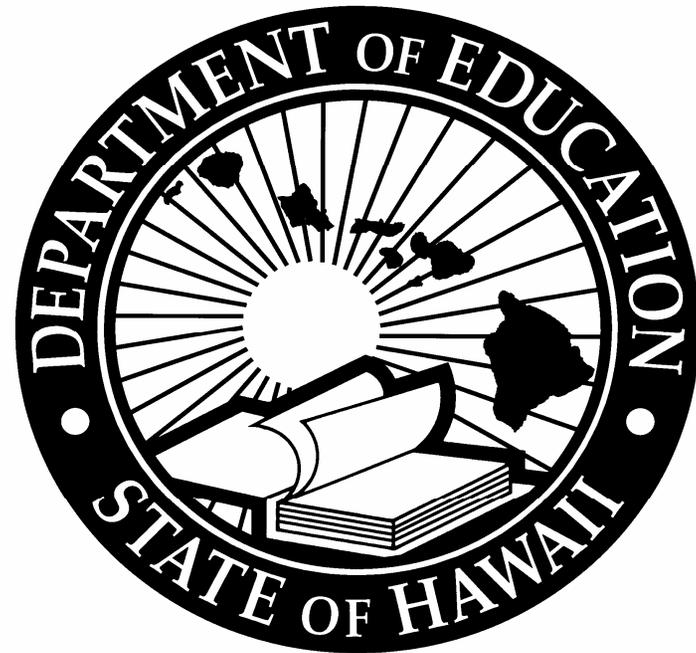


Hawaii Content and Performance Standards *for Health K-12*

Office of Curriculum, Instruction and Student Support /
Instructional Services Branch

Department of Education
State of Hawaii

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THE HAWAII STANDARDS SYSTEM

FOREWORD

The Hawaii Standards System supports standards-based education through curriculum, instruction and assessment components. The Hawaii Standards System supports school level implementation of standards-based education by:

- Identifying the targets for student learning such as the Vision of the Public School Graduate, General Learner Outcomes, the Hawaii Content and Performance Standards III, and other course standards;
- Providing curricular and behavioral support for students through direct services to students and their families; and
- Developing, acquiring, and assuring access to support for implementation of standards-based education for teachers, school leaders, and other academic staff.

An essential component of the Hawaii Standards System is the Hawaii Content and Performance Standards III (HCPS III) document which contains:

- Essential content and skills in *nine* content areas: Career and Technical Education, Fine Arts, Health, Language Arts, Math, Physical Education, Science, Social Studies, and World Languages;
- Standards that describe the educational expectations for ALL students in grades K-5;
- Essential standards for all required courses in the *four core* areas: Language Arts, Math, Science, and Social Studies; and
- Essential standards that can be met through elective courses chosen by secondary students to fulfill graduation requirements in the *five extended core* areas: Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages.

Included in the Hawaii Standards System are standards for courses not found in this HCPS III document. These standards may be found in HCPS II and will be identified in a future version of the Approved Courses and Code Numbers (ACCN) course descriptions. Because ALL courses are standards-based, these specialized courses utilize:

- Industry or national standards that describe essential content and skills for elective courses in areas such as Career and Technical Education and Fine Arts; and
- Content area-specific standards found in HCPS II.

The system also provides student instructional support components such as Special Education and English for Second Language Learners. It also includes student and family support components such as Pihana Na Mamo and Parent Community Network Coordinators.

THE GENERAL LEARNER OUTCOMES

Equally important to learning academic content is developing the knowledge, skills and attitudes that all students need in order to lead full and productive lives. The six General Learner Outcomes serve as the essential, overarching goals for all of the content and performance standards. These Outcomes are

- The ability to be responsible for one's own learning
- The understanding that it is essential for human beings to work together
- The ability to be involved in complex thinking and problem solving
- The ability to recognize and produce quality performance and quality products
- The ability to communicate effectively
- The ability to use a variety of technology effectively and ethically

These Outcomes must be an integral part of teaching and learning and the heart of every Hawaii classroom. Teachers of all subjects in all grades must contribute to the development of the General Learner Outcomes while promoting the learning of subject matter as well.

The real test of the standards is their ability to improve student learning. Raising expectations is but the first step; it's what we do with the standards—how we realize them in all classrooms for all students—that will determine whether we can fulfill the Department's vision of graduating students who

- realize their individual goals and aspirations;
- possess the attitudes, knowledge and skills necessary to contribute positively and compete in a global society;
- exercise the rights and responsibilities of citizenship; and
- pursue post-secondary education and/or careers without need for remediation.

HAWAII CONTENT AND PERFORMANCE STANDARDS III

The publication of the report *A Nation at Risk* (National Commission on Excellence in Education, 1983) served as the impetus for the standards movement in American education. Subsequently national content area organizations developed standards in their respective areas. Nationally, standards serve three general purposes: 1) To clarify expectations for students, 2) To raise those expectations, and 3) To provide common targets that help assure equitable educational expectations, opportunities, and experiences for all students. These three purposes form the foundation of Hawaii's educational standards and standard-based education.

In Hawaii the effort to clarify and implement standards-based education is now in its third generation. The chronology below describes the evolution of the Hawaii Content and Performance Standards.

- 1991 The Hawaii State Legislature created the Hawaii Commission on Performance Standards. The commission is composed of community members as well as a few DOE staff members. Their mission is to: (1) set the performance standards of achievement expected of all public school students, (2) recommend the means to assess student attainment of these standards, and (3) develop a school-by-school implementation model.
- 1994 The Commission published the Hawaii Content and Performance Standards (commonly known as the "Blue Book").
- 1994 The Hawaii State Legislature created the Performance Standards Review Commission (PSRC) to be convened beginning in the 1997-98 school year and every four years thereafter to assess the effectiveness of Hawaii's standards-based education implementation. The Review Commission findings suggested that the number of standards might be unwieldy for teachers to implement and recommended that HCPS be reformatted to be more user friendly.
- 1998 The booklet "Making Sense of Standards" and the ten content area documents that constituted the HCPS II were the result of the Review Commission's recommendations of 1994
- 1999 The Council for Basic Education conducted a conference to identify the key issues related to the implementation of the Hawaii Content and Performance Standards in a standards-based system.
- 2002 The Review Commission was again convened to consider implementation of the standards and to review the quality of the standards themselves.
- 2003 In response to the Review Commission report and input from the teacher field, the Instructional Services Branch and McREL (Mid-continent Research for Education and Learning) worked to identify *essential* and *desirable* standards, benchmarks, and performance indicators.
- 2004 The DOE begins refinement of HCPS II. This new standards document will be known as HCPS III.
- 2005 Between April and August Hawaii Content and Performance Standards III for nine content areas were approved by the Board of Education.
- 2006-07 Full implementation of HCPS III. HCPS III will be used as the basis of standards-based large-scale assessments, standards-based report cards, and standards-based course descriptions.

GENERAL GUIDELINES AND PRINCIPLES FOR THE DEVELOPMENT OF THE HAWAII CONTENT AND PERFORMANCE STANDARDS III

PURPOSES OF THE HAWAII CONTENT AND PERFORMANCE STANDARDS III

1. To assure equity by holding all students to the same expectations
2. To help schools improve student performance and meet Annual Yearly Progress
3. To define the content and skills that enable quality student performance
4. To reduce the number of standards to be more manageable and to clearly describe what ALL students should know and be able to do
5. To provide clearer focus on instructional targets by providing basic guidance in determining the quality of student work through benchmark rubrics
6. To provide a clear focus on assessment targets by providing sample performance assessments that can guide more specific assessment tasks at the classroom level

RATIONALE FOR REVISING

Recommendations for the revision of HCPS II came from many sources. As mentioned above, in 2002 the Hawaii State Performance Standards Review Commission cited the following major criticisms of the original HCPS:

- Too many standards
 - HCPS had 1544
 - HCPS II had only 139 standards but 3,960 benchmarks and grade level performance indicators
- Lack of a strong connection between the standards and their purpose—the General Learner Outcomes
- Lack of clarity and coherence in the wording of the standards
- Lack of classroom assessment models or a general plan for assessing the HCPS

Despite the fact that HCPS II reduced the number of standards from 1544 to 139 teachers still felt there were still too many benchmarks and grade level performance indicators to implement at the classroom level. This led to the involvement of the Mid-continent Research for Education and Learning (McREL). McREL is one of ten regional educational laboratories that make up the Regional Educational Laboratory System, which serves education agencies and schools across the nation. McREL staff has done extensive work with standards and are at the forefront of standards-based education. McREL worked with DOE curriculum specialists to:

- Calculate the time required to achieve standards and the identification of essential and desirable standards, benchmarks, and performance indicators. This activity was conducted with teachers in each content area and grade level.
- Consider the time available in the school day was also calculated based on the focus of the grade level cluster (such as developing literacy in the early grades) and the time allowed within required courses at the secondary levels when developing standards and particularly grade level benchmarks.

SPECIFICATIONS FOR HCPS III STANDARDS DEVELOPMENT

The following specifications were followed in the development of HCPS III standards. These principles guided each phase of the process and served to keep the focus on students. McREL staff analyzed the essential HCPS II standards against national and other state standards, and the DOE content specialists worked with teachers to assure the comprehensiveness of the standards. This was particularly important in areas where there were no other documents to use as comparison (such as Hawaiian history or native languages). The following were the guidelines used in developing the HCPS III standards, grade-level benchmarks, sample performance assessments, and rubric statements.

- Essential standards, benchmarks and performance indicators were used as the foundation for the HCPS III standards.
- As the new standards statements were developed, they were also compared against national standards and other highly regarded state’s standards.
- Analysis of the standards led to the elimination of overlaps and/or redundancies within and between content areas.
- Consistent grain size (benchmarks that were of approximately the same instructional size).
- Standards, benchmarks, sample performance assessments, and rubrics were written in plain language, understandable to primary audience (teachers) and secondary audiences (students and parents).
- Benchmarks were written as describing “proficient.” Attention was paid to the taxonomic level of the benchmarks so that they would appropriately scaffold and challenge students.
- Implementable—The benchmarks were written with consideration of the delivery of instruction (integrated elementary curriculum, required and elective courses at the secondary level).
- Benchmarks and sample performance assessments were written to be measurable through the examination of student work from which valid inferences about student learning could be made.

HCPS III: STANDARDS FOR ALL STUDENTS

The Hawaii Content and Performance Standards III describe educational targets in all nine content areas for ALL students in grades K-5. All students, therefore, are expected to be given the opportunity to meet all of the K-5 HCPS III standards. At the secondary level, however, the standards describe different things in different content areas. For the four CORE content areas (Language Arts, Mathematics, Science and Social Studies) the standards describe expectations for all students, since all students are expected to take certain required courses in these areas. For the *extended core* (Health, Physical Education, Fine Arts, World Languages, and Career and Technical Education) they describe a continuum that should be expected by students who choose courses in these areas as electives. It should be emphasized that ALL courses, required or elective, are standards-based and are part of the *Hawaii Standards System*.

