



Oklahoma Academic Standards

# HEALTH EDUCATION



OKLAHOMA  
Education



## Table of Contents



Introduction and Standards Overview	3
Standard 1: PK-12 <sup>th</sup> Grade	8
Standard 2: PK-12 <sup>th</sup> Grade	14
Standard 3: PK-12 <sup>th</sup> Grade	17
Standard 4: PK-12 <sup>th</sup> Grade	19
Standard 5: PK-12 <sup>th</sup> Grade	21
Standard 6: PK-12 <sup>th</sup> Grade	23
Standard 7: PK- 12 <sup>th</sup> Grade	24
Standard 8: PK-12 <sup>th</sup> Grade	25



### Introduction to the 2022 Oklahoma Academic Standards for Health Education

The goal of health education is to provide Oklahoma students with the knowledge and skills needed to adopt and maintain healthy lifestyles. According to the Center for Disease Control and Prevention (2019), a growing body of research states that health education instruction that overemphasizes teaching scientific facts and increasing student knowledge is less effective. More effective health education instruction involves developing health skills (e.g., analyzing influences, accessing information, interpersonal communication, personal decision-making, goal setting, self-management, and advocating for health) in conjunction with essential knowledge necessary to adopt, practice, and maintain health-enhancing behaviors. Skill development through learning experiences builds confidence and competence to apply health skills and enable students to become health literate individuals. Health literacy is the “degree to which individuals have the capacity to obtain, process and understand basic health information and services needed to make appropriate health decisions” (National Network of Libraries of Medicine).

#### Defining Standards, Curriculum, & Instruction

It is important to note that standards are neither curriculum, instructional practices or strategies; standards serve as a foundation for curriculum. See below for the distinction between standards, curriculum, and instruction:

- Standards: The concepts, content, and skills students should master by the end of a specific grade.
- Curriculum: The materials and resources used for teaching the standards.
- Instruction: The practices teachers use to deliver academic content to students. Teachers should utilize a variety of instructional techniques and strategies to ensure students master academic standards.

The Oklahoma Academic Standards for Health were informed by the [Health Education Curriculum Analysis Tool](#) (HECAT) (Centers for Disease Control, 2021) and the HECAT’s healthy behavior outcomes, national and local data (e.g., [Youth Risk Behaviors Survey](#)) to inform the creation of this document. In addition, the committee reviewed the [Physical Education Curriculum Analysis Tool](#) (Center for Disease Control and Prevention, 2019).



### The 8 Standards of the Oklahoma Academic Standards for Health Education

The Oklahoma Academic Standards for Health Education are divided into eight standards, which are aligned to the National Health Education Standards (2021). An overview of each standard, along with the abbreviations used in the coding of the standards, are provided below.



#### **Standard 1: Essential Knowledge (EK)**

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors as well as local needs-assessment data to determine which areas are priorities in Oklahoma. This standard focuses on both health promotion and risk reduction.



#### **Standard 2: Analyze Influences (AN)**

This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived social norms.



#### **Standard 3: Access Information (AC)**

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



#### **Standard 4: Interpersonal Communication (IC)**

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



#### **Standard 5: Decision Making (DM)**

Decision-making skills are needed to identify, implement, and sustain health enhancing behaviors. This standard includes the essential steps needed to make healthy decisions. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.



#### **Standard 6: Goal Setting (GS)**

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



#### **Standard 7: Self-Management (SM)**

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



#### **Standard 8: Advocacy (AD)**

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



### The 6 Strands for Essential Knowledge (Standard One)

The six strands provide essential knowledge on specific topics throughout Standard 1 with objectives designed to be taught in conjunction with the health skills in Standard 2-8 and not in isolation. For example, the objective that focuses on the importance of breakfast from the nutrition strand could be taught with the skills of decision making or goal setting. The objectives in Standards 2 through 8 are the vehicles that deliver the specific content/topics in Standard 1 and are written broadly to be taught in conjunction with Standards 2-8. An overview of each rationale statement, along with the abbreviations used in the coding of the standards, are provided below.

#### **Nutrition (NU)**

Nutrition education plays an important role in preventing chronic diseases and supporting good health. The specific knowledge included in the nutrition strand were developed to help students in grades pre-K-12 adopt and maintain healthy eating patterns. Research has proven that students who are properly nourished have higher rates of academic achievement.

