiquette).	HE.2.5.2.c: List personal behaviors that contribute to safe or unsafe use of technology.	HE.3.5.2.c: Identify ways to reduce risk of injuries while riding in a motor vehicle (e.g. riding in the backseat of a vehicle equipped with air bags, booster seats, safety belts, safe behaviors as a passenger, distracted and/or impaired driving).	HE.4.5.2.c: Summarize the potential dangers of weapons and what to do if a dangerous object or weapon is found.	HE.5.5.2.c: Explain a variety of healthy behaviors that promote injury prevention and personal safety (e.g. diet, exercise, proper hygiene, helmet use, proper car restraints, firearm safety, internet safety).	HE.6.5.2.c: Describe ways to reduce risk of injury from firearms.	HE.7.5.2.c: Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact personal safety of self or others.	HE.8.5.2.c: Evaluate the potential consequences of personal risky behaviors.	HE.HS.1.13.c: Create emergency preparedness plans in natural disaster situations for home, school, and community (e.g. tornadoes, fires, storms, etc.).	HE.HS.2.13.c: Evaluate the risks and responsibilities associated with teen driving and auto accidents.

HE.K.5.2.d: Identify safety rules for home, school and community and describe why those rules are in place.	HE.1.5.2.d: Identify items that can cause burns (e.g. fire, stoves, fireworks).	HE.2.5.2.d: Define child abuse (e.g. sexual, physical, and emotional) and identify behaviors that would be considered abusive.	HE.3.5.2.d: Identify personal behaviors that contribute to safe or unsafe environments and relate to safety rules at home, school, and in the community.	HE.4.5.2.d: Identify the potential consequences of risky behaviors.	HE.5.5.2.d: Describe strategies to avoid injuries related to water and slippery conditions.	HE.6.5.2.d: Identify strategies that sex traffickers/exploiters employ to recruit youth.	HE.7.5.2.d: Assess various ways that media can influence one to take unnecessary risks and develop strategies to minimize risk (e.g. dangerous activities, unsafe challenges, purchase choices, lifestyle		HE.HS.1.13.d: Recognize and describe the potential risks and dangers associated with sharing personal information, online communication, and technology.	HE.HS.2.13.d: Describe Nebraska laws, policies, and regulations regarding cyberbullying, bullying, dating violence, gang activity, driving, graduated driving, social media, and sexting.
HE.K.5.2.e: Demonstrate how to safely cross the street.	HE.1.5.2.e: Apply strategies to prevent fires and burns.		HE.3.5.2.e: Identify ways to reduce risk of injuries in, on or around water.	HE.4.5.2.e: Explain why abusive behaviors are harmful and their potential impact.	HE.5.5.2.e: Define sex trafficking and human trafficking.	HE.6.5.2.e: Identify key components of digital citizenship.	HE.7.5.2.e: Develop a personal plan for safe and responsible technology use.		HE.HS.1.13.e: Practice digital citizenship.	HE.HS.2.13.e: Describe how to prevent occupational injuries, including the use of behavioral safety.
	HE.1.5.2.f: Identify what to do when a dangerous object or weapon is discovered.		HE.3.5.2.f: Analyze environments to determine whether they are safe.	HE.4.5.2.f: Describe the potential risks and dangers associated with online communication.	HE.5.5.2.f: Explain the potential risks associated with sharing personal information (e.g. pictures, sexting, names, address, technology).				HE.HS.1.13.f: Assess personal behaviors that could lead to risky behaviors.	HE.HS.2.13.f: Analyze community resources for disaster preparedness.

	<p>HE.1.5.2.g: Describe situations that may be uncomfortable or unsafe that need to be reported to a parent/guardian/trusted adult (e.g. weapons, harmful substances, abuse, injury, strangers).</p>		<p>HE.3.5.2.g: Describe safety guidelines for internet and social media use.</p>	<p>HE.4.5.2.g: Explain responsible uses of technology/digital information and the potential consequences of inappropriate use.</p>	<p>HE.5.5.2.g: Analyze situations to predict possible safety hazards when home alone and in public places.</p>				<p>HE.HS.1.13.g: Persuade others to avoid driving distracted or while under the influence of substances.</p>	
			<p>HE.3.5.2.h: Describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks (e.g. dangerous activities, unsafe challenges, purchasing choices).</p>							