CHARACTERISTICS OF GRADES K-2: ACQUIRING THE FOUNDATIONAL SKILLS

In the primary grades (K-2) the standards identify foundational content and skills. Instruction supports the acquisition of these very important skills, knowledge, and content. Children at these grade levels should be exposed to meaningful activities that support language and vocabulary development. Scaffolding learning is essential. Creating many varied opportunities to learn, practice and demonstrate skills is the focus of early elementary education. Teaching is structured and learning takes place in a more controlled, systematic context. As they learn and mature, children become increasing independent of the teacher.

CHARACTERISTICS OF GRADES 3-5 STANDARDS: BUILDING UPON FOUNDATIONAL SKILLS AND KNOWLEDGE

At the upper elementary levels (grades 3-5) curriculum focuses on refining, broadening, enhancing, and applying skills and knowledge in more challenging and varied contexts. Students use the foundational skills, processes, and knowledge they gained in their early elementary experience to extend and apply in all the nine content areas.

CHARACTERISTICS OF GRADES 6-8 STANDARDS: EXPLORING AND DEVELOPING INTERESTS

At the middle school level standards are designed to allow students to explore a variety of content and skills. This exploration can serve to focus curricular choices students make at the high school and post-secondary levels. There is an emphasis on refining and applying skills to more challenging and varied content. Higher order thinking and the development of civic mindedness is supported through the curriculum as guided by the standards. Students are encouraged to explore specialized content through world languages, art, or music and to use increasingly sophisticated means of communicating their learning through various computer applications.

CHARACTERISTICS OF GRADES 9-12 STANDARDS: PREPARING FOR POST-SECONDARY CHOICES

Standards at the high school level prepare students to apply their learning in their post-secondary choices. They allow students to develop skills that will ensure their success in their adult lives including their participation in the larger global society. HCPS III standards of the CORE content areas (Language Arts, Math, Science, and Social Studies) describe the minimal content of courses that fulfill graduation requirements. HCPS III standards

of the Extended Core (Career and Technical Education, Fine Arts, Health, Physical Education, and World Languages) describe essential standards that can be fulfilled through elective courses of study. As students make elective course choices, they experience a well-rounded educational experience. HCPS Course Standards (to be described in another document) describe courses that some students may elect to take. These courses contain standards that allow students to develop knowledge and skills related to their interests, their talents, their post-secondary and/or career plans.

ORGANIZATION OF THE STANDARDS (GENERAL DESCRIPTION)

HCPS III standards are organized in a similar way for all nine content areas. Some of the content areas continue to organize their standards in grade level clusters. This is because, for content areas such as Physical Education, it is more developmentally appropriate to allow several years to achieve the benchmark, rather than to artificially break up physical skills into too discrete pieces that do not make sense instructionally. HCPS III are organized by and contain:

Strand=themes or “Big Ideas” that organize standards

Standard = a broad statement of what a student needs to know or be able to do

Topic = organizes the benchmarks into related ideas

Benchmark = a specific statement of what a student should know or be able to do (related to the topic) at a specific grade level or grade level cluster

Sample Performance Assessment = a generalized description of how a student might demonstrate significant aspects of the benchmark

The statement “No benchmark at this level” indicates that a grade level benchmark could not be created because it was either developmentally or instructionally inappropriate. The grade level/discipline at which a benchmark appears is where it may be assessed, but it is NOT the only grade level/discipline at which it should be taught. It is assumed, for example, that once content or a skill is taught it is reinforced and further developed in subsequent years. Benchmarks are not repeated.

THE STANDARDS NUMBERING SYSTEM

Each benchmark is assigned a code as an aid to identify quickly its place in relation to the entire document, and as a placeholder for database purposes. By convention, the code consists of three positions, each separated by a decimal point: E.g., **K.3.1**

Example: K.3.1

K.3.1 = Grade Level (Kindergarten) Clusters as appropriate (e.g., K-2.3.1)

K.3.1 = Content Standard Number (Standard #3)

K.3.1 = Benchmark Number (1st listed benchmark)

Example: PS.7.3

PS.7.3 = Course Abbreviation (Physical Science)

PS.7.3 = Content Standard Number (Standard #7)

PS.7.3 = Benchmark Number (3rd listed benchmark)

With the release of HCPS III, we continue the important journey begun a decade ago: to assure a quality education for every student in our public schools. This challenging task requires that we re-examine teaching and learning, that we reconsider curriculum, assessment, and instruction. To succeed in this task, we must implement HCPS III with both rigor and relevance, always keeping our ultimate goal firmly in mind: to improve student understanding.

INTRODUCTION

“In the larger context, schools are society’s vehicle for providing young people with the tools for successful adulthood. Perhaps no tool is more essential than good health.” - Council of Chief State School Officers

*“No knowledge is more crucial than knowledge about health. Without it, no other life goal can be successfully achieved.”
-The Carnegie Foundation Report on Secondary Education in America*

The Health Education standards describe a coherent vision of what it means to be health literate. For students to be health literate, they need to obtain, interpret, and understand basic health information and services in ways which enhance health. The content includes the most important and enduring ideas, issues, and concepts related to achieving good health. The skills include ways of communicating, reasoning, and investigating which characterize a health-literate person. Both content and skills are essential for effective Health Education.

Students value good health for themselves and their families however, many students do not know how to positively pursue healthy lifestyles without proper education. It is fundamental for students to learn the appropriate knowledge and skills that promote healthy behaviors before they can develop conflicting beliefs, attitudes, and habits. One way to support the development of healthy behaviors is to establish effective health promotion and education in the kindergarten through twelfth grades.

“School health programs can play a critical role in promoting healthy behaviors while enhancing academic performance. It is critical for public health and education officials to work in partnership with schools and communities to enable schools to implement effective school programs and help youth develop and maintain healthy lifestyles. Supporting school health programs to improve the health status of our nation’s youth has never been important, and we all must be involved.” (Centers for Disease Control, Report of 2001 p.251)

HEALTH EDUCATION IN THE ELEMENTARY SCHOOL

Health Education, in the elementary grades, is structured around universal concepts (i.e. big ideas about the world of health around us). Health Education learning experiences ensure integrated, cumulative Health Education in each grade level. These experiences are provided so that each child has an equal opportunity to meet all the benchmarks in each grade cluster (K-2 and 3-5). The strategy will be to integrate health content into all other areas of study (Language Arts, Math, Science, Social Studies, Physical Education, etc.). Emphasis will be placed upon the acquisition of skills that empower students to explore and understand health concepts and issues identified by the Health Content and Performance Standards.

HEALTH EDUCATION IN THE MIDDLE SCHOOLS

The secondary Health Education program is organized around semester courses of study. Middle schools also have a quarter long exploratory wheel options. Middle schools (grades 6-8) must offer courses that allow all students to meet the grades 6-8 cluster benchmarks. One semester (two quarters) of Health Education is strongly recommended during 7th and/or 8th grade. Intermediate or middle school Health Education courses

emphasize the application of a variety of skills which help students learn about the many issues impacting upon their own health and the health of others. By the end of the 8th grade, through Health Education courses, students will be able to identify the many health risk areas affecting their personal health and the health of others, and acquire the critical skills to make healthy informed choices.

HEALTH EDUCATION IN THE HIGH SCHOOL

High school Health Education consists of a required one-semester health course, as well as health electives designed to meet individual student needs. Health Education in grades 9-12 will include the opportunity for students to study health risk areas in depth and apply the skills necessary to make informed, healthy decisions. Students will have the opportunity to serve 90 as health advocates at school and in their community.

INSTRUCTIONAL TIME

The guidelines for allocating instructional times in the elementary schools for Kindergarten through Grade 6 health classes are as follows:

- Grades K through grade 3: 40 minutes per week,
- Grades 4 and 5: 55 minutes per week,
- Grade 6: 106 minutes per week in the elementary schools.

Time allocation guidelines for middle schools (Grades 6 through 8) are an average of 200 minutes per subject per week.

Time allocation guidelines for 9 through 12 are an average 200 minutes per week for one course credit.

ABOUT THE HEALTH STANDARDS

The Health standards provide a coherent, professionally defensible rationale for health education. They provide clarity of purpose, set high and challenging expectations for all students, and ensure that Health Education is emphasized from kindergarten through the twelfth grade. The standards do not prescribe a particular curriculum, nor do they subscribe to any one method or approach to teaching. They serve as a map for schools to develop their own framework from which teachers can examine and improve their teaching and students' learning.

Standards not only identify essential knowledge and skills that are requisites of a rigorous, equitable, and challenging curriculum, but they also have implications for how courses and subjects are defined, how student performance is described, graded, and reported. For students, teachers and the community, rigorous, equitable, and challenging content standards clarify what is expected. Students know precisely what they need to demonstrate to meet the standards. Teachers know what are the most important concepts and skills for students to know and be able to do. Communities know how to support the schools.

We must implement standards for their intended purposes:

- establish a common reference and comprehensive vision for Health Education from kindergarten through grade 12
- provide a basis for evaluation programs, policies, and practices;
- reform and improve what is taught in the classroom
-

“Health Education Standards are designed to teach kids to think, not what to think.”

-John R. Seffrin, American Cancer Society

HAWAII CONTENT AND PERFORMANCE STANDARDS III

HEALTH EDUCATION HCPS III:

- Contains content and performance standards—scaffolded and measurable
- The language of the standards and benchmarks are easy to understand
- Organized by grade-clusters, benchmarks and sample performance assessments
- Each benchmark gives specific attention to taxonomic levels
- Provides a rubric for each benchmark
- Contains seven standards
- Total of 87 benchmarks

ORGANIZATION OF HCPSIII

Strand	the “big ideas” that define a content area
Content Standard	a broad statement of what a student needs to know or be able to do at the end of K-12 schooling
Topic	a category under which related benchmarks are grouped (identifies health risk areas)
Grade-Level Benchmark	a specific statement of what a student should know or be able to do at a specific grade level or grade level cluster
Sample Performance Assessment	a generalized description of how a student can demonstrate significant aspects of the benchmark (one per benchmark, a way of showing achievement of a significant aspect of the benchmark)
Rubric	a tool to assess the quality of a student’s achievement of the benchmarks at the specified taxonomic level

CONTENT STANDARDS AT -A GLANCE

HCSP III HEALTH EDUCATION STANDARDS

STANDARDS	TOPICS
Standard 1 Core Concept	(Identifies the Health Risk Area)
<ul style="list-style-type: none"> ▪ Understand concepts related to health promotion and diseases prevention 	
Standard 2 Accessing Information	Mental and Emotional Health
<ul style="list-style-type: none"> ▪ Access valid health information and health-promoting products and services 	
Standard 3 Self-Management	Personal Health and Wellness
<ul style="list-style-type: none"> ▪ Practice health-enhancing behaviors and reduce health risks 	
Standard 4 Analyzing Influences	Healthy Eating and Physical Activity
<ul style="list-style-type: none"> ▪ Understand the influences of culture, family, peers, media, technology, and other factors on health 	
Standard 5 Interpersonal Communication	Promoting Safety and Preventing Violence and Unintentional Injury
<ul style="list-style-type: none"> ▪ Use interpersonal communication skills to enhance health 	
Standard 6 Decision-Making and Goal Setting	Tobacco-Free Lifestyles
<ul style="list-style-type: none"> ▪ Use decision-making and goal-setting skills to enhance health 	
Standard 7 Advocacy	Alcohol and Other Drug-Free Lifestyle
<ul style="list-style-type: none"> ▪ Advocate for personal, family, and community health 	
	Sexual Health and Responsibility

HEALTH EDUCATION SCOPE AND SEQUENCE

This Health Education Scope and Sequence is a SUGGESTED format for delivering a DOABLE and COMPREHENSIVE Health Education Program. The sequence of Topic Areas' delivery should be linked to the school community's health needs identified from the following state and national assessment tools: The Youth Risk Behavior Survey (YRBS); The Youth Tobacco Survey (YTS); and the school's School Implementation Action Plan (SIP), the School Status and Improvement Reports (SSIR), and Positive Behavior Support Systems (PBS) Data.

