Overarching CA Health Education Content Standards and Rationales

The eight overarching health content standards for kindergarten through grade twelve are presented below, along with the rationale for each standard.

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

**Rationale:** Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

**Rationale:** Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.

Standard 3: Accessing Valid Health Information

All students will demonstrate the ability to access and analyze health information, products, and services.

**Rationale:** Students are exposed to numerous sources of information, products, and services. The ability to access and analyze health information, products, and services provides a foundation for practicing health-enhancing behaviors.

Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

**Rationale:** Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict, and differences and to promote health.

Standard 5: Decision Making

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

**Rationale:** Managing health behaviors requires critical thinking and problem solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.

Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health.
**Rationale:** The desire to pursue health is an essential component of building healthy habits. The ability to use goal-setting skills enables students to translate health knowledge into personally meaningful health behaviors.

**Standard 7: Practicing Health-Enhancing Behaviors**

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

**Rationale:** Practicing healthy behaviors builds competence and confidence to use learned skills in real-life situations. The ability to adopt health-enhancing behaviors demonstrates students’ ability to use knowledge and skills to manage health and reduce risk-taking behaviors.

**Standard 8: Health Promotion**

All students will demonstrate the ability to promote and support personal, family, and community health.

**Rationale:** Personal, family, and community health are interdependent and mutually supporting. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

**Grade-Level Recommendations and Content Areas**

The health education standards are organized into six health content areas:

- Nutrition and Physical Activity
- Growth, Development, and Sexual Health
- Injury Prevention and Safety
- Alcohol, Tobacco, and Other Drugs
- Mental, Emotional, and Social Health
- Personal and Community Health

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<th>Grade-Level Emphasis</th>
<th>Nutrition and Physical Activity</th>
<th>Growth, Development, and Sexual Health</th>
<th>Injury Prevention and Safety</th>
<th>Alcohol, Tobacco, and Other Drugs</th>
<th>Mental, Emotional, and Social Health</th>
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