STRAND 6: Social, Emotional & Mental Health

Standard 1: Students will develop social skills and understand how to positively interact with others.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.6.1.a: Describe qualities of being a good friend.	HE.1.6.1.a: Explain the role of listening and paying attention in building and maintaining friendships or interacting with others.	HE.2.6.1.a: Demonstrate an ability to listen to others (e.g. making eye contact, nodding, asking clarifying questions, appropriate body language, level of attentiveness).	HE.3.6.1.a: Demonstrate effective verbal and non-verbal communication skills.	HE.4.6.1.a: Develop strategies for interacting effectively with others who are different from oneself.	HE.5.6.1.a: Demonstrate constructive conflict resolution strategies and identify when to go to a parent/guardian/trusted adult for assistance.	HE.6.6.1.a: Exchange ideas and solutions to resolve conflicts, seeking support when needed.	HE.7.6.1.a: Demonstrate the ability to use assertive communication skills appropriately.	HE.8.6.1.a: Apply conflict resolution skills to real or hypothetical situations involving peers.	HE.HS.1.14.a: Demonstrate competency in active listening skills.	HE.HS.2.14.a: Analyze how social skills impact socioeconomic status.
HE.K.6.1.b: Practice using "please", "thank you", "excuse me", and "I am sorry" in different scenarios.	HE.1.6.1.b: Demonstrate effective communication skills when expressing gratitude, treating others with kindness, and respecting differences.	HE.2.6.1.b: Demonstrate ways to set, recognize, respect, and communicate personal boundaries.	HE.3.6.1.b: Define conflicts and identify strategies for conflict resolution.	HE.4.6.1.b: Describe ways to express forgiveness.	HE.5.6.1.b: Recognize non-verbal communication cues and potential impacts (e.g. hand gestures, facial expressions, body language).	HE.6.6.1.b: Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts.	HE.7.6.1.b: Demonstrate the use of resistance/refusal skills in managing conflicts.	HE.8.6.1.b: Utilize strategies to manage social pressures associated with social and digital media.	HE.HS.1.14.b: Compare and contrast the effectiveness of assertive, passive, and aggressive communication styles.	HE.HS.2.14.b: Demonstrate appropriate online conflict resolution skills.
HE.K.6.1.c: Demonstrate personal responsibility for actions and possessions.	HE.1.6.1.c: Explain the importance of personal space and boundaries.	HE.2.6.1.c: Identify strategies to respond to bullying, teasing and aggressive behaviors.	HE.3.6.1.c: Provide examples of conflict that might occur with friends, siblings, or others.	HE.4.6.1.c: Explain how positive and negative peer pressure can influence a friendship.	HE.5.6.1.c: Explain how one's own behavior might affect the feelings of others.	HE.6.6.1.c: Summarize how technology, including social media, can impact friendships and relationships.	HE.7.6.1.c: Describe how power and control differences in relationships can contribute to aggression, violence, bullying, and harassment.	HE.8.6.1.c: Examine how social and digital media can potentially impact one's reputation and relationships.	HE.HS.1.14.c: Analyze how social health impacts mental, emotional, and physical health components.	

HE.K.6.1.d: Demonstrate graciousness in winning and losing.	HE.1.6.1.d: Practice telling someone they are entering your personal space and identify when to ask a parent/guardian/trusted adult for help.	HE.2.6.1.d: Explain behaviors that promote friendships at school, home, and community.	HE.3.6.1.d: Explain how resolving a conflict with a friend could strengthen the friendship.	HE.4.6.1.d: Identify assertive, passive and aggressive behaviors that lead to conflict resolution.	HE.5.6.1.d: Recognize how a situation would make one feel and treat others accordingly.	HE.6.6.1.d: Demonstrate how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect.	HE.7.6.1.d: Discuss the different types of harassment (e.g. sexual, physical, verbal, emotional, cyber).	HE.8.6.1.d: Describe how sharing or posting personal information electronically about self or others on social media sites can negatively impact mental and emotional health.	HE.HS.1.14.d: Demonstrate appropriate conflict resolution skills.	
HE.K.6.1.e: Discuss the importance of asking permission and accepting no.	HE.1.6.1.e: Define bullying and teasing and why it is wrong to bully or tease others.	HE.2.6.1.e: Demonstrate how to clearly say no, leave a situation, and talk with a parent/guardian/trusted adult when feeling uncomfortable, afraid, or unsafe.	HE.3.6.1.e: Demonstrate how to support students who are left out.	HE.4.6.1.e: Identify strategies one could use to intervene safely when someone is being bullied or teased.	HE.5.6.1.e: Differentiate between bullying and harassment.			HE.8.6.1.e: Demonstrate respect for human dignity virtually and in-person.	HE.HS.1.14.e: Evaluate how social media and technology effects one's current and future interactions, reputation, relationships, and socialization.	
HE.K.6.1.f: Show how to treat others with kindness and respect.	HE.1.6.1.f: Explain the difference between tattling and reporting and why it is important to tell a parent/guardian/trusted adult when they or someone they know is feeling threatened or harmed.	HE.3.6.1.f: Describe that people from different cultural and social groups share many things in common.	HE.3.6.1.f: Discuss what is positive and negative peer pressure.	HE.4.6.1.f: Explain different ways of dealing with conflict.	HE.5.6.1.f: Advocate for self and others to prevent bullying, harassment, and intimidation.			HE.8.6.1.f: Analyze how positive or negative stereotypes of an individual or group can impact one's social, emotional and mental health.	HE.HS.1.14.f: Demonstrate effective non-verbal communication skills for various situations.	

		HE.3.6.1.g: Describe ways to show dignity and respect for all people.	HE.3.6.1.g: Identify characteristics of those involved in a bullying situation.	HE.4.6.1.g: Demonstrate reflective listening skills (e.g. paraphrasing, re-phrasing, summarizing).	HE.5.6.1.g: Demonstrate positive ways to communicate differences of opinion while maintaining relationships.			HE.8.6.1.g: Apply empathy practices through understanding of others' feelings and acknowledgment of their perspective.	HE.HS.1.14.g: Examine the different types of harassment (e.g. sexual, physical, verbal, emotional, cyber) and potential legal implications.	
			HE.3.6.1.h: Identify the advantages and disadvantages of intervening or being a spectator in a bullying situation.	HE.4.6.1.h: Define empathy and practice demonstrating empathy with peers.	HE.5.6.1.h: Demonstrate ways to express gratitude.				HE.HS.1.14.h: Compare and contrast face to face interaction and interactions via electronic devices.	
			HE.3.6.1.i: Discuss different types of bullying.	HE.4.6.1.i: Identify strategies for dealing with cyber bullying.	HE.5.6.1.i: Explain positive and negative interactions on social and digital media.					
			HE.3.6.1.j: Explain why it is wrong to tease or bully others based on personal characteristics	HE.4.6.1.j: Demonstrate ways to show dignity and respect for all people.	HE.5.6.1.j: Discuss stereotyping and potential impact on others.					