	<i>MEH</i>	<i>HEPA</i>	<i>SVI</i>	<i>TOB</i>	<i>AOD</i>	<i>SHR</i>	<i>PHW</i>
Kindergarten	CC IC		CC AI IC DM				CC AI DM GS
First	IC DM	CC AI IC DM GS	IC				CC IC
Second	AI SM INF IC GS AV	INF IC AV	INF IC GS AV				INF IC AV
Third	SM	CC AI	CC AI INF IC DM GS AV				CC AI SM INF IC DM GS AV
Fourth	CC AI INF IC DM GS AV	CC INF IC DM GS AV		CC AI INF IC DM GS AV			CC
Fifth					CC AI INF IC DM GS AV	CC AI INF IC DM GS AV	CC
Sixth		CC AI INF IC DM GS AV		CC AI INF IC DM GS AV			CC AI SM INF IC DM GS AV
Seventh	CC AI SM INF IC DM GS AV		CC AI INF IC DM GS AV		CC AI INF IC DM GS AV	CC AI INF IC DM GS AV	
High School	CC AI SM INF IC DM GS AV	AI INF IC DM GS AV	CC AI INF IC DM GS AV	AI INF IC DM GS AV	AI INF IC DM GS AV	AI INF IC DM GS AV	CC AI SM INF IC DM GS AV

Health Education Standards:

CC: Core Concepts
AI: Accessing Information
SM: Self Management
INF: Analyzing Influences
IC: Interpersonal Communication
DM: Decision Making
GS: Goal Setting
AV: Advocacy

Health Education Topics:

MEH: Mental and Emotional Health
HEPA: Healthy Eating and Physical Activity
SVI: Safety and Violence and Unintentional Injury Prev.
TOB: Tobacco Free Lifestyle
AOD: Alcohol and Other Drugs Free Lifestyle
SHR: Sexual Health and Responsibility
PHW: Personal Health and Wellness

Summary of Standards for Health, Kindergarten – 12th Grade

Standard 1: CORE CONCEPTS—Understand concepts related to health promotion and disease prevention

Standard 2: ACCESSING INFORMATION—Access valid health information and health-promoting products and services

Standard 3: SELF-MANAGEMENT—Practice health-enhancing behaviors and reduce health risks

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

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

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

Standard 7: ADVOCACY—Advocate for personal, family, and community health

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Kindergarten - Grade 2

Standard 1: CORE CONCEPTS—Understand concepts related to health promotion and disease prevention				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MENTAL AND EMOTIONAL HEALTH	HE.K-2.1.1 Describe appropriate ways to express feelings		The student: Identifies a variety of feelings (e.g., anger, joy, sadness, frustration) and describes appropriate and inappropriate ways to express them.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, appropriate ways to express feelings	Describe, in detail, appropriate ways to express feelings	Describe, in some detail, appropriate ways to express feelings	Describe, in minimal detail, appropriate ways to express feelings
HEALTHY EATING AND PHYSICAL ACTIVITY	HE.K-2.1.2 Explain the benefits associated with exercise		The student: Describes the health benefits of exercise (e.g., increased energy, a way to make friends, helps to maintain healthy weight).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, the benefits associated with exercise	Explain, in detail, the benefits associated with exercise	Explain, in some detail, the benefits associated with exercise	Explain, in minimal detail, the benefits associated with exercise

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Kindergarten - Grade 2

Standard 1: CORE CONCEPTS—Understand concepts related to health promotion and disease prevention				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HEALTHY EATING AND PHYSICAL ACTIVITY	HE.K-2.1.3 Describe the benefits associated with a healthy diet		The student: Lists healthy food choices that provide energy and nutrients for growth (e.g., peanut butter, fish, brown rice, fruit).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify the benefits associated with a healthy diet, accurately and with a complete description	Identify the benefits associated with a healthy diet, with some minor inaccuracies or omissions in descriptions	Identify the benefits associated with a healthy diet, with significant inaccuracies or incomplete descriptions	Identify the benefits associated with a healthy diet, with no description
PROMOTING SAFETY AND PREVENTING VIOLENCE AND UNINTENTIONAL INJURY	HE.K-2.1.4 Describe barriers and situations that are safe, risky, or harmful to self and others		The student: Identifies safe behavior in a range of situations (e.g., fire, water, traffic, pedestrian, bike, home, medicine cabinet, school, recreation, or around strangers and animals).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, barriers and situations that are safe, risky, or harmful to self and others	Describe, in detail, barriers and situations that are safe, risky, or harmful to self and others	Describe, in some detail, barriers and situations that are safe, risky, or harmful to self and others	Describe, in minimal detail, barriers and situations that are safe, risky, or harmful to self and others

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Kindergarten - Grade 2

Standard 1: CORE CONCEPTS—Understand concepts related to health promotion and disease prevention				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PERSONAL HEALTH AND WELLNESS	HE.K-2.1.5 Describe how individuals can promote and protect their own health		The student: Explains how individuals can stay healthy by taking certain actions (e.g., choosing healthy foods, participating in daily exercise, getting enough sleep, brushing and flossing teeth, going to the doctor).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, how individuals can promote and protect their own health	Describe, in detail, how individuals can promote and protect their own health	Describe, in some detail, how individuals can promote and protect their own health	Describe, in minimal detail, how individuals can promote and protect their own health
PERSONAL HEALTH AND WELLNESS	HE.K-2.1.6 Describe helpful and harmful substances and their proper use		The student: Identifies whether a substance is harmful or helpful and its proper use (e.g., medicines, illegal drugs, toxic household items).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify helpful and harmful substances, accurately and with a complete description	Identify helpful and harmful substances, with some minor inaccuracies or omissions in descriptions	Identify helpful and harmful substances, with significant inaccuracies or incomplete descriptions	Identify helpful and harmful substances, with no description

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Kindergarten - Grade 2

Standard 1: CORE CONCEPTS—Understand concepts related to health promotion and disease prevention				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PERSONAL HEALTH AND WELLNESS	HE.K-2.1.7 Describe the benefits associated with personal cleanliness		The student: Gives reasons for the importance of practicing personal hygiene (e.g., brushing and flossing teeth prevents cavities; hand washing prevents the spread of germs).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify the benefits associated with personal cleanliness, accurately and with a complete description	Identify the benefits associated with personal cleanliness, with some minor inaccuracies or omissions in descriptions	Identify the benefits associated with personal cleanliness, with significant inaccuracies or incomplete descriptions	Identify the benefits associated with personal cleanliness, with no description
PERSONAL HEALTH AND WELLNESS	HE.K-2.1.8 Describe the signs and symptoms of common illness and strategies one can use to avoid spreading or catching illnesses		The student: Identifies the signs of common illnesses (e.g., coughing, sneezing, runny nose) and describes ways to avoid spreading illness to others (e.g., washing hands to prevent the spread of germs, covering mouth to sneeze).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify the signs and symptoms of common illness and strategies one can use to avoid spreading or catching illnesses, accurately and with a complete description	Identify the signs and symptoms of common illness and strategies one can use to avoid spreading or catching illnesses, with some minor inaccuracies or omissions in descriptions	Identify the signs and symptoms of common illness and strategies one can use to avoid spreading or catching illnesses, with significant inaccuracies or incomplete descriptions	Identify the signs and symptoms of common illness and strategies one can use to avoid spreading or catching illnesses, with no description

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Kindergarten - Grade 2

Standard 2: ACCESSING INFORMATION—Access valid health information and health-promoting products and services				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HEALTH INFORMATION, PRODUCTS, AND SERVICES ACROSS TOPIC AREAS	HE.K-2.2.1 Name people in the school and community who provide health support for others		The student: Identifies people in the community who can provide assistance with health-related information and support (e.g., health aide, family, teachers, counselors, doctors, police, firefighters).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Name people in the school and community who provide health support for others, accurately and with a complete description	Name people in the school and community who provide health support for others, with some minor inaccuracies or omissions in descriptions	Name people in the school and community who provide health support for others, with significant inaccuracies or incomplete descriptions	Name people in the school and community who provide health support for others, with no description

Standard 3: SELF-MANAGEMENT—Practice health-enhancing behaviors and reduce health risks				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MENTAL AND EMOTIONAL HEALTH	HE.K-2.3.1 Describe personal stressors and ways to deal with stressful situations		The student: Identifies situations or conditions that make him or her feel anxious, angry, or out of control, and describes ways to deal with such situations (e.g., slowly counting to ten, walking away, talking to someone).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, personal stressors and ways to deal with stressful situations	Describe, in detail, personal stressors and ways to deal with stressful situations	Describe, in some detail, personal stressors and ways to deal with stressful situations	Describe, in minimal detail, personal stressors and ways to deal with stressful situations

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Kindergarten - Grade 2

Standard 4: ANALYZING INFLUENCES—Understand the influences of culture, family, peers, media, technology, and other factors on health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
FACTORS INFLUENCING HEALTH ACROSS TOPIC AREAS	HE.K-2.4.1 Describe internal (e.g., one’s own feelings, moods, curiosity, physical well-being) and external (e.g., family, school, media) factors that influence health behaviors		The student: Explains basic influences relevant to healthy behaviors and choices (e.g., commercials selling unhealthy snacks, overeating when feeling sad or depressed).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, internal and external factors that influence health behaviors	Describe, in detail, internal and external factors that influence health behaviors	Describe, in some detail, internal and external factors that influence health behaviors	Describe, in minimal detail, internal and external factors that influence health behaviors