#### **Physical Activity (PA)**

Regular physical activity can help children and adolescents improve cardiorespiratory fitness, build strong bones and muscles, control weight, reduce symptoms of anxiety and depression, and reduce the risk of developing health conditions. Teaching the importance of physical activity provides children the knowledge and skills necessary to establish healthy practices that contribute to overall wellness.

#### **Mental Health and Wellness (MH)**

Adolescence is a time for young people to have a healthy start in life. Youth who can effectively express their feelings, thoughts, and emotions are better able to cope with stress, develop and maintain healthy relationships, and practice empathy. The number of adolescents reporting poor mental health is increasing. Building strong bonds and connecting to youth can help protect their mental health. Schools and parents/guardians can create these protective relationships with students and help provide a foundation for achieving life-long wellness.

#### **Substance Use and Abuse Prevention (SU)**

Increased stress can lead to alcohol and substance use, so it is essential that Oklahoma youth are educated on how substances can affect the body and mind. Learning the negative consequences of substance use and abuse can deter youth from using substances as coping mechanisms. Effective substance use and abuse education will equip children with the knowledge and skills to avoid abusing substances.

#### **Healthy Relationships (HR)**

Creating and maintaining healthy relationships is an important skill for youth and can be a strategy for coping with and managing trauma. Teaching skills for healthy relationships will enable students to manage feelings and communicate in a healthy way. These skills will be beneficial throughout students' educational experience when interacting with peers and will transfer into adulthood to create a safer, more engaged and more productive society.

#### **Injury Prevention and Personal Health (IP)**

Unintentional injuries are the leading cause of death for school-aged youth. Educating children how to take the necessary safety precautions to eliminate or reduce the risk of injury or death is imperative. This strand also allows students to explore the importance of practicing personal healthy behaviors.



# Reading the Oklahoma Academic Standards for Health Education



Standard  Standard 1				
Students will comprehend concepts related to health promotion and disease prevention to enhance health.				
Strand	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12 
Strand  <b>Nutrition</b>	<b>1.NU.2.1</b> Explain what foods are in a healthy breakfast (e.g., Go, Stop, and Move).	<b>1.NU.5.1</b> Describe the benefits of eating a healthy breakfast every day.	<b>1.NU.8.1</b> Analyze the importance of eating a healthy breakfast every day.	<b>1.NU.12.1</b> Summarize the physical, mental, social, and academic benefits of eating breakfast every day.
	<b>1.NU.2.2</b> Identify a variety of healthy foods and snacks.	<b>1.NU.5.2</b> Explain the importance of eating a variety of foods from multiple food groups (e.g., fruits, vegetables, dairy, protein and whole grains).	<b>1.NU.8.2</b> Examine why the recommended amount of food a person needs each day may be different for each food group.	<b>1.NU.12.2</b> Describe the importance of eating a variety of healthy foods to meet daily nutrient and caloric needs.
	<b>1.NU.2.3</b> Identify the benefits of drinking water and limiting sugary beverages.	<b>1.NU.5.3</b> Examine nutritious and non-nutritious beverages.	<b>1.NU.8.3</b> Differentiate between nutritious and non-nutritious beverages.	<b>1.NU.12.3</b> Analyze the benefits of limiting energy drink consumption.



<b>Standard 1</b>				
Students will comprehend concepts related to health promotion and disease prevention to enhance health.				
Strand	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Nutrition</b>	<b>1.NU.2.1</b> Explain what foods are in a healthy breakfast (e.g., Go, Slow, Whoa foods).	<b>1.NU.5.1</b> Describe the benefits of eating a healthy breakfast every day.	<b>1.NU.8.1</b> Analyze the importance of eating a healthy breakfast every day.	<b>1.NU.12.1</b> Summarize the physical, mental, social, and academic benefits of eating breakfast every day.
	<b>1.NU.2.2</b> Identify a variety of healthy foods and snacks.	<b>1.NU.5.2</b> Explain the importance of eating a variety of foods from multiple food groups (e.g., fruits, vegetables, dairy, protein and whole grains).	<b>1.NU.8.2</b> Examine why the recommended amount of food a person needs each day may be different for each food group.	<b>1.NU.12.2</b> Describe the importance of eating a variety of healthy foods to meet daily nutrient and caloric needs.
	<b>1.NU.2.3</b> Identify the benefits of drinking water and limiting sugary beverages.	<b>1.NU.5.3</b> Examine nutritious and non-nutritious beverages.	<b>1.NU.8.3</b> Differentiate between nutritious and non-nutritious beverages.	<b>1.NU.12.3</b> Analyze the benefits of limiting energy drink consumption.
<b>Physical Activity</b>	<b>1.PA.2.1</b> Identify the recommended amount of physical activity for children.	<b>1.PA.5.1</b> Identify ways to increase daily physical activity.	<b>1.PA.8.1</b> Explain how physical activity can be incorporated into daily life without special exercise equipment.	<b>1.PA.12.1</b> Summarize how a person can incorporate physical activity into daily life (without relying on a structured exercise plan or special equipment).