Standard 2: Students will identify and manage feelings, emotions, and behaviors in a healthy manner.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.6.2.a: Discuss various emotions (e.g. confident, worry, happy, lonely, frustrated) and how people might respond to them (e.g. cry, not play with others, tantrum, cheer).	HE.1.6.2.a: Identify the causes of different feelings and emotions.	HE.2.6.2.a: Identify situations that cause different emotions.	HE.3.6.2.a: Identify strategies for coping with upsetting situations, including talking with a parent/guardian/trusted adult.	HE.4.6.2.a: Evaluate the relationship between feelings and behavior.	HE.5.6.2.a: Evaluate ways of dealing with upsetting situations (e.g. being left out, losing, rejection, being teased).	HE.6.6.2.a: Demonstrate the ability to use appropriate strategies to manage strong feelings.	HE.7.6.2.a: Plan effective methods to deal with anxiety and other emotions.	HE.8.6.2.a: Apply productive self-monitoring strategies to reframe thoughts and behaviors	HE.HS.1.15.a: Identify, evaluate, and describe different types of emotions and their causes.	HE.HS.2.15.a: Analyze how unhealthy emotional expressions impacts quality of life.
HE.K.6.2.b: Identify how different emotions feel and practice methods to regulate emotions (e.g. deep breathing, counting to 10, mindfulness).	HE.1.6.2.b: Discuss the influence of peers, media, and family on feelings and emotions.	HE.2.6.2.b: Practice appropriate ways to respond to uncomfortable expressions of emotions or situations.	HE.3.6.2.b: Demonstrate ways to regulate emotions (e.g. deep breathing, self talk).	HE.4.6.2.b: Develop healthy ways to identify, express and respond to one's emotions.	HE.5.6.2.b: Write "I-statements" to describe how you feel, why you feel that way, and what you might like to change.	HE.6.6.2.b: Identify, recognize and name personal complex emotions.	HE.7.6.2.b: Apply skills to manage strong feelings.	HE.8.6.2.b: Demonstrate basic self-advocacy, academically and socially.	HE.HS.1.15.b: Compare and contrast healthy and unhealthy coping mechanisms.	HE.HS.2.15.b: Analyze how community resources can impact emotional feelings and behaviors.
HE.K.6.2.c: Discuss how different events impact how people feel.	HE.1.6.2.c: Demonstrate healthy ways to express needs, wants, and feelings.	HE.2.6.2.c: Explain the influence of peers, media, technology, and family on feelings and emotions.	HE.3.6.2.c: Identify the spectrum of emotions (lack of emotion to intense emotion) and demonstrate the ability to manage each.	HE.4.6.2.c: Utilize "I-statements" to express various emotions.	HE.5.6.2.c: Discuss how current events could cause various emotions.	HE.6.6.2.c: Describe the relationship between thoughts, emotions and behavior.	HE.7.6.2.c: Describe the relationship between thoughts, emotions and behavior and apply strategies to regulate response.	HE.8.6.2.c: Describe healthy ways to express affection, love, friendship, and concern.	HE.HS.1.15.c: Determine how to appropriately express feelings and emotions.	

	HE.1.6.2.d: State that sharing feelings is a healthy action.	HE.2.6.2.d: Practice the use of positive self talk to regulate emotions.	HE.3.6.2.d: Explain that anger is a normal emotion and identify non-violent ways to manage anger.	HE.4.6.2.d: Identify various emotions experienced throughout the day (e.g. before and after transitions, recess, lunch) and identify their causes.		HE.6.6.2.d: Apply appropriate ways to express needs, wants, emotions, and feelings.	HE.7.6.2.d: Explore common life changes and list healthy coping strategies.		HE.HS.1.15.d: Develop a list of parents/guardians/trusted adults at home, school, or community that can be contacted in times of emotional distress.	
	HE.1.6.2.e: Discuss the emotions of loneliness and worry and how it may make one feel.	HE.2.6.2.e: Explain the importance of talking with a parent/guardian/trusted adult about feelings and emotions.		HE.4.6.3.e: Recognize that using resources and strategies, including talking to someone to manage feelings is a healthy action.			HE.7.6.2.e: Summarize the benefits of talking with parents/guardians and other trusted adults about feelings.		HE.HS.1.15.e: Analyze how internal and external factors help shape mental, emotional and social health.	
		HE.2.6.2.f: Generate examples of safe places one might go if feeling emotionally vulnerable.		HE.4.6.2.f: Discuss when it is necessary to process emotions in a safe place, independently or with the guidance of a parent/guardian/trusted adult.						
		HE.2.6.2.g: Identify feelings associated with disappointment, loss and grief and how to express the feelings in a healthy way.								