Standard 5: INTERPERSONAL COMMUNICATION—Use interpersonal communication skills to enhance health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
COMMUNICATION SKILLS ACROSS TOPIC AREAS	HE.K-2.5.1 Use effective verbal and nonverbal communication		The student: Shows how people communicate in ways other than speaking (e.g., people communicate nonverbally with gestures, body language, facial expressions).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use effective verbal and nonverbal communication	Usually use effective verbal and nonverbal communication	Sometimes use effective verbal and nonverbal communication	Rarely use effective verbal and nonverbal communication

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Kindergarten - Grade 2

Standard 5: INTERPERSONAL COMMUNICATION—Use interpersonal communication skills to enhance health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
COMMUNICATION SKILLS ACROSS TOPIC AREAS	HE.K-2.5.2 Use effective and appropriate ways to express feelings, wants, and needs		The student: Demonstrates appropriate ways to express feelings, wants, and needs (e.g., using “I” messages, being assertive yet polite).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use effective and appropriate ways to express feelings, wants, and needs	Usually use effective and appropriate ways to express feelings, wants, and needs	Sometimes use effective and appropriate ways to express feelings, wants, and needs	Rarely use effective and appropriate ways to express feelings, wants, and needs
COMMUNICATION SKILLS ACROSS TOPIC AREAS	HE.K-2.5.3 Describe basic refusal skills		The student: Describes the appropriate refusal skill for a given situation (e.g., saying no to harmful substances, refusing to get into a car with a stranger).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, basic refusal skills	Describe, in detail, basic refusal skills	Describe, in some detail, basic refusal skills	Describe, in minimal detail, basic refusal skills

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Kindergarten - Grade 2

Standard 5: INTERPERSONAL COMMUNICATION—Use interpersonal communication skills to enhance health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
COMMUNICATION SKILLS ACROSS TOPIC AREAS	HE.K-2.5.4 Describe how to be a good friend and responsible family member		The student: Explains how to contribute to a positive family environment (e.g., following directions, helping around the house, showing care and concern to other family members).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, how to be a good friend and responsible family member	Describe, in detail, how to be a good friend and responsible family member	Describe, in some detail, how to be a good friend and responsible family member	Describe, in minimal detail, how to be a good friend and responsible family member

Standard 6: DECISION-MAKING AND GOAL-SETTING—Use decision-making and goal-setting skills to enhance health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DECISION-MAKING ACROSS TOPIC AREAS	HE.K-2.6.1 Explain when and who to ask for help in making health-related decisions and setting goals		The student: Describes a scenario that requires help in making a health-related decision (e.g., going to-school personnel to get help in dealing with a school bully).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, when and who to ask for help in making health-related decisions and setting goals	Explain, in detail, when and who to ask for help in making health-related decisions and setting goals	Explain, in some detail, when and who to ask for help in making health-related decisions and setting goals	Explain, in minimal detail, when and who to ask for help in making health-related decisions and setting goals

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Kindergarten - Grade 2

Standard 6: DECISION-MAKING AND GOAL-SETTING—Use decision-making and goal-setting skills to enhance health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
GOAL-SETTING ACROSS TOPIC AREAS	HE.K-2.6.2 Name a personal health goal and describe a plan to achieve it		The student: Sets a short-term goal for personal health (e.g., flossing teeth daily, eating a certain amount of fruit or vegetables every day) and describes how he or she will track progress over a specified amount of time using a chart or journal.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Name a personal health goal and describe, in great detail, a plan to achieve it	Name a personal health goal and describe, in detail, a plan to achieve it	Name a personal health goal and describe, in some detail, a plan to achieve it	Name a personal health goal and describe, in minimal detail, a plan to achieve it

Standard 7: ADVOCACY—Advocate for personal, family, and community health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
ADVOCACY ACROSS TOPIC AREAS	HE.K-2.7.1 Describe ways to help others promote and protect their own health		The student: Identifies ways to encourage peers to make healthy changes in life (e.g., creating a poster promoting healthy choices, having a four food group class “party,” creating healthy snack recipes).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, ways to help others promote and protect their own health	Describe, in detail, ways to help others promote and protect their own health	Describe, in some detail, ways to help others promote and protect their own health	Describe, in minimal detail, ways to help others promote and protect their own health

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 3 – Grade 5

Standard 1: CORE CONCEPTS—Understand concepts related to health promotion and disease prevention				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MENTAL AND EMOTIONAL HEALTH	HE.3-5.1.1 Describe the relationship between physical and emotional health		The student: Explains how physical health can affect people’s emotional well-being and vice versa (e.g., good feelings associated with exercise).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, the relationship between physical and emotional health	Describe, in detail, the relationship between physical and emotional health	Describe, in some detail, the relationship between physical and emotional health	Describe, in minimal detail, the relationship between physical and emotional health
HEALTHY EATING AND PHYSICAL ACTIVITY	HE.3-5.1.2 Describe the importance of physical activity and exercise as part of a healthy lifestyle		The student: Explains how physical activity and exercise can prevent a variety of disease and health conditions (e.g., obesity, heart disease, diabetes).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, the importance of physical activity and exercise as part of a healthy lifestyle	Describe, in detail, the importance of physical activity and exercise as part of a healthy lifestyle	Describe, in some detail, the importance of physical activity and exercise as part of a healthy lifestyle	Describe, in minimal detail, the importance of physical activity and exercise as part of a healthy lifestyle

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 3 – Grade 5

Standard 1: CORE CONCEPTS—Understand concepts related to health promotion and disease prevention				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HEALTHY EATING AND PHYSICAL ACTIVITY	HE.3-5.1.3 Explain the importance of a healthy diet as part of a healthy lifestyle		The student: Describes how proper nutrition can prevent problems in physical development (e.g., nutrients are important for proper growth and development, some diseases are caused by a lack of nutrients).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, the importance of a healthy diet as part of a healthy lifestyle	Explain, in detail, the importance of a healthy diet as part of a healthy lifestyle	Explain, in some detail, the importance of a healthy diet as part of a healthy lifestyle	Explain, in minimal detail, the importance of a healthy diet as part of a healthy lifestyle
PROMOTING SAFETY AND PREVENTING VIOLENCE AND UNINTENTIONAL INJURY	HE.3-5.1.4 Describe how to assess situations that might be dangerous or risky and strategies to avoid such situations		The student: Explains how to recognize a dangerous or risky situation (e.g., unsafe ocean conditions) and explains how to avoid the situation and stay safe (e.g., not going into the water, obeying the signs and flags warning of unsafe conditions).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, how to assess situations that might be dangerous or risky and strategies to avoid such situations	Describe, in detail, how to assess situations that might be dangerous or risky and strategies to avoid such situations	Describe, in some detail, how to assess situations that might be dangerous or risky and strategies to avoid such situations	Describe, in minimal detail, how to assess situations that might be dangerous or risky and strategies to avoid such situations

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 3 – Grade 5

Standard 1: CORE CONCEPTS—Understand concepts related to health promotion and disease prevention				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
TOBACCO-FREE LIFESTYLE	HE.3-5.1.5 Identify the consequences of using tobacco products		The student: Gives examples of short-term effects of using tobacco (e.g., bad breath, yellowed teeth, coughing, shortness of breath).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify the consequences of using tobacco products, accurately and with a complete description	Identify the consequences of using tobacco products, with some minor inaccuracies or omissions in descriptions	Identify the consequences of using tobacco products, with significant inaccuracies or incomplete descriptions	Identify the consequences of using tobacco products, with no description
ALCOHOL AND OTHER DRUG-FREE LIFESTYLE	HE.3-5.1.6 Identify the consequences of alcohol and drug abuse		The student: Lists consequences of drug and alcohol abuse (e.g., impaired judgment, poor academic performance, loss of friends, damage to families).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify the consequences of alcohol and drug abuse, accurately and with a complete description	Identify the consequences of alcohol and drug abuse, with some minor inaccuracies or omissions in descriptions	Identify the consequences of alcohol and drug abuse, with significant inaccuracies or incomplete descriptions	Identify the consequences of alcohol and drug abuse, with no description

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 3 – Grade 5

Standard 1: CORE CONCEPTS—Understand concepts related to health promotion and disease prevention				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
SEXUAL HEALTH AND RESPONSIBILITY	HE.3-5.1.7 Identify the stages of growth and development in humans related to puberty and adolescence		The student: Names physical, emotional, and social changes in puberty and adolescence (e.g., changes in voice, growth of body and facial hair, sensitivity to peer influence, mood swings).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify the stages of growth and development in humans related to puberty and adolescence, accurately and with a complete description	Identify the stages of growth and development in humans related to puberty and adolescence, with some minor inaccuracies or omissions in descriptions	Identify the stages of growth and development in humans related to puberty and adolescence, with significant inaccuracies or incomplete descriptions	Identify the stages of growth and development in humans related to puberty and adolescence, with no description
PERSONAL HEALTH AND WELLNESS	HE.3-5.1.8 Describe the relationship between health behaviors and well-being		The student: Illustrates the relationship between personal behavior and personal health (e.g., eating and weight; sugar and tooth decay).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, the relationship between health behaviors and well-being	Describe, in detail, the relationship between health behaviors and well-being	Describe, in some detail, the relationship between health behaviors and well-being	Describe, in minimal detail, the relationship between health behaviors and well-being

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 3 – Grade 5

Standard 1: CORE CONCEPTS—Understand concepts related to health promotion and disease prevention				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PERSONAL HEALTH AND WELLNESS	HE.3-5.1.9 Explain the consequences associated with exposure to environmental elements		The student: Describes the consequences of environmental elements that affect the body adversely (e.g., exposure excessive sun, second hand smoke, mildew, asbestos).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, the consequences associated with exposure to environmental elements	Explain, in detail, the consequences associated with exposure to environmental elements	Explain, in some detail, the consequences associated with exposure to environmental elements	Explain, in minimal detail, the consequences associated with exposure to environmental elements
PERSONAL HEALTH AND WELLNESS	HE.3-5.1.10 Explain the importance of early detection and treatment of disease		The student: Describes the role of regular health screenings and immunizations to prevent, delay, and minimize the onset of disease.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, the importance of early detection and treatment of disease	Explain, in detail, the importance of early detection and treatment of disease	Explain, in some detail, the importance of early detection and treatment of disease	Explain, in minimal detail, the importance of early detection and treatment of disease