Standard 1 continued				
Students will comprehend concepts related to health promotion and disease prevention to enhance health.				
Strand	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Physical Activity</b>	<b>1.PA.2.2</b> Describe a variety of ways to be physically active.	<b>1.PA.5.2</b> Describe the importance of choosing a variety of ways to be physically active.	<b>1.PA.8.2</b> Describe ways to increase daily physical activity and decrease inactivity.	<b>1.PA.12.2</b> Analyze ways to increase physical activity and decrease inactivity.
	<b>1.PA.2.3</b> Describe the benefits of being physically active.	<b>1.PA.5.3</b> Identify short- and long-term benefits of moderate and vigorous physical activity (e.g. improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases).	<b>1.PA.8.3</b> Explain the short- and long-term benefits of moderate and vigorous physical activity including improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases.	<b>1.PA.12.3</b> Evaluate the short- and long-term benefits of physical activity (e.g. improving mood, self-esteem, attention, cognitive performance, cardiovascular health, strength, endurance, flexibility, and reducing risks for chronic diseases).
<b>Mental Health and Wellness</b>	<b>1.MH.2.1</b> Identify healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.	<b>1.MH.5.1</b> Describe healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.	<b>1.MH.8.1</b> Analyze healthy ways to express and cope with needs, wants, emotions, feelings, and/or trauma.	<b>1.MH.12.1</b> Explain potential positive and negative consequences of the influence of feelings, emotions, and/or trauma on behavior, including health behavior.



Standard 1 continued				
Students will comprehend concepts related to health promotion and disease prevention to enhance health.				
Strand	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
Mental Health and Wellness	<b>1.MH.2.2</b> Explain the relationship between feelings and behavior.	<b>1.MH.5.2</b> Identify and explain characteristics of a mentally and emotionally healthy person.	<b>1.MH.8.2</b> Explain the interrelationship of physical, mental, emotional, and social health.	<b>1.MH.12.2</b> Analyze the-interrelationship of physical, mental, emotional, and social health.
	<b>1.MH.2.3</b> Explain the importance of respecting the personal space and boundaries of others.	<b>1.MH.5.3</b> Identify feelings of depression, sadness, and hopelessness and determine when to seek help with coping skills.	<b>1.MH.8.3</b> Explain the causes, symptoms, and effects of stress, depression, and anxiety and examine coping skills.	<b>1.MH.12.3</b> Analyze the causes, symptoms, and effects of stress, depression, and anxiety and practice coping skills.
Substance Use and Abuse	<b>1.SU.2.1</b> Describe how to use medicines correctly.	<b>1.SU.5.1</b> Describe potential risks associated with inappropriate use of medicines.	<b>1.SU.8.1</b> Differentiate between proper use, misuse and abuse of prescription medicines.	<b>1.SU.12.1</b> Describe the effects of using alcohol and other drugs on school performance, job performance, job absenteeism, and job loss.
	<b>1.SU.2.2</b> Identify school rules about use of medicines.	<b>1.SU.5.2</b> Identify family and school rules about alcohol use.	<b>1.SU.8.2</b> Explain school policies and community laws about alcohol and other drugs.	<b>1.SU.12.2</b> Compare and contrast family rules, school rules, and community laws about alcohol- and other drug-use.