Standard 3: Students will develop skills to support one's mental wellness.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.6.3.a: Identify parents/guardians/trusted adults to talk to when having strong emotions.	HE.1.6.3.a: Apply communication skills to find out how others are feeling.	HE.2.6.3.a: Define mental health and understand what it means to be mentally healthy.	HE.3.6.3.a: Explain how positive and negative factors can cause stress and possibly impact mental health.	HE.4.6.3.a: Describe how a parent/guardian/trusted adult can provide academic, social or emotional support or assistance for self and others.	HE.5.6.3.a: Demonstrate how to get help from a parent/guardian/trusted adult when someone is in danger of hurting themselves or others.	HE.6.6.3.a: Identify causes and symptoms of depression, suicide, self-harm behaviors and common mental health conditions.	HE.7.6.3.a: Describe the warning signs, risk factors, and protective factors for mental health conditions (e.g. depression, anxiety, suicide).	HE.8.6.3.a: Describe causes and symptoms of common mental health conditions.	HE.HS.1.16.a: Summarize how mental health conditions develop.	HE.HS.2.16.a: Assess community resources available for support of common mental health conditions.
		HE.2.6.3.b: Discuss how various support systems could be used for personal mental health needs.	HE.3.6.3.b: Identify strategies and resources, including understanding the role of school counselors, psychologists, and social workers, to manage feelings.	HE.4.6.3.b: Identify stigmas of mental health.	HE.5.6.3.b: Advocate to eliminate stigmas regarding mental health.	HE.6.6.3.b: Identify risk factors for mental illnesses and challenges.	HE.7.6.3.b: Examine how demonstrating empathy, compassion, and acceptance can support others who are dealing with mental illnesses and challenges and help reduce stigma.	HE.8.6.3.b: Explain why mental health issues such as self-harm behaviors, depression, and suicide ideation cannot be managed independently and require support/assistance.	HE.HS.1.16.b: Recognize and evaluate the warning signs of depression, suicide, and other self-destructive behaviors.	
			HE.3.6.3.c: Discuss that everyone has mental health and that it is okay to seek support when needed.		HE.5.6.3.c: Decide when a decision can be made individually or assistance is needed regarding mental and emotional health.	HE.6.6.3.c: Research school and community mental health resources to assist with mental illnesses or challenges.	HE.7.6.3.c: Summarize the role and availability of mental health professionals in schools and community.	HE.8.6.3.c: Examine how negative perceptions and stigmas affect accessing help or assistance with mental or emotional challenges.	HE.HS.1.16.c: Locate valid and reliable school and community resources to encourage positive mental health practices.	

						HE.6.6.3.d: Locate appropriate school processes for reporting unsafe behaviors or situations for self and others.	HE.7.6.3.d: Demonstrate how to ask parents/guardians/trusted adults and friends for help with emotional or mental health concerns for oneself or others, including the risk of suicide.	HE.8.6.3.d: Demonstrate the ability to locate school and community resources to assist with problems related to emotional health concerns, including when someone is in danger of hurting self or others.	HE.HS.1.16.d: Recognize and analyze protective factors of common mental health conditions.	
						HE.6.6.3.e: Identify factors that can influence mental health (e.g. family, environment, trauma, genetics, brain chemistry, health behaviors, nutrition, personal values, peers, media, technology, culture, community).		HE.8.6.3.e: Apply effective communication and self-advocacy skills to obtain appropriate mental health resources for self and others.	HE.HS.1.16.e: Analyze and explain how social media can lead to the development of mental health conditions.	

									HE.8.6.3.f: Articulate when mental health conditions and mental challenges require support or assistance (e.g. when they affect one's relationships, responsibilities, and involvement in activities).		
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STRAND 7: Human Growth & Development

Standard 1: Students will learn characteristics relating to healthy relationships and how to respond to unhealthy relationships.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.7.1.a Identify safe & unsafe touch.	HE.1.7.1.a: Distinguish between safe and unsafe touch.	HE.2.7.1.a: Identify healthy ways for friends to express feelings for each other.	HE.3.7.1.a: Describe characteristics of healthy relationships.	HE.4.7.1.a: Demonstrate refusal skills to protect personal boundaries.	HE.5.7.1.a: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries.	HE.6.7.1.a: Describe the similarities and differences between friendships and romantic relationships.	HE.7.7.1.a: Analyze the similarities and differences between friendships and romantic relationships.	HE.8.7.1.a: Define coercion and discuss its relationship to consent, personal boundaries and bodily autonomy.	HE.HS.1.16.a: Formulate ways to establish and maintain healthy relationships.	HE.HS.2.16.a: Demonstrate how to reach out and recommend assistance to victims of sexual abuse, sexual harassment or unhealthy relationships.
	HE.1.7.1.b: Discuss ways to respond to unsafe touches.	HE.2.7.1.b: Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched.	HE.3.7.1.b: Explain the relationship between personal boundaries and bodily autonomy.	HE.4.7.1.b: Compare positive and negative ways friends, peers and media can influence relationships.	HE.5.7.1.b: Describe steps a person can take when they are being or have been sexually abused.	HE.6.7.1.b: Demonstrate communication skills that will support healthy relationships.	HE.7.7.1.b: Demonstrate effective refusal skills when pressured to participate in unwanted behavior.	HE.8.7.1.b: Describe strategies one might use to end an unhealthy relationship, including involving a parent/guardian/trusted adult who can help.	HE.HS.1.18.b: Access valid and reliable information & resources that provide help for survivors of sexual abuse, incest, rape, sexual harassment, sexual assault and dating violence.	HE.HS.2.18.b: Analyze state and federal laws related to age of consent, child pornography, sexting, and sex trafficking.
			HE.3.7.1.c: Explain that inappropriate touches should be reported to a parent/guardian/trusted adult.	HE.4.7.1.c: Demonstrate the use of healthy and respectful words and actions to express friendship and affection.	HE.5.7.1.c: Explain the importance of continuing to tell a parent/guardian/trusted adult about unhealthy relationships until an adult takes action.		HE.7.7.1.c: Compare & contrast characteristics of healthy and unhealthy relationships.	HE.8.7.1.c: Demonstrate personal refusal skills and describe how and when to use those skills.	HE.HS.1.16.c: Determine when professional health services may be beneficial for an unhealthy relationship.	