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 3 – Grade 5

Standard 2: ACCESSING INFORMATION—Access valid health information and health-promoting products and services				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HEALTH INFORMATION, PRODUCTS, AND SERVICES ACROSS TOPIC AREAS	HE.3-5.2.1 Explain where health information can be found in the home, school, and community		The student: Describes where someone would go to find health information at home (e.g., a trusted relative, the family doctor), in school (e.g., the school nurse, a teacher), and in the community (e.g., public health agency, volunteer health organization).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, where health information can be found in the home, school, and community	Explain, in detail, where health information can be found in the home, school, and community	Explain, in some detail, where health information can be found in the home, school, and community	Explain, in minimal detail, where health information can be found in the home, school, and community
HEALTH INFORMATION, PRODUCTS, AND SERVICES ACROSS TOPIC AREAS	HE.3-5.2.2 Identify the characteristics of valid health information, products, and services		The student: Explains that valid health information, products, and services come from and are approved by trusted sources (e.g., doctors, nurses, other health care workers, government agencies).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify the characteristics of valid health information, products, and services, accurately and with a complete description	Identify the characteristics of valid health information, products, and services, with some minor inaccuracies or omissions in descriptions	Identify the characteristics of valid health information, products, and services, with significant inaccuracies or incomplete descriptions	Identify the characteristics of valid health information, products, and services, with no description

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 3 – Grade 5

Standard 3: SELF-MANAGEMENT—Practice health-enhancing behaviors and reduce health risks				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MENTAL AND EMOTIONAL HEALTH	HE.3-5.3.1 Use appropriate strategies for dealing with emotional and stressful situations		The student: Identifies and demonstrates appropriate strategies to deal with situations that cause stress, grief, or anger (e.g., deep breathing, crying, screaming, self-talk).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use appropriate strategies for dealing with emotional and stressful situations	Usually use appropriate strategies for dealing with emotional and stressful situations	Sometimes use appropriate strategies for dealing with emotional and stressful situations	Rarely use appropriate strategies for dealing with emotional and stressful situations
PERSONAL HEALTH AND WELLNESS	HE.3-5.3.2 Evaluate behaviors that are safe, risky, or harmful to self and others		The student: Compares safe and risky or harmful behaviors in various situations (e.g., behaviors around harmful substances, weapons, or vehicles).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate, in great detail, behaviors that are safe, risky, or harmful to self and others	Evaluate, in detail, behaviors that are safe, risky, or harmful to self and others	Evaluate, in some detail, behaviors that are safe, risky, or harmful to self and others	Evaluate, in minimal detail, behaviors that are safe, risky, or harmful to self and others

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 3 – Grade 5

Standard 4: ANALYZING INFLUENCES—Understand the influences of culture, family, peers, media, technology, and other factors on health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
FACTORS INFLUENCING HEALTH ACROSS TOPIC AREAS	HE.3-5.4.1 Identify internal and external factors that influence health behaviors and health-related decisions		The student: Lists internal factors (e.g., values, curiosity, likes and dislikes) and external factors (e.g., peers, family, culture, media, technology) that influence health behaviors and decisions.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify internal and external factors that influence health behaviors and health-related decisions, accurately and with a complete description	Identify internal and external factors that influence health behaviors and health-related decisions, with some minor inaccuracies or omissions in descriptions	Identify internal and external factors that influence health behaviors and health-related decisions, with significant inaccuracies or incomplete descriptions	Identify internal and external factors that influence health behaviors and health-related decisions, with no description

Standard 5: INTERPERSONAL COMMUNICATION—Use interpersonal communication skills to enhance health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
COMMUNICATION SKILLS ACROSS TOPIC AREAS	HE.3-5.5.1 Use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings		The student: Identifies and demonstrates effective verbal and nonverbal communication skills (e.g., polite language, attentive listening, non-aggressive body language) for a variety of situations (e.g., classroom discussions, guest speaker, peer-to-peer exchanges).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings	Usually use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings	Sometimes use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings	Rarely use appropriate strategies for effective verbal and non-verbal communication in formal and informal settings

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 3 – Grade 5

Standard 5: INTERPERSONAL COMMUNICATION—Use interpersonal communication skills to enhance health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
COMMUNICATION SKILLS ACROSS TOPIC AREAS	HE.3-5.5.2 Use strategies to avoid inappropriate communication (e.g., name-calling, put-downs, and harassment)		The student: Identifies and demonstrates communication strategies (e.g., sending clear messages, restating other points of view, offering alternative solutions) that can be used to avoid miscommunication or misunderstanding over an issue.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use appropriate strategies to avoid inappropriate communication	Usually use appropriate strategies to avoid inappropriate communication	Sometimes use appropriate strategies to avoid inappropriate communication	Rarely use appropriate strategies to avoid inappropriate communication
PROMOTING SAFETY AND PREVENTING VIOLENCE AND UNINTENTIONAL INJURY	HE.3-5.5.3 Know how to use appropriate non-violent strategies to deal with conflict and dispute		The student: Demonstrates a conflict situation in which a positive strategy (e.g., talking it out in a calm manner) is applied and explains the outcome.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently demonstrate non-violent strategies to deal with conflict and dispute	Usually demonstrate non-violent strategies to deal with conflict and dispute	Sometimes demonstrate non-violent strategies to deal with conflict and dispute	Rarely demonstrate non-violent strategies to deal with conflict and dispute

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 3 – Grade 5

Standard 6: DECISION-MAKING AND GOAL-SETTING—Use decision-making and goal-setting skills to enhance health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DECISION- MAKING ACROSS TOPIC AREAS	HE.3-5.6.1 Identify the elements of a decision-making model related to health issues and problems		The student: Lists the elements of a decision-making model (e.g., identifying the problem, barriers, and alternatives; choosing best alternative; evaluating choice) and identifies a health problem that could be solved with this model.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify all of the significant and some subtle elements of a decision-making model related to health issues and problems	Identify the significant elements of a decision-making model related to health issues and problems	Identify some of the significant elements of a decision-making model related to health issues and problems	Identify very few of the significant elements of a decision-making model related to health issues and problems
DECISION- MAKING ACROSS TOPIC AREAS	HE.3-5.6.2 Evaluate decisions made on health issues and problems		The student: Predicts the possible outcomes of a health-related decision (e.g., the decision not to brush his or her teeth, the decision to stay drug-free).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate, in great detail, decisions made on health issues and problems	Evaluate, in detail, decisions made on health issues and problems	Evaluate, in some detail, decisions made on health issues and problems	Evaluate, in minimal detail, decisions made on health issues and problems

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 3 – Grade 5

Standard 6: DECISION-MAKING AND GOAL-SETTING—Use decision-making and goal-setting skills to enhance health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
GOAL-SETTING ACROSS TOPIC AREAS	HE.3-5.6.3 Identify appropriate goal-setting strategies to set personal health goals		The student: States a personal goal, explains why it is important, and describes the steps he or she is taking to reach the goal.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently identify appropriate goal-setting strategies to set personal health goals	Usually identify appropriate goal-setting strategies to set personal health goals	Sometimes identify appropriate goal-setting strategies to set personal health goals	Rarely identify appropriate goal-setting strategies to set personal health goals

Standard 7: ADVOCACY—Advocate for personal, family, and community health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
ADVOCACY ACROSS TOPIC AREAS	HE.3-5.7.1 Name people or groups that advocate for healthy individuals, families, and communities		The student: Identifies the role of national organizations (e.g., American Red Cross, American Cancer society) and community agencies (e.g., local police department and fire department) in advocating for healthy individuals, families, and communities.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Name people or groups that advocate for healthy individuals, families, and communities, accurately and with a complete description	Name people or groups that advocate for healthy individuals, families, and communities, with some minor inaccuracies or omissions in descriptions	Name people or groups that advocate for healthy individuals, families, and communities, with significant inaccuracies or incomplete descriptions	Name people or groups that advocate for healthy individuals, families, and communities, with no description

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 3 – Grade 5

Standard 7: ADVOCACY—Advocate for personal, family, and community health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
ADVOCACY ACROSS TOPIC AREAS	HE.3-5.7.2 Use appropriate strategies to express individual opinions about health issues		The student: Gives a brief presentation on something he or she does to stay healthy (e.g., jumping rope, eating a healthy breakfast) and tells why he or she would recommend this healthy practice to others.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use appropriate strategies to express individual opinions about health issues	Usually use appropriate strategies to express individual opinions about health issues	Sometimes use appropriate strategies to express individual opinions about health issues	Rarely use appropriate strategies to express individual opinions about health issues

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 6 – Grade 8

Standard 1: CORE CONCEPTS—Understand concepts related to health promotion and disease prevention				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MENTAL AND EMOTIONAL HEALTH	HE.6-8.1.1 Explain the relationship between mental, emotional, social, and physical health		The student: Describes how problems in one aspect of health (e.g., a poor self image) can lead to problems in other aspects of health (e.g., bad relationships with peers, depression, unwillingness to try new activities).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, the relationship between mental, emotional, social, and physical health	Explain, in detail, the relationship between mental, emotional, social, and physical health	Explain, in some detail, the relationship between mental, emotional, social, and physical health	Explain, in minimal detail, the relationship between mental, emotional, social, and physical health
HEALTHY EATING AND PHYSICAL ACTIVITY	HE.6-8.1.2 Describe short- and long-term effects and consequences of poor nutrition and lack of physical activity		The student: Explains short-term (e.g., changes in weight, lethargy) and long-term (e.g., organ failure, disease) effects of poor nutrition and lack of physical activity.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, short- and long-term effects and consequences of poor nutrition and lack of physical activity	Describe, in detail, short- and long-term effects and consequences of poor nutrition and lack of physical activity	Describe, in some detail, short- and long-term effects and consequences of poor nutrition and lack of physical activity	Describe, in minimal detail, short- and long-term effects and consequences of poor nutrition and lack of physical activity

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 6 – Grade 8

Standard 1: CORE CONCEPTS—Understand concepts related to health promotion and disease prevention				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PROMOTING SAFETY AND PREVENTING VIOLENCE AND UNINTENTIONAL INJURY	HE.6-8.1.3 Describe short- and long-term effects and consequences of violent or aggressive behaviors		The student: Explains short-term (e.g., personal injury) and long-term (e.g., legal consequences, expulsion from school) consequences of violent or aggressive behaviors.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, short- and long-term effects and consequences of violent or aggressive behaviors	Describe, in detail, short- and long-term effects and consequences of violent or aggressive behaviors	Describe, in some detail, short- and long-term effects and consequences of violent or aggressive behaviors	Describe, in minimal detail, short- and long-term effects and consequences of violent or aggressive behaviors
PROMOTING SAFETY AND PREVENTING VIOLENCE AND UNINTENTIONAL INJURY	HE.6-8.1.4 Describe types and degrees of risk encountered in daily living and formulate strategies to avoid or reduce threatening situations		The student: Identifies potentially risky or emergency situations (e.g., automobile accident, accidents around water) and demonstrates procedures to follow when responding to life-threatening emergencies (e.g., first aid for choking, shock, and burns; CPR procedures).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, types and degrees of risk encountered in daily living and formulate strategies to avoid or reduce threatening situations	Describe, in detail, types and degrees of risk encountered in daily living and formulate strategies to avoid or reduce threatening situations	Describe, in some detail, types and degrees of risk encountered in daily living and formulate strategies to avoid or reduce threatening situations	Describe, in minimal detail, types and degrees of risk encountered in daily living and formulate strategies to avoid or reduce threatening situations