Standard 1 continued				
Students will comprehend concepts related to health promotion and disease prevention to enhance health.				
Strand	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Substance Use and Abuse</b>	<b>1.SU.2.3</b> Identify a variety of tobacco products [e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco].	<b>1.SU.5.3</b> Identify short- and long-term physical effects of using tobacco [e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco].	<b>1.SU.8.3</b> Summarize the dangers of experimenting with tobacco products (e.g. vapor products, e-cigarettes, nicotine only products, cigarettes, smokeless tobacco).	<b>1.SU.12.3</b> Summarize long-term health benefits of abstaining from or discontinuing tobacco use [e.g., cigarettes, cigars, electronic cigarettes (e-cigarettes), vaping products, hookah, heated tobacco products, smokeless tobacco].
<b>Healthy Relationships</b>	<b>1.HR.2.1</b> Define a trusted adult and identify characteristics of a trusted adult.	<b>1.HR.5.1</b> Describe examples of what and when to report to a trusted adult.	<b>1.HR.8.1</b> Summarize the benefits of talking with trusted adults about feelings.	<b>1.HR.12.1</b> Summarize the importance of talking with trusted adults (e.g., parent, guardian, health professional) about issues related to growth and development, relationships, sexual health and related services.
	<b>1.HR.2.2</b> Identify the characteristics of healthy family and peer relationships.	<b>1.HR.5.2</b> Describe the benefits of healthy family and peer relationships.	<b>1.HR.8.2</b> Summarize the characteristics of healthy relationships and describe how power and control differences in relationships can contribute to aggression and violence.	<b>1.HR.12.2</b> Analyze how power and control differences in relationships influence the quality of the relationship.



Standard 1 continued				
Students will comprehend concepts related to health promotion and disease prevention to enhance health.				
Strand	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Healthy Relationships</b>	<p><b>1.HR.2.3</b> Explain why everyone has the right to consent to being touched.</p>	<p><b>1.HR.5.3</b> Distinguish between wanted and unwanted touch.</p>	<p><b>1.HR.8.3</b> Explain why individuals have the right to refuse uncomfortable situations and/or sexual contact.</p>	<p><b>1.HR.12.3</b> Summarize why individuals have the right to refuse uncomfortable situations and/or sexual contact.</p>
<b>Injury Prevention and Personal Health</b>	<p><b>1.IP.2.1</b> Identify the benefits of personal health care practices (e.g., protection from germs, healthy teeth).</p>	<p><b>1.IP.5.1</b> Describe the benefits of personal health care practices (e.g., brushing and flossing teeth, washing hair, regularly bathing, adequate sleep, wear sunscreen).</p>	<p><b>1.IP.8.1</b> Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships.</p>	<p><b>1.IP.12.1</b> Analyze the personal physical, emotional, mental, and social health; educational; and vocational performance benefits of rest and sleep.</p>
	<p><b>1.IP.2.2</b> Identify responsible decision making in situations with risk of injuries at home, school and in the community. (e.g., motor vehicle, playground, water, home, fire, firearms, pedestrian).</p>	<p><b>1.IP.5.2</b> Explain responsible decision making in situations with risk of injuries at home, school and in the community. (e.g., motor vehicle, fire, water, falls, firearms, weather, animal/insect bites).</p>	<p><b>1.IP.8.2</b> Demonstrate responsible decision making in situations with risk of injuries at home, school and in the community (e.g., motor vehicle, falls, water, fire, sport, weather, pedestrian, firearms, chemicals, medicines).</p>	<p><b>1.IP.12.2</b> Practice responsible decision making in situations with risk of injuries at home, school and in the community (e.g., motor vehicle, falls, water, fire, sport, weather, pedestrian, firearms, chemicals, medicines).</p>



**Standard 1 continued**

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Strand	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Injury Prevention and Personal Health</b>	<b>1.IP.2.3</b> Identify people who can help when someone is injured or suddenly ill.	<b>1.IP.5.3</b> Explain what to do if someone is injured or suddenly ill and needs medical assistance in various situations (e.g., at home, school, or in the community).	<b>1.IP.8.3</b> Describe first response procedures needed to treat injuries and other emergencies.	<b>1.IP.12.3</b> Explain the accepted procedures for basic emergency care and lifesaving.