				HE.4.7.1.d: Describe how to end unhealthy relationships.	HE.5.7.1.d: Explain that the victim is not to blame for sexual abuse or harassment.		HE.7.7.1.d: Examine the impact of technology, including social media, has on friendships and relationships.	HE.8.7.1.d: Define sexual abuse, sexual harassment, and domestic/dating violence and explain their potential impacts.	HE.HS.1.16.d: Explain why a person who has been raped or sexually abused is not at fault.	
							HE.7.7.1.e: Demonstrate strategies to communicate personal boundaries and how to show respect for the boundaries of others.		HE.HS.1.16.e: Demonstrate refusal skills, personal boundaries, and affirmative consent.	
							HE.7.7.1.f: Discuss state and federal laws related to age of consent, child pornography, sexting, and sex trafficking.		HE.HS.1.16.f: Describe how pornography and sexting can impact relationships.	
							HE.7.7.1.g: Differentiate between flirting and harassment.		HE.HS.1.16.g: Describe state and federal laws regarding age of consent and disclosure of STDs, including HIV.	
							HE.7.7.1.h: Recognize that healthy relationships share common characteristics yet can look different.			

Standard 2: Students will recognize and manage the changes during development and maturation.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.7.2.a: Discuss that healthy bodies come in different shapes, sizes, and abilities.	HE.1.7.2.a: Explain why sleep and rest are important for proper growth and good health.	HE.2.7.3.a: Demonstrate healthy practices and behaviors that maintain or improve healthy growth and development (e.g. sleep, hygiene, nutrition, physical activity).	HE.3.7.2.a: Describe physical changes that occur during development.	HE.4.7.2.a: Explain ways to manage the physical and emotional changes associated with puberty.	HE.5.7.2.a: Develop self-assessment skills to identify feelings and personal changes that are part of puberty.	HE.6.7.2.a: Discuss the physical, social, and emotional changes that occur during puberty and adolescence and ways to manage these changes.	HE.7.7.2.a: Examine the similarities and differences of the physical, social, cognitive, and emotional changes of adolescence.	HE.8.7.2.a: Assess the role hormones play in the physical, social, cognitive, and emotional changes during adolescence.	HE.HS.1.17.a: Examine the stages of pregnancy and the contribution of prenatal care to a healthy pregnancy.	HE.HS.2.17.a: Evaluate valid and reliable information in the community/reg ion on preventative health, including mammograms, pap smears, prostate and testicular health.
HE.K.7.2.b: Recognize that there are different kinds of play that help one develop and learn.		HE.2.7.2.b: Discuss the human life cycle.	HE.3.7.2.b: Identify resources that can provide accurate information about puberty (e.g. parents/guardians/trusted adults and health care professionals).	HE.4.7.2.b: Describe social and emotional changes during puberty (e.g. change in friendships, crushes/attractions, and changing expectations of parents/guardians/trusted adults).	HE.5.7.2.b: Identify personal hygiene, health and safety practices, and products related to puberty (e.g. showering, using sanitary products, deodorant, athletic supporters).	HE.6.7.2.b: Explain how the onset and progression of puberty and adolescent development varies considerably and can still be healthy.	HE.7.7.2.b: Create a sleep plan to get at least 8 hours of sleep each night by reducing disruptive behaviors.	HE.8.7.2.b: Access valid and reliable sources of information about puberty and adolescent development.	HE.HS.1.17.b: Examine developmental progression and regression of different stages in the life cycle.	

			HE.3.7.2.c: Discuss the importance of good hygiene practices during growth and development.	HE.4.7.2.c: Discuss how the onset and progression of puberty and adolescent development varies considerably and can still be healthy.	HE.5.7.2.c: Explain how external factors influence perceptions about body image, gender roles, and attractiveness.	HE.6.7.2.c: Locate valid and reliable sources of information and discuss with parents/guardians/trusted adults about puberty and adolescent development.	HE.7.7.2.c: Identify parents/guardians/trusted adults of whom students can ask questions about puberty and adolescent health issues.	HE.8.7.2.c: Evaluate the health and safety issues related to personal hygiene practices.	HE.HS.1.17.c: Identify preventative care examinations available and where to access them (e.g. mammogram, pap smear, testicular exam, breast exam, prostate exam).	
			HE.3.7.2.d: Define body image and discuss that healthy bodies come in different shapes, sizes, and abilities.	HE.4.7.2.d: Demonstrate how to ask a parent/guardian/trusted adult questions about puberty and adolescence.	HE.5.7.2.d: Describe how puberty prepares human bodies for the potential to reproduce.	HE.6.7.2.d: Explain the benefits of getting proper rest and sleep and the importance of practicing behaviors that maintain proper hygiene during maturation.	HE.7.7.2.d: Recognize that biological sex and gender identity may or may not differ.	HE.8.7.2.d: Explain the importance of having a parent/guardian/trusted adult to ask questions about puberty and adolescent health issues.	HE.HS.1.17.d: Analyze influences around sleep habits.	
				HE.4.7.2.e: Discuss the role of hormones during development.			HE.7.7.2.e: Analyze how puberty prepares human bodies for the potential to reproduce.	HE.8.7.2.e: Recognize that the naturally occurring appearance of body parts may vary.	HE.HS.1.17.e: Describe how fertilization, fetal development, and the birth process.	
Standard 3: Students will understand the structure and functions of body systems										
K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.7.3.a: Name and describe the five senses.	HE.1.7.3.a: Explain how the heart and lungs work.	HE.2.7.3.a: Identify the major bones in the body and their location.	HE.3.7.3.a: Describe the muscular system and the basic functions.	HE.4.7.3.a: Describe the respiratory and cardiovascular system and the basic functions.	HE.5.7.3.a: Describe the digestive system and the basic functions.	HE.6.7.3.a: List the basic interactions of the human body systems.	HE.7.7.3.a: Examine the different body systems and the major functions.	HE.8.7.3.a: Connect how diseases affect the structures and functions of the body systems.	HE.HS.1.18.a: Summarize the structures and functions of body systems.	NOT TAUGHT IN THIS COURSE