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Grade 6 – Grade 8

Standard 1: CORE CONCEPTS—Understand concepts related to health promotion and disease prevention				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
TOBACCO-FREE LIFESTYLE	HE.6-8.1.5 Describe short- and long-term effects and consequences of tobacco product use		The student: Explains short-term (e.g., elevated blood pressure, oxygen deprivation to body systems) and long-term (e.g., lung cancer, emphysema, low birth weights in newborns) consequences of tobacco use.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, short- and long-term effects and consequences of tobacco product use	Describe, in detail, short- and long-term effects and consequences of tobacco product use	Describe, in some detail, short- and long-term effects and consequences of tobacco product use	Describe, in minimal detail, short- and long-term effects and consequences of tobacco product use
ALCOHOL AND OTHER DRUG-FREE LIFESTYLE	HE.6-8.1.6 Describe short- and long-term effects and consequences of drinking alcohol and using drugs		The student: Explains short-term (e.g. changes in behavior) and long-term (e.g., damage to the body systems, addiction) consequences of alcohol and drug use.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, short- and long-term effects and consequences of drinking alcohol and using drugs	Describe, in detail, short- and long-term effects and consequences of drinking alcohol and using drugs	Describe, in some detail, short- and long-term effects and consequences of drinking alcohol and using drugs	Describe, in minimal detail, short- and long-term effects and consequences of drinking alcohol and using drugs

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HEALTH GRADES K-12**

Grade 6 – Grade 8

Standard 1: CORE CONCEPTS—Understand concepts related to health promotion and disease prevention				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
SEXUAL HEALTH AND RESPONSIBILITY	HE.6-8.1.7 Describe short- and long-term effects and consequences of sexual activity		The student: Explains short-term (e.g., poor self-esteem) and long-term (e.g., unplanned pregnancy, STD infection) consequences of sexual activity.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, short- and long-term effects and consequences of sexual activity	Describe, in detail, short- and long-term effects and consequences of sexual activity	Describe, in some detail, short- and long-term effects and consequences of sexual activity	Describe, in minimal detail, short- and long-term effects and consequences of sexual activity
PERSONAL HEALTH AND WELLNESS	HE.6-8.1.8 Describe the body system functions, how they interact with each other, and how they are impacted by health behaviors		The student: Explains how body systems are impacted by risky health behaviors (e.g., tobacco with the respiratory system, nutrition & physical activity with the digestive and circulatory systems, and sexual health and the reproductive system).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, the body system functions, how they interact with each other, and how they are impacted by health behaviors	Describe, in detail, the body system functions, how they interact with each other, and how they are impacted by health behaviors	Describe, in some detail, the body system functions, how they interact with each other, and how they are impacted by health behaviors	Describe, in minimal detail, the body system functions, how they interact with each other, and how they are impacted by health behaviors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 6 – Grade 8

Standard 1: CORE CONCEPTS—Understand concepts related to health promotion and disease prevention				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PERSONAL HEALTH AND WELLNESS	HE.6-8.1.9 Identify choices individuals can make to promote or harm their health		The student: Lists health-related behaviors in a variety of challenging situations (e.g., personal friendships, parties where drugs are available, potential fights, disputes with parent).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify choices individuals can make to promote or harm their health, accurately and with a complete description	Identify choices individuals can make to promote or harm their health, with some minor inaccuracies or omissions in descriptions	Identify choices individuals can make to promote or harm their health, with significant inaccuracies or incomplete descriptions	Identify choices individuals can make to promote or harm their health, with no description
PERSONAL HEALTH AND WELLNESS	HE.6-8.1.10 Identify proper health care and describe how it can prevent premature death and disability		The student: Describes how health care can prevent or treat communicable, non-communicable, and chronic diseases (e.g., colds, STDs, cancer, diabetes, asthmas).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify proper health care and describe, in great detail, how it can prevent premature death and disability	Identify proper health care and describe, in detail, how it can prevent premature death and disability	Identify proper health care and describe, in some detail, how it can prevent premature death and disability	Identify proper health care and describe, in minimal detail, how it can prevent premature death and disability

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HEALTH GRADES K-12**

Grade 6 – Grade 8

Standard 2: ACCESSING INFORMATION—Access valid health information and health-promoting products and services				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HEALTH INFORMATION, PRODUCTS, AND SERVICES ACROSS TOPIC AREAS	HE.6-8.2.1 Identify when it is necessary to access health services for self and others		The student: Identifies situations that require professional health services (e.g., drug and alcohol addiction, eating disorders, depression, serious injuries).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify when it is necessary to access health services for self and others, accurately and with a complete description	Identify when it is necessary to access health services for self and others, with some minor inaccuracies or omissions in descriptions	Identify when it is necessary to access health services for self and others, with significant inaccuracies or incomplete descriptions	Identify when it is necessary to access health services for self and others, with no description
HEALTH INFORMATION, PRODUCTS, AND SERVICES ACROSS TOPIC AREAS	HE.6-8.2.2 Use appropriate sources to access valid health information, products, and services		The student: Accesses a variety of appropriate sources for health information, products, and services (e.g., community, state, and national sources).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use appropriate sources to access valid health information, products, and services	Usually use appropriate sources to access valid health information, products, and services	Sometimes use appropriate sources to access valid health information, products, and services	Rarely use appropriate sources to access valid health information, products, and services

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 6 – Grade 8

Standard 3: SELF-MANAGEMENT—Practice health-enhancing behaviors and reduce health risks				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MENTAL AND EMOTIONAL HEALTH	HE.6-8.3.1 Explain personal preferences for coping and stress management strategies		The student: Describes personal strategies (e.g., refusal skills, advanced planning, time management, talking with counselors) for dealing with stressful situations (e.g., peer pressure, test taking, deadlines, rejection).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, personal preferences for coping and stress management strategies	Explain, in detail, personal preferences for coping and stress management strategies	Explain, in some detail, personal preferences for coping and stress management strategies	Explain, in minimal detail, personal preferences for coping and stress management strategies
PERSONAL HEALTH AND WELLNESS	HE.6-8.3.2 Explain the importance of assuming responsibility for personal health behaviors		The student: Describes why it is important to take personal responsibility for own health behaviors (e.g., abstaining from sex, making healthy food choices, practicing safe behaviors).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, the importance of assuming responsibility for personal health behaviors	Explain, in detail, the importance of assuming responsibility for personal health behaviors	Explain, in some detail, the importance of assuming responsibility for personal health behaviors	Explain, in minimal detail, the importance of assuming responsibility for personal health behaviors

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 6 – Grade 8

Standard 4: ANALYZING INFLUENCES—Understand the influences of culture, family, peers, media, technology, and other factors on health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
FACTORS INFLUENCING HEALTH ACROSS TOPIC AREAS	HE.6-8.4.1 Explain the influence of internal and external factors on health outcomes		The student: Describes how internal factors (e.g., priorities, conscience, personal values, morals, and beliefs) and external factors (e.g., media, peer influence, societal pressures, family) impact personal and family health behaviors and practices (e.g., information, products, and services).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, the influence of internal and external factors on health outcomes	Explain, in detail, the influence of internal and external factors on health outcomes	Explain, in some detail, the influence of internal and external factors on health outcomes	Explain, in minimal detail, the influence of internal and external factors on health outcomes

Standard 5: INTERPERSONAL COMMUNICATION—Use interpersonal communication skills to enhance health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
COMMUNICATION SKILLS ACROSS TOPIC AREAS	HE.6-8.5.1 Use effective verbal and non-verbal communication skills		The student: Demonstrates effective verbal and non-verbal communication that promotes or hinders healthy communication (e.g., saying good morning or thank you; smiling at others; negative talk; interrupting others).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use effective verbal and non-verbal communication skills	Usually use effective verbal and non-verbal communication skills	Sometimes use effective verbal and non-verbal communication skills	Rarely use effective verbal and non-verbal communication skills

**HAWAII CONTENT AND PERFORMANCE STANDARDS
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Standard 5: INTERPERSONAL COMMUNICATION—Use interpersonal communication skills to enhance health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
COMMUNICATION SKILLS ACROSS TOPIC AREAS	HE.6-8.5.2 Use effective behaviors that communicate care, consideration, and respect of self and others		The student: Demonstrates effective behaviors that communicate respect and consideration to self and others (e.g., cooperation, communication, listening, patience, fairness).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use effective behaviors that communicate care, consideration, and respect of self and others	Usually use effective behaviors that communicate care, consideration, and respect of self and others	Sometimes use effective behaviors that communicate care, consideration, and respect of self and others	Rarely use effective behaviors that communicate care, consideration, and respect of self and others
PROMOTING SAFETY AND PREVENTING VIOLENCE AND UNINTENTIONAL INJURY	HE.6-8.5.3 Identify possible causes of disputes connected to personal, family, and community matters		The student: Lists factors (e.g., differences in values and beliefs, oppressive environments, financial issues) that often result in disputes between peers, family members, and members of the community.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify significant and subtle causes of disputes connected to personal, family, and community matters	Identify significant causes of disputes connected to personal, family, and community matters	Identify some significant causes of disputes connected to personal, family, and community matters	Identify very few significant causes of disputes connected to personal, family, and community matters

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Standard 5: INTERPERSONAL COMMUNICATION—Use interpersonal communication skills to enhance health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PROMOTING SAFETY AND PREVENTING VIOLENCE AND UNINTENTIONAL INJURY	HE.6-8.5.4 Apply appropriate conflict resolution strategies to deal with potentially harmful situations		The student: Demonstrates a variety of non-violent strategies to resolve conflicts and disputes (e.g., negotiation, refusal, conflict management, attentive listening).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently apply appropriate conflict resolution strategies to deal with potentially harmful situations	Usually apply appropriate conflict resolution strategies to deal with potentially harmful situations	Sometimes apply appropriate conflict resolution strategies to deal with potentially harmful situations	Rarely apply appropriate conflict resolution strategies to deal with potentially harmful situations

Standard 6: DECISION-MAKING AND GOAL-SETTING—Use decision-making and goal-setting skills to enhance health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DECISION-MAKING ACROSS TOPIC AREAS	HE.6-8.6.1 Describe decision-making processes related to health-related decisions		The student: Explains a decision-making model that has been applied to a personal or group health choice (e.g., a personal decision to join a sport or club, a group decision to advocate for healthier lunch options).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, decision-making processes related to health-related decisions	Describe, in detail, decision-making processes related to health-related decisions	Describe, in some detail, decision-making processes related to health-related decisions	Describe, in minimal detail, decision-making processes related to health-related decisions