**Standard 2**

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

Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Analyze Influences</b>	<p><b>2.AN.2.1</b> Identify and describe how the family influences personal health practices and behaviors.</p>	<p><b>2.AN.5.1</b> Describe how the family influences personal health practices and behaviors.</p>	<p><b>2.AN.8.1</b> Examine how the family influences the health of adolescents.</p>	<p><b>2.AN.12.1</b> Analyze how family influences the health of individuals.</p>
	<p><b>2.AN.2.2</b> Identify what the school can do to support personal health practices and behaviors.</p>	<p><b>2.AN.5.2</b> Identify the influence of culture on health practices and behaviors (e.g., culture may include geography, race, ethnicity, gender, age, society).</p>	<p><b>2.AN.8.2</b> Explain the influence of culture on health beliefs, practices and behaviors.</p>	<p><b>2.AN.12.2</b> Analyze how culture supports and challenges health beliefs, practices and behaviors.</p>
	<p><b>2.AN.2.3</b> Identify how peers, media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.</p>	<p><b>2.AN.5.3</b> Examine how peers can influence healthy and unhealthy behaviors.</p>	<p><b>2.AN.8.3</b> Evaluate how peers influence healthy and unhealthy behaviors.</p>	<p><b>2.AN.12.3</b> Analyze how peers and perceptions of norms influence healthy and unhealthy practices and behaviors.</p>



**Standard 2 continued**

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

Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Analyze Influences</b>		<p><b>2.AN.5.4</b> Determine how the school and community can influence personal health practices and behaviors (e.g., tobacco free environment, healthy food access, safe bike routes, walking school buses, etc.).</p>	<p><b>2.AN.8.4</b> Evaluate how the school and community can affect personal health practices and behaviors (e.g., tobacco free environment, healthy food access, safe bike routes, walking school buses, etc.).</p>	<p><b>2.AN.12.4</b> Analyze how the school and community can impact personal health practice and behaviors. (e.g., tobacco free environment, healthy food access, safe bike routes, walking school buses, etc.).</p>
		<p><b>2.AN.5.5</b> Describe how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.</p>	<p><b>2.AN.8.5</b> Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence health practices and behaviors.</p>	<p><b>2.AN.12.5</b> Analyze how media and technology (e.g., television/film, video games, advertisements, social media, and other screen time) influence personal, family, and community health.</p>
			<p><b>2.AN.8.6</b> Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p>	<p><b>2.AN.12.6</b> Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p>



**Standard 2 continued**

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

Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Analyze Influences</b>			<b>2.AN.8.7</b> Explain how school rules, community norms, and public health policies or laws influence health practices and behaviors.	<b>2.AN.12.7</b> Analyze how laws, rules, and regulations influence health promotion and disease prevention.



<b>Standard 3</b>				
Students will demonstrate the ability to access valid information, products and services to enhance health.				
Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Access Information</b>	<b>3.AC.2.1</b> Identify trusted adults and professionals who can help promote health.	<b>3.AC.5.1</b> Identify characteristics of valid health information, products and services based on self-identified need (e.g., reliable, appropriate, accurate or trustworthy).	<b>3.AC.8.1</b> Examine the validity of health information, products and services.	<b>3.AC.12.1</b> Examine the validity of health information, products and services.
	<b>3.AC.2.2</b> Locate school and community health helpers.	<b>3.AC.5.2</b> Locate resources from home, school and the community that provide valid health information.	<b>3.AC.8.2</b> Access valid health information from home, school, community, and trustworthy online resources.	<b>3.AC.12.2</b> Use medical accurate resources from home, school and community that provide valid health information.
			<b>3.AC.8.3</b> Analyze the accessibility of products that enhance health.	<b>3.AC.12.3</b> Analyze the accessibility of products and services that enhance health.
			<b>3.AC.8.4</b> Describe situations that may require professional health services.	<b>3.AC.12.4</b> Determine when professional health services may be required.



**Standard 3 continued**

Students will demonstrate the ability to access valid information, products and services to enhance health.

Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Access Information</b>			<b>3.AC.8.5</b> Locate valid and reliable health products and services.	<b>3.AC.12.5</b> Access medically accurate health products and services.



