

**Standard – Overarching goal.**

Benchmark – Learning outcome achieved by the end of the grade band. Grade bands are K-2, 3-5, 6-8, 9-12.

KEY = Standard.Benchmark.Grade Level. (e.g. S1.1.2 = Standard 1.Benchmark 1.Grade 2.

**Standard 1: Students will comprehend concepts related to health promotion and disease prevention.**

*Grades Pre-K–2.* By the end of Grade 2, students will be able to meet the following expectations:

- S1.1.2. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Safety, Violence Prevention.

*Grades 3–5.* By the end of Grade 5, students will be able to meet the following expectations:

- S1.1.5. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.

*Grades 6–8.* By the end of Grade 8, students will be able to meet the following expectations:

- S1.1.8. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.

*Grades 9–12.* By the end of Grade 12, students will be able to meet the following expectations:

- S1.1.HS. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.

**Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

*Grades Pre-K–2.* By the end of Grade 2, students will be able to meet the following skill expectations:

- S2.1.2. Identify relevant influences of family on health practices and behaviors.
- S2.2.2. Identify relevant influences of school on health practices and behaviors.
- S2.3.2. Identify relevant influences of media and technology on health practices and behaviors.
- S2.4.2. Describe positive influences on personal health practices and behaviors.
- S2.5.2. Describe negative influences on personal health practices and behaviors.

*Grades 3–5.* By the end of Grade 5, students will be able to meet the following skill expectations:

- S2.1.5. Identify relevant influences of culture on health practices and behaviors.
- S2.2.5. Identify relevant influences of peers on health practices and behaviors.
- S2.3.5. Identify relevant influences of community on health practices and behaviors.
- S2.4.5. Describe how relevant influences of family and culture affect personal health practices and behaviors.
- S2.5.5. Describe how relevant influences of school and community affect personal health practices and behaviors.
- S2.6.5. Describe how relevant influences of media and technology affect personal health practices and behaviors.
- S2.7.5. Describe how relevant influences of peers affect personal health practices and behaviors.

*Grades 6–8.* By the end of Grade 8, students will be able to meet the following skill expectations:

- S2.1.8. Explain the influence of school rules and community laws on health practices and behaviors.
- S2.2.8. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.
- S2.3.8. Explain how social expectations influence healthy and unhealthy practices and behaviors.
- S2.4.8. Explain how personal values and beliefs influence personal health practices and behaviors.
- S2.5.8. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
- S2.6.8. Analyze how relevant influences of family and culture affect personal health practices and behaviors.
- S2.7.8. Analyze how relevant influences of school and community affect personal health practices and behaviors.
- S2.8.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.
- S2.9.8. Analyze how relevant influences of peers affect personal health practices and behaviors.

*Grades 9–12.* By the end of Grade 12, students will be able to meet the following skill expectations:

- S2.1.HS. Explain the influence of public health policies on health practices and behaviors.
- S2.2.HS. Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- S2.3.HS. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.
- S2.4.HS. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.



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- S2.5.HS. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
- S2.6.HS. Analyze how laws, rules, and regulations influence health promotion and disease prevention.
- S2.7.HS. Analyze how school and community affect personal health practices and behaviors.
- S2.8.HS. Analyze the effect of media and technology on personal, family, and community health.
- S2.9.HS. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health practices and behaviors.
- S2.10.HS. Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.

**Standard 3: Students will be able to demonstrate the ability to access valid information and products and services to enhance health.**

*Grades Pre-K–2.* By the end of Grade 2, students will be able to meet the following skill expectations:

- S3.1.2. Identify trusted adults at home who can help promote health.
- S3.2.2. Identify trusted adults and professionals in school who can help promote health.
- S3.3.2. Identify trusted adults and professionals in the community who can help promote health.
- S3.4.2. Explain how to locate school health helpers.
- S3.5.2. Explain how to locate community health helpers.
- S3.6.2. Demonstrate how to locate school or community health helpers to enhance health.

*Grades 3–5.* By the end of Grade 5, students will be able to meet the following skill expectations:

- S3.1.5. Describe characteristics of accurate health information.
- S3.2.5. Describe characteristics of appropriate and reliable health products.
- S3.3.5. Describe characteristics of appropriate and trustworthy health services.
- S3.4.5. Demonstrate how to locate sources of accurate health information.

*Grades 6–8.* By the end of Grade 8, students will be able to meet the following skill expectations:

- S3.1.8. Analyze the validity and reliability of health information.
- S3.2.8. Analyze the validity and reliability of health products.
- S3.3.8. Analyze the validity and reliability of health services.
- S3.4.8. Describe situations that call for professional health services.
- S3.5.8. Determine the availability of valid and reliable health products.
- S3.6.8. Access valid and reliable health information from home, school or community.
- S3.7.8. Locate valid and reliable health products.
- S3.8.8. Locate valid and reliable health services.