HE.K.7.3.b: State accurate names for body parts.					HE.5.7.3.b: Identify the building blocks of the human body (e.g. cells, tissues, organs, organ system, organisms).	HE.6.7.3.b: Describe the immune system and the basic functions.		HE.8.7.3.b: Analyze how the different body systems work together to function.	HE.HS.1.18.b: Describe how the different body systems are interrelated and work in unison for the body to function properly.	
HE.K.7.3.c: Differentiate between areas of the body that are private and not private.					HE.5.7.3.c: Use accurate vocabulary for all body parts.					
					HE.5.7.3.d: Describe the human reproductive systems and the basic functions.					

STRAND 8: Consumer & Environmental Safety

Standard 1: Students will identify and access valid and reliable consumer products, services and resources for a healthy lifestyle.

K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
NOT TAUGHT AT THIS GRADE LEVEL.	NOT TAUGHT AT THIS GRADE LEVEL.	HE.2.8.1.a: List common health products (e.g. deodorant, medication, band aids, toothpaste, tooth brush, soap, comb).	HE.3.8.1.a: Describe how family, community, peers, and media can positively and/or negatively influence consumer health practices and behaviors (e.g. nutritional choices, hygiene, community opportunities).	HE.4.8.1.a: Locate parents/guardians/trusted adults and professionals who provide valid and reliable products, services and resources for consumer health (e.g. public health personnel, medical professionals, family members, school staff, local extension office).	HE.5.8.1.a: Demonstrate how to positively influence consumer health choices and behaviors of family, peers and community (e.g. . nutritional foods, hygiene, products, community opportunities).	HE.6.8.1.a: Identify appropriate resources, products and services at school or in the community that help enhance personal health.	HE.7.8.1.a: Locate valid and reliable health products and services at school and in the community.	HE.8.8.1.a: Identify situations that may require professional health services.	HE.HS.1.19.a: Apply criteria to evaluate the validity and reliability of health information, products, and services from a variety of sources (e.g. written, verbal, visual, electronic).	HE.HS.2.19.a: Outline where and how students can access valid and reliable health information, products, and services.
			HE.3.8.1.b: Identify the benefits of common health products (e.g. deodorant, medication, band aids, toothpaste, tooth brush, soap, comb).	HE.4.8.1.b: Identify characteristics of valid and reliable health information, products and services.	HE.5.8.1.b: Determine the accessibility of products and services that enhance health.	HE.6.8.1.b: Identify a variety of health care professionals and their main roles.		HE.8.8.1.b: Differentiate ways in which health messages and communication techniques can be altered for different audiences.	HE.HS.1.19.b: Identify and evaluate valid and reliable health resources from home, school, and community that protect and inform consumers.	HE.HS.2.19.b: Analyze situations when health services needed.

				HE.4.8.1.c: Investigate resources from home, school, and community that provide valid and reliable health information.				HE.8.8.1.c: Access valid and reliable health information from home, school, and community.	HE.HS.1.19.c: Explain the procedures for making an appointment, health screenings, checkups, and other early detection measures.	HE.HS.2.19.c: Explain how HIPAA relates to the health industry (e.g. HSA, Co-insurance, out-of-pocket minimum, HMO, PPO, POS).
								HE.8.8.1.d: Examine advertisements of health products and services in terms of claims made and the validity and reliability of those claims.	HE.HS.1.19.d: Describe the terms and phrases related to health insurance. (e.g. deductibles, premium, co-payment, benefits).	HE.HS.2.19.f: Summarize the procedures, local and state resources, and benefits of transplants and donations.
									HE.HS.1.19.e: Explain the consumer components of the Health Information Portability and Accountability Act (HIPAA).	HE.HS.2.19.e: Assess how different communities have access to health services.
									HE.HS.1.19.f: Evaluate the importance of regular medical and dental checkups, and examinations.	HE.HS.2.19.f: Adapt health messages and communication techniques to a specific target audience.