<b>Standard 4</b>				
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.				
Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Interpersonal Communication</b>	<p><b>4.IC.2.1</b> Identify healthy ways to express needs, wants and feelings.</p>	<p><b>4.IC.5.1</b> Demonstrate effective verbal and nonverbal communication skills.</p>	<p><b>4.IC.8.1</b> Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.</p>	<p><b>4.IC.12.1</b> Practice effective communication skills to enhance health.</p>
	<p><b>4.IC.2.2</b> Demonstrate effective listening and communication skills (e.g., paying attention, and verbal and nonverbal feedback) to enhance health.</p>	<p><b>4.IC.5.2</b> Demonstrate effective peer resistance skills to avoid or reduce health risk.</p>	<p><b>4.IC.8.2</b> Demonstrate refusal and negotiation skills to avoid or reduce health risks.</p>	<p><b>4.IC.12.2</b> Practice effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p>
	<p><b>4.IC.2.3</b> Identify safe and effective ways to respond when dealing with conflict (e.g., unwanted, threatening or dangerous situation).</p>	<p><b>4.IC.5.3</b> Demonstrate healthy ways to manage or resolve conflict.</p>	<p><b>4.IC.8.3</b> Explain healthy ways to prevent, manage and resolve conflict.</p>	<p><b>4.IC.12.3</b> Analyze effective communication strategies to prevent, manage, or resolve interpersonal conflict.</p>
	<p><b>4.IC.2.4</b> Identify ways to tell a trusted adult when assistance is needed (e.g., enhance personal health, or are in an unwanted, threatening or dangerous situation).</p>	<p><b>4.IC.5.4</b> Demonstrate how to effectively ask for help to improve personal health.</p>	<p><b>4.IC.8.4</b> Demonstrate how to effectively ask for assistance to improve personal health.</p>	<p><b>4.IC.12.4</b> Practice how to ask for assistance to enhance the health of self and others.</p>



**Standard 4 continued**

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Interpersonal Communication</b>		<b>4.IC.5.5</b> Identify how to effectively communicate support for others with empathy and compassion.	<b>4.IC.8.5</b> Demonstrate how to effectively communicate empathy and support for others.	<b>4.IC.12.5</b> Practice how to effectively offer assistance to improve the health of others.



<b>Standard 5</b> Students will demonstrate the ability to use decision-making skills to enhance health.				
Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
Decision Making	<b>5.DM.2.1</b> Identify situations that need a health-related decision (e.g., dealing with interpersonal conflict, managing anger, nutrition, safety, hygiene).	<b>5.DM.5.1</b> Explain situations that need a health-related decision.	<b>5.DM.8.1</b> Examine circumstances that help or hinder healthy decision making.	<b>5.DM.12.1</b> Evaluate barriers to healthy decision-making and prepare steps to avoid obstacles.
	<b>5.DM.2.2</b> Describe when help is needed and when it is not needed to make a healthy decision.	<b>5.DM.5.2</b> Decide when help is needed and when it is not needed to make a healthy decision.	<b>5.DM.8.2</b> Determine when situations require a health-related decision which can be made individually or collaboratively.	<b>5.DM.12.2</b> Analyze the value of applying thoughtful decision-making skills (made individually or collaboratively) in health-related situations.
	<b>5.DM.2.3</b> Identify how family, peers, culture, technology, or media influence a health-related decision.	<b>5.DM.5.3</b> Explain how family, culture, peers, technology, or media influence a health-related decision.	<b>5. DM 5.8.3</b> Evaluate how family, culture, technology, media, peers, and personal beliefs affect a health-related decision.	<b>5.DM.12.3</b> Analyze how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.
		<b>5.DM.5.4</b> Examine healthy options to a health-related decision.	<b>5.DM.8.4</b> Differentiate between healthy and unhealthy alternatives of health-related decisions.	<b>5.DM.12.4</b> Generate alternatives to health-related issues or problems.



**Standard 5 continued**

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

Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Decision Making</b>		<b>5.DM.5.5</b> Identify options and their potential outcomes when making a health-related decision.	<b>5.DM.8.5</b> Examine the potential short-term impact of healthy and unhealthy alternatives to a health-related decision.	<b>5.DM.12.5</b> Predict the potential short- and long-term consequences of alternatives to health-related decisions.
		<b>5.DM.5.6</b> Choose a healthy option when making a decision.	<b>5.DM.8.6</b> Select a healthy alternative when making a health-related decision.	<b>5.DM.12.6</b> Use evidence to defend the healthy choice when making a health-related decision.
		<b>5.DM.5.7</b> Explain the outcomes and benefits of making a health-related decision.	<b>5.DM.8.7</b> Examine the effectiveness of a final outcome of a health-related decision.	<b>5.DM.12.7</b> Analyze the effectiveness of a final outcome of a health-related decision.