*Grades 9–12.* By the end of Grade 12, students will be able to meet the following skill expectations:

- S3.1.HS. Evaluate the validity and reliability of health information.
- S3.2.HS. Evaluate the validity and reliability of health products.
- S3.3.HS. Evaluate the validity and reliability of health services.
- S3.4.HS. Determine the accessibility of valid and reliable health products.
- S3.5.HS. Determine when professional health services may be required.
- S3.6.HS. Determine the accessibility of valid and reliable health services.
- S3.7.HS. Use resources that provide valid and reliable health information.
- S3.8.HS. Use valid and reliable health products.
- S3.9.HS. Use valid and reliable health services.



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**Standard 4: Students will be able to demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

*Grades Pre-K–2.* By the end of Grade 2, students will be able to meet the following skill expectations:

- S4.1.2. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
- S4.2.2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.
- S4.3.2. Demonstrate effective refusal skills including firmly saying “no” and getting away.
- S4.4.2. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
- S4.5.2. Identify how to communicate care and concern for others.

*Grades 3–5.* By the end of Grade 5, students will be able to meet the following skill expectations:

- S4.1.5. Demonstrate effective verbal and nonverbal communication skills.
- S4.2.5. Explain how to be empathetic and compassionate toward others.
- S4.3.5. Demonstrate effective peer resistance skills to avoid or reduce health risk.
- S4.4.5. Demonstrate healthy ways to manage or resolve conflict.
- S4.5.5. Demonstrate how to effectively ask for help to improve personal health.
- S4.6.5. Demonstrate how to effectively communicate support for others.

*Grades 6–8.* By the end of Grade 8, students will be able to meet the following skill expectations:

- S4.1.8. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.
- S4.2.8. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others.
- S4.3.8. Demonstrate effective peer resistance skills to avoid or reduce health risks.
- S4.4.2. Demonstrate effective negotiation skills to avoid or reduce health risks.
- S4.5.8. Demonstrate healthy ways to manage or resolve conflict.
- S4.6.8. Demonstrate how to effectively ask for assistance to improve personal health.
- S4.7.8. Demonstrate how to effectively communicate empathy and support for others.

*Grades 9–12.* By the end of Grade 12, students will be able to meet the following skill expectations:

- S4.1.HS. Demonstrate effective communication skills to enhance health.
- S4.2.HS. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal health and safety of oneself and others.
- S4.3.HS. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.
- S4.4.HS. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.
- S4.5.HS. Demonstrate how to effectively ask for assistance to improve personal health.
- S4.6.HS. Demonstrate how to effectively offer assistance to improve the health of others.

**Standard 5: Students will be able to demonstrate the ability to use decision-making skills to enhance health.**

*Grades Pre-K–2.* By the end of Grade 2, students will be able to meet the following skill expectations:

- S5.1.2. Identify situations which need a health-related decision.
- S5.2.2. Identify how family, peers or media influence a health-related decision.
- S5.3.2. Explain the potential positive and negative outcomes from health-related decisions.
- S5.4.2. Describe when help is needed and when it is not needed to make a healthy decision.

*Grades 3–5.* By the end of Grade 5, students will be able to meet the following skill expectations:

- S5.1.5. Identify situations which need a health-related decision.
- S5.2.5. Decide when help is needed and when it is not needed to make a healthy decision.
- S5.3.5. Explain how family, culture, peers or media influence a health-related decision.
- S5.4.5. Identify options and their potential outcomes when making a health-related decision.
- S5.5.5. Choose a healthy option when making a decision.
- S5.6.5. Describe the final outcome of a health-related decision.

*Grades 6–8.* By the end of Grade 8, students will be able to meet the following skill expectations:

- S5.1.8. Identify circumstances that help or hinder healthy decision making.
- S5.2.8. Determine when situations require a health-related decision.
- S5.3.8. Distinguish when health-related decisions should be made individually or with the help of others.
- S5.4.8. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.
- S5.5.8. Distinguish between healthy and unhealthy alternatives of a health-related decision.
- S5.6.8. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.
- S5.7.8. Choose a healthy alternative when making a health-related decision.
- S5.8.8. Analyze the effectiveness of a final outcome of a health-related decision.

*Grades 9–12.* By the end of Grade 12, students will be able to meet the following skill expectations:

- S5.1.HS. Examine barriers to healthy decision making.
- S5.2.HS. Determine the value of applying thoughtful decision making.
- S5.3.HS. Justify when individual or collaborative decision making is appropriate.
- S5.4.HS. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.
- S5.5.HS. Generate alternatives when making a health-related decision.
- S5.6.HS. Predict potential short-term and long-term consequences of alternatives to health-related decisions.
- S5.7.HS. Choose a healthy alternative when making a health-related decision.
- S5.8.HS. Evaluate the effectiveness of health-related decisions.

**Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

*Grades Pre-K–2.* By the end of Grade 2, students will be able to meet the following skill expectations:

- S6.1.2. Identify a realistic personal short-term health goal.
- S6.2.2. Take steps to achieve the personal health goal.
- S6.3.2. Identify people who can help achieve a personal health goal.

*Grades 3–5.* By the end of Grade 5, students will be able to meet the following skill expectations:

- S6.1.5. Set a realistic personal health goal.
- S6.2.5. Track progress toward achieving a personal health goal.
- S6.3.5. Identify resources that can help achieve a personal health goal.

*Grades 6–8.* By the end of Grade 8, students will be able to meet the following skill expectations:

- S6.1.8. Assess personal health practices.
- S6.2.8. Set a realistic personal health goal.
- S6.3.8. Assess the barriers to achieving a personal health goal.
- S6.4.8. Apply strategies to overcome barriers to achieving a personal health goal.
- S6.5.8. Use strategies and skills to achieve a personal health goal.

*Grades 9–12.* By the end of Grade 12, students will be able to meet the following skill expectations:

- S6.1.HS. Assess personal health practices and behaviors.
- S6.2.HS. Set a realistic personal health goal.
- S6.3.HS. Assess the barriers to achieving a personal health goal.
- S6.4.HS. Develop a plan to attain a personal health goal.
- S6.5.HS. Implement strategies, including self-monitoring, to achieve a personal health goal.
- S6.6.HS. Use strategies to overcome barriers to achieving a personal health goal.
- S6.7.HS. Formulate an effective long-term plan to achieve a health goal.

**Standard 7: Students will to demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

*Grades Pre-K–2.* By the end of Grade 2, students will be able to meet the following skill expectations:

- S7.1.2. Identify practices that reduce or prevent health risks.
- S7.2.2. Demonstrate healthy practices.
- S7.3.2. Make a commitment to practice healthy behaviors.

*Grades 3–5.* By the end of Grade 5, students will be able to meet the following skill expectations:

- S7.1.5. Describe practices and behaviors that reduce or prevent health risks.
- S7.2.5. Demonstrate healthy practices and behaviors.
- S7.3.5. Make a commitment to practice healthy behaviors.

*Grades 6–8.* By the end of Grade 8, students will be able to meet the following skill expectations:

- S7.1.8. Explain the importance of being responsible for personal health behaviors.
- S7.2.8. Analyze personal practices and behaviors that reduce or prevent health risks.
- S7.3.8. Demonstrate healthy practices and behaviors to improve the health of oneself and others.
- S7.4.8. Make a commitment to practice healthy behaviors.

*Grades 9–12.* By the end of Grade 12, students will be able to meet the following skill expectations:

- S7.1.HS. Analyze the role of individual responsibility in enhancing personal health.
- S7.2.HS. Evaluate personal practices and behaviors that reduce or prevent health risks.
- S7.3.HS. Demonstrate healthy practices and behaviors to improve the health of oneself and others.
- S7.4.HS. Make a commitment to practice healthy behaviors.

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**Standard 8: Students will be able to demonstrate the ability to advocate for personal, family, and community health.**

*Grades Pre-K–2.* By the end of Grade 2, students will be able to meet the following skill expectations:

- S8.1.2. Make requests to others to promote personal health practices.
- S8.2.2. Demonstrate how to encourage peers to make healthy choices.

*Grades 3–5.* By the end of Grade 5, students will be able to meet the following skill expectations:

- S8.1.5. Give factual information to improve the health of others.
- S8.2.5. State personal beliefs to improve the health of others.
- S8.3.5. Demonstrate how to persuade others to make positive health choices.

*Grades 6–8.* By the end of Grade 8, students will be able to meet the following skill expectations:

- S8.1.8. State a health-enhancing position, supported with accurate information, to improve the health of others.
- S8.2.8. Persuade others to make positive health choices.
- S8.3.8. Collaborate with others to advocate for healthy individuals, families and schools.
- S8.4.8. Demonstrate how to adapt positive health-related messages for different audiences.

*Grades 9–12.* By the end of Grade 12, students will be able to meet the following skill expectations:

- S8.1.HS. Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.
- S8.2.HS. Persuade and support others to make positive health choices.
- S8.3.HS. Collaborate with others to advocate for improving personal, family and community health.
- S8.4.HS. Encourage school and community environments to promote the health of others.
- S8.5.HS. Adapt health messages and communication techniques for a specific target audience.
- S8.6.HS. Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.