										HE.HS.2.19.g: Utilize societal norms to develop messages that enhance public health.
Standard 2: Students will recognize how the environment affects health.										
K	1	2	3	4	5	6	7	8	HS- Health 1	HS- Health 2
HE.K.8.2.a: Explain why seeking shelter during a storm is important.	HE.1.8.2.a: Explain various rules, signs and signals necessary for staying safe around traffic (e.g. crosswalks, traffic lights, pedestrian signs, sidewalk, railroad crossing).	HE.2.8.2.a: Demonstrate appropriate responses to warning sounds and signals (e.g. tornado sirens, smoke and CO ₂ detectors, weather alarms).	HE.3.8.2.a: Explain the dangers associated with excessive sun exposure (e.g. sun burns, damage to eyes, skin cancer) and methods for protecting oneself from these dangers.	HE.4.8.2.a: Identify common air pollutants and the precautions that need to be taken when around the pollutants (e.g. mold, radon, carbon monoxide, smoke, chemicals).	HE.5.8.2.a: State how different industries can positively and/or negatively impact the environment and one's health (e.g. water and air quality, pesticides).	HE.6.8.2.a: Identify environmental factors that can affect health.	HE.7.8.2.a: Examine common hazards that affect environmental health and in return affect personal health.	HE.8.8.2.a: Advocate for healthy alternatives at schools and within the communities (e.g. walking trails, vending machines, gardens).	HE.HS.1.20.a: Evaluate environmental influences that encourage or discourage a person to practice a healthy lifestyle. (e.g. family, economic status, geographical influences, skills, social media, employment).	HE.HS.2.20.a: Identify government and community agencies that promote personal health as it relates to the environment (e.g. health departments, EPA).
HE.K.8.2.b: Identify places to seek shelter during a storm at school, home and in the community.	HE.1.8.2.b: List common sun safety precautions (e.g. sun screen, clothing, hats, duration in sun, sunglasses).	HE.2.8.2.b: Identify environmental factors that can affect your hearing (e.g. loud music, lawnmowers, construction equipment, sirens or alarms).	HE.3.8.2.b: Explain how hearing can be damaged by loud sounds.	HE.4.8.2.b: Discuss strategies to protect the skin when playing outdoors (e.g. bug spray, sun screen, protective gear, chemical exposure).	HE.5.8.2.b: Discuss the long term benefits of protecting the skin.	HE.6.8.2.b: Identify ways you could improve the environment to promote safety/health (e.g. become a crossing guard, keep your block clean from litter).		HE.8.8.2.b: Explain how one can help the environment and how these practices can impact one's health.	HE.HS.1.20.b: Formulate an accurate and effective environmental message to improve personal health.	HE.HS.2.20.b: Examine how environment-related government regulations can impact a person's health.

<p>HE.K.8.2.c: Identify common weather related warning signs and signals (e.g. tornado sirens, dark sky).</p>	<p>HE.1.8.2.c: Illustrate proper clothing to wear for each type of weather (e.g. snow/cold, rain, sunny/hot, warm, cool).</p>	<p>HE.2.8.2.c: Identify ways to protect ones hearing (e.g. ear plugs, protective ear covering, reduced volume).</p>	<p>HE.3.8.2.c: Discuss how family, community, peers, and media can positively and/or negatively influence personal health practices and behaviors.</p>	<p>HE.4.8.2.c: Demonstrate ways to prevent vision and hearing damage (e.g. protective goggles, sun safety, reduce volume, earplugs).</p>	<p>HE.5.8.2.c: Identify safety precautions for playing and working outdoors in different kinds of weather and climates.</p>	<p>HE.6.8.2.c: Identify common causes of noise-induced hearing loss.</p>		<p>HE.8.8.2.c: Demonstrate the importance of protecting the soil and water supply for personal health.</p>	<p>HS.HS.1.20.c: Develop a plan to attain a personal health-related goal that addresses environmental strengths, needs and risks.</p>	
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Glossary of Terms

Abuse	Violent behaviors that cause physical, emotional, sexual, or financial harm to another.
Acute diseases	A disease that occurs and resolves quickly.
Advocacy	Taking action in support for an individual or cause.
Aerobic	Using Oxygen to break down energy for use in muscles.
Affirmative Consent	Is a standard that makes clear there must be voluntary knowing, mutual, verbally and explicitly communicated consent to engage in sexual activity.
Anaerobic	Activities so intense that your body cannot supply adequate oxygen to sustain it for a long period of time.
Anaphylaxis	Allergic response in which fluid fills the lungs and air passages narrow, restricting breathing.
Assault	An intentional threat or use of physical force to injure another person.
Bodily Autonomy	An individual's right to make decisions regarding one's own body.
Bullying	Unwanted aggressive behavior repeated over time intended to hurt someone physically, verbally, emotionally, or electronically exposing an imbalance of power socially, physically or emotionally.
Calorie	A unit for measuring the energy produced by food when it's metabolized in the body.
Carbohydrate	Major source of energy for the body; found in fruits, vegetables, grains and milk products.
Chronic diseases	A disease that has a long duration or frequent recurrence.
Coercion	The practice of persuading someone to do something by using force or threats.

Communicable Disease	Condition someone can develop after coming into contact with living things or objects infected with the disease.
Consent	A direct, verbal, non-coerced agreement from someone who is capable of making an informed decision.
Culture	The set of shared attitudes, values, goals, and practices that characterizes an institution, group or organization.
Dating Violence	A pattern of behavior where one person uses threats of, or actually uses, physical, sexual, verbal, or emotional abuse, to control his or her dating partner. (Referenced: <i>Neb. Rev. Stat. § 79-2,140</i>)
Diabetes	Disease resulting from the body's inability to regulate glucose.
Dietary Supplement	A product that can be ingested to give a person's body more of a specific nutrient; can be harmful when used in excess.
Dimensions of Health	The environmental, mental, intellectual, occupational, emotional, and spiritual dimensions of health that interact together to help determine one's overall state of wellness.
Distracted Driving	Risky driving actions; including texting, talking on the phone, and driving with one or more passengers under 18 years of age.
Domestic Violence	Physically, mentally or emotionally abusive behavior that occurs within a romantic relationship.
Epidemic	An outbreak of a disease that occurs in unexpectedly large numbers over a geographic area.
Fat	A nutrient that's the body's second major source of energy and the preferred means of storing energy.
F.I.T.T.	An acronym used to focus on the key fitness factors of frequency, intensity, time and type.
Food-borne Illness	Food poisoning, refers to illnesses transmitted by foods.
Gender Identity	Internal, deeply held thoughts and feelings about gender.
Gender Roles	Attitudes and behaviors that a society considers "appropriate" for males or females.