## Oklahoma Academic Standards for Health Education

### Standard 6

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

Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Goal Setting</b>	<b>6.GS.2.1</b> Identify a short-term personal health goal.	<b>6.GS.5.1</b> Set a personal health goal.	<b>6.GS.8.1</b> Assess personal health practices.	<b>6.GS.12.1</b> Assess personal health practices and behaviors.
	<b>6.GS.2.2</b> Identify who can help when assistance is needed to achieve a personal health goal.	<b>6.GS.5.2</b> Track progress toward achieving a personal health goal.	<b>6.GS.8.2</b> Set a realistic personal health goal.	<b>6.GS.12.2</b> Develop a plan to attain a personal health goal.
	<b>6.GS.2.3</b> Describe what steps to take in order to achieve a personal health goal.	<b>6.GS.5.3</b> Identify potential barriers and resources that can help achieve a personal health goal.	<b>6.GS.8.3</b> Apply strategies to overcome barriers to achieving a personal health goal.	<b>6.GS.12.3</b> Implement strategies, including self-monitoring assessing barriers, to achieve a personal health goal.
			<b>6.GS.8.4</b> Use strategies and skills to achieve a personal health goal.	<b>6.GS.12.4</b> Formulate an effective long-term plan to achieve a health goal.



<b>Standard 7</b>				
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.				
Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
<b>Self-Management</b>	<p><b>7.SM.2.1</b> Identify practices that prevent or reduce health risks.</p>	<p><b>7.SM.5.1</b> Describe practices and behaviors that reduce or prevent health risks.</p>	<p><b>7.SM.8.1</b> Explain the importance of being responsible for personal health behaviors.</p>	<p><b>7.SM.12.1</b> Analyze the role of individual responsibility in enhancing health.</p>
	<p><b>7.SM.2.2</b> Demonstrate healthy practices and behaviors to maintain or improve personal health.</p>	<p><b>7.SM.5.2</b> Apply a variety of healthy practices and behaviors to maintain or improve personal health.</p>	<p><b>7.SM.8.2</b> Apply healthy practices and behaviors to improve the health of oneself and others.</p>	<p><b>7.SM.12.2</b> Analyze healthy practices and behaviors to improve the health of oneself and others.</p>
		<p><b>7.SM.5.3</b> Commit to practicing healthy behaviors.</p>	<p><b>7.SM.8.3</b> Demonstrate behaviors that avoid or reduce health risks to self and others.</p>	<p><b>7.SM.12.3</b> Evaluate behaviors that avoid or reduce health risks to self and others.</p>



<b>Standard 8</b> Students will demonstrate the ability to advocate for personal, family and community health.				
Skill	PreK-2nd	Grades 3-5	Grades 6-8	Grades 9-12
Advocacy	<b>8.AD.2.1</b> Practice ways to promote personal health (e.g., requesting healthy foods and drinks, avoiding second hand smoke, using personal safety equipment, practicing proper hygiene).	<b>8.AD.5.1</b> Give factual information to improve the health of others.	<b>8.AD.8.1</b> State a health-enhancing position, supported with accurate information, to improve the health of others.	<b>8.AD.12.1</b> Use peer and societal norms, based on accurate health information, to create and communicate health-enhancing messages.
	<b>8.AD.2.2</b> Identify ways to encourage others to make positive health choices.	<b>8.AD.5.2</b> Explain ways to encourage others to make positive health choices.	<b>8.AD.8.2</b> Apply ways to encourage others to make positive health choices.	<b>8.AD.12.2</b> Analyze societal, family, and peer influences on persons to make positive health choices.
			<b>8.AD.8.3</b> Collaborate with others to advocate for healthy individuals, families and schools.	<b>8.AD.12.3</b> Practice advocating for improving personal, family and community health.
			<b>8.AD.8.4</b> Demonstrate ways health messages and communication techniques can be altered for different audiences.	<b>8.AD.12.4</b> Modify health messages and communication techniques for a specific target audience.