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Standard 6: DECISION-MAKING AND GOAL-SETTING—Use decision-making and goal-setting skills to enhance health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DECISION- MAKING ACROSS TOPIC AREAS	HE.6-8.6.2 Assess health-related decisions for consequences that affect oneself and others		The student: Evaluates how a personal decision regarding a health behavior (e.g., a commitment to be tobacco-free) affects not only the person making the decision, but the people around him or her.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Assess, in great detail, health-related decisions for consequences that affect oneself and others	Assess, in detail, health-related decisions for consequences that affect oneself and others	Assess, in some detail, health-related decisions for consequences that affect oneself and others	Assess, in minimal detail, health-related decisions for consequences that affect oneself and others
GOAL-SETTING ACROSS TOPIC AREAS	HE.6-8.6.3 Evaluate personal health strengths and risks to set personal goals		The student: Assesses personal health strengths and risks to state a personal goal and describes the steps he or she is taking to reach the goal.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate, in great detail, personal health strengths and risks to set personal goals	Evaluate, in detail, personal health strengths and risks to set personal goals	Evaluate, in some detail, personal health strengths and risks to set personal goals	Evaluate, in minimal detail, personal health strengths and risks to set personal goals

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 6 – Grade 8

Standard 7: ADVOCACY—Advocate for personal, family, and community health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
ADVOCACY ACROSS TOPIC AREAS	HE.6-8.7.1 Use effective strategies to influence and support others in making healthful choices		The student: Selects a health issue that is of personal interest and becomes an advocate to the class for this issue, using scientific research, evidence, and supporting data to persuade others.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use effective strategies to influence and support others in making healthful choices	Usually use effective strategies to influence and support others in making healthful choices	Sometimes use effective strategies to influence and support others in making healthful choices	Rarely use effective strategies to influence and support others in making healthful choices
ADVOCACY ACROSS TOPIC AREAS	HE.6-8.7.2 Use appropriate methods to communicate accurate health information and ideas		The student: Develops a strategy (e.g., analyzing the audience, using appropriate language and style, using visual aids) to deliver a health-enhancing message to a target audience.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use appropriate methods to communicate accurate health information and ideas	Usually use appropriate methods to communicate accurate health information and ideas	Sometimes use appropriate methods to communicate accurate health information and ideas	Rarely use appropriate methods to communicate accurate health information and ideas

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Grade 6 – Grade 8

Standard 7: ADVOCACY—Advocate for personal, family, and community health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
ADVOCACY ACROSS TOPIC AREAS	HE.6-8.7.3 Describe how barriers can affect the communication of information, ideas, feelings, and opinions		The student: Explains how the communication of health information could be compromised by barriers that affect the delivery of the message (e.g., a lack of knowledge or confidence on the part of the presenter, an audience not open to new ideas).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
Describe, in great detail, how barriers can affect the communication of information, ideas, feelings, and opinions	Describe, in detail, how barriers can affect the communication of information, ideas, feelings, and opinions	Describe, in some detail, how barriers can affect the communication of information, ideas, feelings, and opinions	Describe, in minimal detail, how barriers can affect the communication of information, ideas, feelings, and opinions	

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 9 – Grade 12

Standard 1: CORE CONCEPTS—Understand concepts related to health promotion and disease prevention				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MENTAL AND EMOTIONAL HEALTH	HE.9-12.1.1 Compare the relationships among mental, emotional, social, and physical health in adulthood		The student: Analyzes relationships among mental, emotional, social, and physical health in adulthood (e.g., the link between physical activity and elevated mood, the relationship between social isolation and depression).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare, in great detail, the relationships among mental, emotional, social, and physical health in adulthood	Compare, in detail, the relationships among mental, emotional, social, and physical health in adulthood	Compare, in some detail, the relationships among mental, emotional, social, and physical health in adulthood	Compare, in minimal detail, the relationships among mental, emotional, social, and physical health in adulthood
PROMOTING SAFETY AND PREVENTING VIOLENCE AND UNINTENTIONAL INJURY	HE.9-12.1.2 Know how to use appropriate strategies to avoid, reduce, and report threatening situations		The student: Makes a plan to demonstrate appropriate strategies to avoid, reduce, and report threatening situations (e.g., physical, emotional, or sexual abuse; sexual harassment; violence).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently demonstrate appropriate strategies to avoid, reduce, and report threatening situations	Usually demonstrate appropriate strategies to avoid, reduce, and report threatening situations	Sometimes demonstrate appropriate strategies to avoid, reduce, and report threatening situations	Rarely demonstrate appropriate strategies to avoid, reduce, and report threatening situations

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 9 – Grade 12

Standard 1: CORE CONCEPTS—Understand concepts related to health promotion and disease prevention				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PERSONAL HEALTH AND WELLNESS	HE.9-12.1.3 Identify personal health behaviors and other factors that impact body system functions		The student: Names personal behaviors and other factors (e.g., smoking, alcohol use, fad diets, genetics, disease) that affect body system functions.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Identify personal health behaviors and other factors that impact body system functions, accurately and with a complete description	Identify personal health behaviors and other factors that impact body system functions, with some minor inaccuracies or omissions in descriptions	Identify personal health behaviors and other factors that impact body system functions, with significant inaccuracies or incomplete descriptions	Identify personal health behaviors and other factors that impact body system functions, with no description
PERSONAL HEALTH AND WELLNESS	HE.9-12.1.4 Explain the purpose of public health policies and government regulations in health		The student: Describes the purpose of government in promoting health and preventing disease (e.g., food and drug labeling, food safety and handling, immunization programs).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, the purpose of public health policies and government regulations in health	Explain, in detail, the purpose of public health policies and government regulations in health	Explain, in some detail, the purpose of public health policies and government regulations in health	Explain, in minimal detail, the purpose of public health policies and government regulations in health

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 9 – Grade 12

Standard 2: ACCESSING INFORMATION—Access valid health information and health-promoting products and services				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HEALTH INFORMATION, PRODUCTS, AND SERVICES ACROSS TOPIC AREAS	HE.9-12.2.1 Compare health information provided from home, school, and community resources		The student: Analyzes health information from a variety of current sources (e.g., CDC tobacco data versus data from tobacco companies; health information from a medical journal versus a tabloid).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare, in great detail, health information provided from home, school, and community resources	Compare, in detail, health information provided from home, school, and community resources	Compare, in some great detail, health information provided from home, school, and community resources	Compare, in minimal great detail, health information provided from home, school, and community resources
HEALTH INFORMATION, PRODUCTS, AND SERVICES ACROSS TOPIC AREAS	HE.9-12.2.2 Evaluate the validity of different sources of health information		The student: Assesses a variety of health sources to determine validity and appropriateness to a given health situation (e.g., accessibility, affordability, accuracy, statistical support, data analysis).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate, in great detail, the validity of different sources of health information	Evaluate, in detail, the validity of different sources of health information	Evaluate, in some detail, the validity of different sources of health information	Evaluate, in minimal detail, the validity of different sources of health information

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 9 – Grade 12

Standard 2: ACCESSING INFORMATION—Access valid health information and health-promoting products and services				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
HEALTH INFORMATION, PRODUCTS, AND SERVICES ACROSS TOPIC AREAS	HE.9-12.2.3 Describe when and how to access health services for self and others		The student: Identifies when and how to access health services (e.g., teen pregnancy, STD testing, mental health services).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Describe, in great detail, when and how to access health services for self and others	Describe, in detail, when and how to access health services for self and others	Describe, in some detail, when and how to access health services for self and others	Describe, in minimal detail, when and how to access health services for self and others

Standard 3: SELF-MANAGEMENT—Practice health-enhancing behaviors and reduce health risks				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
MENTAL AND EMOTIONAL HEALTH	HE.9-12.3.1 Compare a variety of personal coping and stress management strategies		The student: Analyzes a variety of personal coping and stress management strategies to challenging personal and social situations (e.g., sharing with a friend, talking with parents or another trusted adult, practice and rehearsal, brainstorming) and evaluates the effects of different strategies.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare, in great detail, a variety of personal coping and stress management strategies	Compare, in detail, a variety of personal coping and stress management strategies	Compare, in some detail, a variety of personal coping and stress management strategies	Compare, in minimal detail, a variety of personal coping and stress management strategies

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 9 – Grade 12

Standard 3: SELF-MANAGEMENT—Practice health-enhancing behaviors and reduce health risks				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
PERSONAL HEALTH AND WELLNESS	HE.9-12.3.2 Compare the importance of enhancing health and safety in the community, workplace, and/or at home		The student: Analyzes strategies that impact health and safety in the community, workplace, or at home (e.g., volunteering in the community for disaster organizations, obtaining CPR certification in the workplace, performing self-exams at home).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Compare, in great detail, the importance of enhancing health and safety in the community, workplace, and/or at home	Compare, in detail, the importance of enhancing health and safety in the community, workplace, and/or at home	Compare, in some detail, the importance of enhancing health and safety in the community, workplace, and/or at home	Compare, in minimal detail, the importance of enhancing health and safety in the community, workplace, and/or at home
PERSONAL HEALTH AND WELLNESS	HE.9-12.3.3 Evaluate personal behaviors within the risk areas (e.g., tobacco use, alcohol and drug use, nutrition, fitness, personal safety, sexual activity)		The student: Identifies risk areas that hold the greatest importance personally and evaluates personal behaviors and choices within these risk areas (e.g., managing stress, driving within the speed limit, abstaining from sex, getting enough calcium in diet).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate, in great detail, personal behaviors within the risk areas	Evaluate, in detail, personal behaviors within the risk areas	Evaluate, in some detail, personal behaviors within the risk areas	Evaluate, in minimal detail, personal behaviors within the risk areas

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Grade 9 – Grade 12

Standard 4: ANALYZING INFLUENCES—Understand the influences of culture, family, peers, media, technology, and other factors on health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
FACTORS INFLUENCING HEALTH ACROSS TOPIC AREAS	HE.9-12.4.1 Evaluate the interrelationship of internal and external factors that influence health behaviors		The student: Compares internal and external influences on health behaviors and describes how they may work together or against each other in a decision-making scenario (e.g., how personal values may be at odds with the values of the community).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate, in great detail, the interrelationship of internal and external factors that influence health behaviors	Evaluate, in detail, the interrelationship of internal and external factors that influence health behaviors	Evaluate, in some detail, the interrelationship of internal and external factors that influence health behaviors	Evaluate, in minimal detail, the interrelationship of internal and external factors that influence health behaviors