Graduated Driving	A license that allows young drivers to safely gain experience before obtaining full driving privileges.
Harassment	Is verbal or physical conduct that denigrates or shows hostility or aversion toward a person on bases of their personal identity, such as race, sex, gender, religion, national origin, ethnicity, disability, age, sexual orientation, marital status, socioeconomic status, or political affiliation. (Referenced: <i>Neb. Rev. Stat.</i> § 28-311)
Health Disparities	Differences in health status between people that are related to social or demographic factors such as race, gender, income or geographic region,
Health Literacy	Person's ability to locate, evaluate, apply, and communicate information as it relates to health.
Hereditary	Inheritance of traits and potentialities from one's ancestors.
Human Immunodeficiency Virus (HIV)	Blood borne virus that infects and kills white blood cells, weakening the immune system.
Human Trafficking	Form of modern slavery in which people are forced or pressured to perform some type of labor or service against their will. (Referenced: <i>Neb. Rev. Stat.</i> § 28-830)
Mental Health	A state of well-being which includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood.
Metabolism	The process by which the body uses food to release energy and uses the energy to build and repair body tissues.
Noncommunicable Disease	Conditions that cannot be spread among living things and objects, but develop as a result of hereditary, environment, and lifestyle factors.

Pandemic	A widespread epidemic that affects an enormous number of people and spreads between countries and across the world.
Parasitic	Caused by or resulting from the effects of parasites.
Pathogens	Microorganisms that cause communicable diseases.
Perceived Norms	Social pressure one feels to perform or not perform a particular behavior.
Physical Activity	Any activity in which the body uses energy.
Portion Size	The amount of food you choose to eat at one time.
Prophylaxis	The prevention of disease or control of its possible spread.
Protein	Nutrient the body uses to build and maintain all of its cells and tissues.
Protective Factors	Aspects of people's lives that reduce risk and increase the likelihood of optimal health.
Puberty	Stage of life when the body reaches sexual maturity.
Resting Heart Rate	The number of times your heart beats per minute while you are at rest.
Risk Factors	Aspects of people's lives that increase the chance of a disease, injury or decline in health.
Self-Efficacy	The belief in one's capability to learn and/or perform specific tasks to achieve desired goals and that influence events that affect their life.
Self-harm	When a person hurts their own body on purpose.
Serving Size	The amount of food listed on a product's nutrition facts label.
Sexting	Use of a cell phone or other electronic device to distribute pictures or videos of sexually explicit images; text messages of a sexual nature.
Sexual Abuse	Sexual activity to which one person does not or cannot consent and/or causing another person to engage in a sexual act by threatening or placing that other person in fear.

	(Referenced: 18 U.S.C. § 2242)
Sexual Assault	The act of forcing someone into sexual activity that he or she does not want. Particular definitions vary based on the degree of assault. (Referenced: <i>Neb. Rev. Stat.</i> §§ 28-319 to 28-320)
Sexual Exploitation	Actual or attempted abuse of a position of vulnerability, power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially, or politically from the sexual misuse of another. Sexual exploitation is a type of sexual abuse and can happen in person or online. (Referenced: 18 U.S.C § 2251)
Sexual Harassment	Verbal or nonverbal sexual attention that occurs without consent. It includes but is not limited to sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that is unwelcome. (Referenced: <i>Neb. Rev. Stat.</i> § 48-1102 & 20 U.S.C. §§ 1681 - 1688)
Sex Trafficking	The recruitment, transportation, transfer, harboring, provision, or obtaining of an individual who under threat, force, coercion, fraud, deception, or abuse of power is sexually exploited for the financial gain of another. (Referenced: <i>Neb. Rev. Stat.</i> § 28-318)
Sexually Transmitted Diseases (STD)	Common infections caused by bacteria, viruses, or parasites that are transmitted from one person who has the infection to another during sexual contact that involves exchange of fluids or skin-to-skin contact. STDs are often referred to as sexually transmitted infections or STIs in an effort to clarify that not all sexually transmitted infections turn into a disease.
Sexually Transmitted Infections (STI)	Communicable diseases spread from one person to another during sexual activity.
S.M.A.R.T. (Goal)	An acronym used to guide goal setting; stands for specific, measurable, achievable, relevant and timely.
Social Determinants of Health (SDOH)	The conditions in the environments where people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and

	risks. The five domains of SDOH include: economic stability, education access and quality, health care access and quality, neighborhood and built environment, and social and community context.
Stereotype	A widely held but fixed and oversimplified image or idea about an individual or members of certain groups that present an oversimplified opinion, prejudiced attitude, or uncritical judgment.
Stressor	Any factors that cause stress.
Trusted Adult	A person to whom a student can turn to in a time of need who can offer support and guidance.