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Grade 9 – Grade 12

Standard 5: INTERPERSONAL COMMUNICATION—Use interpersonal communication skills to enhance health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
COMMUNICATION SKILLS ACROSS TOPIC AREAS	HE.9-12.5.1 Know how to use appropriate verbal and non-verbal communication skills that are necessary to avoid potentially harmful situations		The student: Demonstrates appropriate verbal and non-verbal communication skills (e.g., appropriate body language, non-conflicting messages, assertiveness, respectful tone).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently demonstrate appropriate verbal and non-verbal communication skills necessary to avoid potentially harmful situations	Usually demonstrate appropriate verbal and non-verbal communication skills necessary to avoid potentially harmful situations	Sometimes demonstrate appropriate verbal and non-verbal communication skills necessary to avoid potentially harmful situations	Rarely demonstrate appropriate verbal and non-verbal communication skills necessary to avoid potentially harmful situations
PROMOTING SAFETY AND PREVENTING VIOLENCE AND UNINTENTIONAL INJURY	HE.9-12.5.2 Know how to use appropriate strategies to resolve disagreements		The student: Identifies causes of verbal or non-verbal disagreements in relationship and demonstrates appropriate strategies to resolve disagreements (e.g., staying calm, using respectful tone and body language, seeking a mediator if necessary).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently demonstrate appropriate strategies to resolve disagreements	Usually demonstrate appropriate strategies to resolve disagreements	Sometimes demonstrate appropriate strategies to resolve disagreements	Rarely demonstrate appropriate strategies to resolve disagreements

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 9 – Grade 12

Standard 6: DECISION-MAKING AND GOAL-SETTING—Use decision-making and goal-setting skills to enhance health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DECISION- MAKING ACROSS TOPIC AREAS	HE.9-12.6.1 Explain decision-making strategies used to make health-related decisions		The student: Describes a variety of strategies used to make health-related decisions (e.g., seeking additional information, identifying consequences of choices, reflecting on choices).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, decision-making strategies to make health-related decisions	Explain, in detail, decision-making strategies to make health-related decisions	Explain, in some detail, decision-making strategies to make health-related decisions	Explain, in minimal detail, decision-making strategies to make health-related decisions
DECISION- MAKING ACROSS TOPIC AREAS	HE.9-12.6.2 Evaluate health decisions that have immediate and long-term consequences on the individual, family, and community		The student: Uses a model (e.g., decision-making tree) to evaluate the immediate and long-term consequences of a health-related decision (e.g., remaining abstinent, using non-violence to solve problems) on oneself and others.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate, in great detail, health decisions that have immediate and long-term consequences on the individual, family, and community	Evaluate, in detail, health decisions that have immediate and long-term consequences on the individual, family, and community	Evaluate, in some detail, health decisions that have immediate and long-term consequences on the individual, family, and community	Evaluate, in minimal detail, health decisions that have immediate and long-term consequences on the individual, family, and community

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 9 – Grade 12

Standard 6: DECISION-MAKING AND GOAL-SETTING—Use decision-making and goal-setting skills to enhance health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
DECISION- MAKING ACROSS TOPIC AREAS	HE.9-12.6.3 Know how to apply appropriate responses to risky situations		The student: Demonstrates appropriate responses to situations involving injury or illness (e.g., not riding with drivers than drank alcohol, suggests healthy alternative to risky situations).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently demonstrate appropriate responses to risky situations	Usually demonstrate appropriate responses to risky situations	Sometimes demonstrate appropriate responses to risky situations	Rarely demonstrate appropriate responses to risky situations
GOAL-SETTING ACROSS TOPIC AREAS	HE.9-12.6.4 Create and implement a plan for enhancing life-long goals		The student: Uses goal setting strategies to set personal health goals (e.g., disease prevention, healthy lifestyles, and family relationships).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Create and implement a plan, in great detail, for enhancing life-long goals	Create and implement a plan, in detail, for enhancing life-long goals	Create and implement a plan, in some detail, for enhancing life-long goals	Create and implement a plan, in minimal detail, for enhancing life-long goals

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 9 – Grade 12

Standard 7: ADVOCACY—Advocate for personal, family, and community health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
ADVOCACY ACROSS TOPIC AREAS	HE.9-12.7.1 Use effective strategies to help others promote and protect their health		The student: Uses health enhancing strategies to design and implement a product or resource to help others promote and protect their health (e.g., compiles a health resource directory for students; verifies accuracy in address, telephone, and services information; and distributes appropriately).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Consistently use strategies that effectively help others promote and protect their health	Usually use strategies that effectively help others promote and protect their health	Sometimes use strategies that effectively help others promote and protect their health	Rarely use strategies that effectively help others promote and protect their health
ADVOCACY ACROSS TOPIC AREAS	HE.9-12.7.2 Design a school-wide health advocacy campaign that advocates for a healthy lifestyle		The student: Designs, in a small group, a school-wide health advocacy campaign with the following components: a health-enhancing position, evidence backing the position, a target audience, and strong tone of conviction.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Design a school-wide health advocacy campaign that effectively advocates for a healthy lifestyle, with all the components	Design a school-wide health advocacy campaign that effectively advocates for a healthy lifestyle, with most of the components	Design a school-wide health advocacy campaign that effectively advocates for a healthy lifestyle, with some of the components	Design a school-wide health advocacy campaign that advocates for a healthy lifestyle, with one of the components

**HAWAII CONTENT AND PERFORMANCE STANDARDS
HEALTH GRADES K-12**

Grade 9 – Grade 12

Standard 7: ADVOCACY—Advocate for personal, family, and community health				
TOPIC	BENCHMARK		SAMPLE PERFORMANCE ASSESSMENT	
ADVOCACY ACROSS TOPIC AREAS	HE.9-12.7.3 Evaluate the effectiveness of strategies in communicating health information		The student: Assesses the effectiveness of a local or national health campaign (e.g., campaigns for being substance-free or eating specific types of food) by analyzing the strategies used to communicate information (e.g., slogans, bumper stickers, public service announcements).	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Evaluate, in great detail, the effectiveness of strategies in communicating health information	Evaluate, in detail, the effectiveness of strategies in communicating health information	Evaluate, in some detail, the effectiveness of strategies in communicating health information	Evaluate, in minimal detail, the effectiveness of strategies in communicating health information
ADVOCACY ACROSS TOPIC AREAS	HE.9-12.7.4 Explain how health messages can be translated to particular audiences		The student: Describes how health information from upper level texts and journals (e.g., the risks of using alcohol, tobacco, or drugs) could be effectively communicated to a younger audience in terms of language and presentation.	
	RUBRIC			
	Advanced	Proficient	Partially Proficient	Novice
	Explain, in great detail, how health messages can be translated to particular audiences	Explain, in detail, how health messages can be translated to particular audiences	Explain, in some detail, how health messages can be translated to particular audiences	Explain, in minimal detail, how health messages can be translated to particular audiences

APPENDIX A: GLOSSARY

Abstinence: to refrain from something by one's own choice

Adolescence: the period of development from the onset of puberty to maturity

Advocacy: the action of advocating, pleading for, supporting, or taking a stand for a cause or proposal

Alcohol and Other drug Use Prevention: Short-term and long-term benefits and consequences, positive and negative influences, healthy choices, and communicating healthy choices about alcohol and other drugs.

Analyzing: to study closely or systematically

Barriers: something that separates or holds apart

Body system functions: All of the systems within the body interact with one another to keep an organism healthy.

CDC: abbreviation for the Center for Disease Control and Prevention

Chronic disease: Diseases that last a long time or frequently reoccur

Communicable disease: Diseases that are contagious and transmitted between people

Communication strategies: e.g., using "I" messages, being assertive, polite language, attentive listening, non-aggressive body language, sending clear messages, restating other points of view, offering alternative solutions

Concepts: A general idea derived or inferred from specific instances or occurrences

Conflict resolution strategies: strategies to resolve conflict, e.g., negotiation, refusal, conflict management, attentive listening

CPR: abbreviation for Cardiopulmonary Resuscitation

Decision-making model: The model elements include: identifying the problem, barriers, and alternatives; choosing best alternative; evaluating choice

Detection: the act or process of discovering something

Emotional health: A state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, function in society, and meet the ordinary demands of everyday life.

Environmental elements: e.g., exposure excessive sun, second hand smoke, mildew, asbestos

Exposure: the act of being subjected to or exposed to an action or influence

External factors: e.g., family, school, media, friends/peers, culture and technology

Feelings: e.g., anger, joy, sadness, frustration

Formulate: to prepare according to a specific formula or procedure

Goal-setting skills: the skill of setting a clear objective and ensuring the understanding of what is expected from him or her, if this objective is to be achieved

Harmful substances: e.g., medicines, illegal drugs, toxic household items

Health-enhancing: To make a health statement or idea greater, as in value or effectiveness; to augment

Health-promoting: To contribute to the progress or growth of health

Immunizations: inoculations used to build resistance to infection

Impaired: functioning poorly or incompetently

Injury and Violence Prevention Fire safety, water safety, first aid prevention and care, traffic safety, personal safety, preventing violence and abuse, transportation safety, use of protective equipment ,suicide prevention, work safety, and accident prevention

Internal factors: e.g., one's own feelings, moods, curiosity, physical well-being, values, curiosity, likes and dislikes

Internal and external factors: Influences that affect decision or behaviors. Internal factors include such things as cultural beliefs, and external factors include such things as cultural beliefs, and external factors include such things as suggestive television advertisements

Lifestyle: a way of living that reflects the attitudes and values of a person or group

Mental Health: Positive self-image emotional health, interpersonal relationships and communications, resources and support, stress management, and mental health problems

Non-communicable disease: Diseases that are not contagious or transmitted between people

Nonverbal: communication without words e.g., facial expressions, body posture

Nutrients: a source of nourishment

Nutrition: healthy eating, accessing nutrition information and products, influences on food choices, balancing food intake and physical activity, and food safety

Personal hygiene: e.g., brushing and flossing teeth prevents cavities; hand washing prevents the spread of germs

Physical health: concerns the health of the human body and its functions

Puberty: the stage of adolescence when one becomes physiologically capable of sexual reproduction

Refusal Skills: e.g., saying no to harmful substances, refusing to get into a car with a stranger

Risk/Content Area/Topic: The areas that are identified by the Centers for Disease Control and Prevention (CDC) that are associated with the mortality (death) of children and adolescents, and traditional health education content areas.

Sexual Health: families and relationships, growth and development, sexual behavior, HIV and other STD prevention, and pregnancy prevention.

Stress Management Strategies: e.g., sharing with a friend, talking with parents or another trusted adult, practice and rehearsal, brainstorming

Stressors: a stimulus that causes stress to an individual

Target audience: the desired group a presentation or product is designed for

Tobacco Use Prevention: short-term and long-term risks, and influences on tobacco use, benefits and choosing to be tobacco free, and cessation

Well-being: the state of being healthy, happy, and prosperous

Wellness: the condition of good physical and mental health, especially when maintained by proper diet, exercise, and habits.