

2025 Minnesota K–12 Academic Standards in Health – Draft 2

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Introduction

The second draft of the 2025 Minnesota K–12 Academic Standards for Health represents the work of the Health Standards review committee. This group of more than 30 includes parents of school-age children and members of the public throughout the state; teachers throughout the state currently licensed and providing instruction in health; licensed elementary and secondary school principals throughout the state currently administering a school site; currently serving members of local school boards and charter school boards throughout the state; faculty teaching core subjects at postsecondary institutions in Minnesota; representatives of the Minnesota business community; representatives from the Tribal Nations, Tribal Nations Education Committee and communities in Minnesota, including both Anishinaabe and Dakota; current students, with input from the Minnesota Youth Council. The committee membership, timeline and assumptions that guide their work are found on the [Minnesota Department of Education \(MDE\) Health webpage](#).

We encourage you to provide feedback and comments about this standards draft via an online feedback survey in **June and July**. The survey is posted on the [MDE Health webpage](#).

Draft 3 will be available later in 2025 for planning purposes and the standards become law through the Minnesota rulemaking process. More information on the standards development process is at the health webpage linked above.

The work of the Health Standards Review Committee

The Health Standards Review committee of more than 35 members was selected by the commissioner of education from over 50 applicants. The committee began its work in January 2025 and reviewed standards requirements, research on health education, national standards and model standards from other states. In January, the committee developed a statement of Career and College Readiness (CCR). In February, the committee determined the organizational structure of the standards and benchmarks and completed draft 1 of the Career and College Readiness (CCR) and determined the eight anchor standards. Draft 1 was finalized, and the structure of the draft was approved by a vote of the committee. An online survey over the Career, College and Community Ready Statement along with the anchor standards was created and made public in March and had 462 responses. In April, the committee reviewed the comments from both Office of Administrative Hearings (OAH) and MDE surveys, and incorporated suggestions into the development of benchmarks for draft 2.

Implementation of the 2025 Health Standards

Draft 3 will be available later in 2025 and presented to the commissioner of education for approval. That draft will be published for use by schools and districts for planning. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under subdivision 6 are required to be implemented in the classroom. The standards become law through the state's rulemaking process, also setting the date for full implementation of the standards. The period of phase-in will likely be 3–5 years. The commissioner must implement a review of the academic standards and related benchmarks in health education beginning in the 2034-35 school year and every 10 years thereafter. Other components of the educational system might be adjusted to meet these standards along with licensure standards.

Foundational Research influencing the Health Standards

The [Assumptions for Guiding the Health Standards Committee's Work](#) (Assumptions) direct that “The standards must be grounded in current research. National standards including the National Consensus for School Health Education and SHAPE America’s National Health Education Standards will be used in creating the standards.” The standards framework is based on National Health Education Standards and the benchmark statements integrate the eight standards from a skills-based health education model.

Decisions for the second draft

1. According to [Minnesota Statutes 2024, section 120B.60, subdivision 1 \(p\)](#), the Career and College Readiness Statement will guide the writing of standards and benchmarks. This consideration led the committee to emphasize skills-based health instruction outlined in standards 2–8.
2. Standards will be written as anchor standards (statements that span the K–12 grade range) and will be based on the *Shape America National Health Education Standards, National Health Consensus Standards and the National Sex Education Standards*.
3. Benchmarks will be written to reflect the integration of skills-based health instruction within the wording of each benchmark. Benchmarks will include functional health information and/or skills that will aid, but not limit curriculum and instruction.
4. The benchmarks for grades K–5 will include functional health information from Food and Nutrition, Mental and Emotional Health, Personal Health and Wellness, Sex Education, Substance Use Prevention and Violence Prevention at each grade. The grade level assignment of benchmarks will consider the grade-band recommendations from the *Shape America National Health Education Standards, National Health Consensus Standards and the National Sex Education Standards* and place a priority on the progression of learning of the concepts.
5. The benchmarks for the 6–8 grade band will include functional health information from the areas of Food and Nutrition, Mental and Emotional Health, Personal Health and Wellness, Sex Education, Substance Use Prevention, and Violence Prevention. These benchmarks will be paired with specific skill standards to be accomplished within the grade band. Development of the benchmarks will be guided by the grade-band recommendations from the SHAPE America National Health Education Standards, National Health Consensus Standards, and the National Sex Education Standards. Emphasis will be placed on the progression of learning and the development of concepts across grades within the band.
6. For grades 9–12, the benchmarks will incorporate functional health information aligned with Standard 1 across all health strands, including Food and Nutrition, Mental and Emotional Health, Personal Health and Wellness, Sex Education, Substance Use Prevention, and Violence Prevention. In addition, skills-based Standards 2–8 must be intentionally integrated into instruction at least once within the strands, as determined at the local level. These benchmarks are informed by grade-band recommendations from the SHAPE America National Health Education Standards, the National Health Education Consensus Standards, and the National Sex Education Standards, with an emphasis on a coherent progression of learning across the high school years. The benchmarks will support one-credit courses while allowing for increased student autonomy and opportunities for individualized instruction. Benchmarks aligned to the skill standards (2–8) will offer flexibility and choice, enabling educators to adapt curriculum and instruction based on locally identified priorities and student needs. These benchmarks are intended to guide and enhance instruction without constraining it, supporting a responsive and student-centered learning environment.
7. The following requirements will be identified in the benchmarks by designated symbols for draft 3.
 - a. Contributions of American Indian Communities and tribes
 - b. Computer Science and technology skills and concepts
 - c. Ethnic Studies

8. The format of the benchmarks emphasizes the progression of core ideas, which resulted in a table format.
9. Full attention to consistency of wording and grain-size will be difficult to accomplish on the second draft and will be perfected for the final draft.

*Rationale for the 6–8 and 9–12 grade-band structure:

- This structure provides greater flexibility for curriculum creation and integration based on locally identified needs to support the learning progressions of core ideas from elementary through middle to high school.
- This structure recognizes the various ways Health Education and Instruction can be offered in the grades 6–8 and 9–12 landscape.

Career, College and Community Readiness Statement

The Minnesota K–12 Academic Standards in Health provide students the opportunity to participate in skills-based health education. Skills-based health education is comprised of both functional health information and essential skills.

Functional health information provides the “what” (the essential content), while the skill standards define the “how” (the behaviors and competencies students need to demonstrate). Standard 1 content brings relevance and context to the skills, helping students see the real-world value in what they are learning. Rather than teaching skills in isolation, we guide students in applying them to authentic health scenarios—empowering them to make informed decisions in their daily lives. This approach not only supports health literacy but also promotes college, career, and community readiness by building transferable skills that prepare students to navigate a wide range of real-life challenges beyond the classroom.

Essential health skills—outlined in standards 2–8—provides a clear framework for instruction by breaking down the steps students need to effectively learn and apply each skill. These standards are grounded in research and designed to be relevant and applicable to real-world contexts. They emphasize the development of practical knowledge and behaviors that support overall wellness—physically, mentally, and socially. By intentionally building these competencies, educators are equipping students with tools that extend beyond health class, fostering success in college, career pathways and active participation in their communities.

The eight health standards and their corresponding benchmarks form the foundation of skills-based health education by combining functional health information with the development of key health-related skills. Through this framework, students gain more than just information; they build the confidence and competence needed to apply what they have learned across a variety of health topics such as cardiopulmonary resuscitation (CPR), mental health, vaping prevention and violence prevention. These standards are intentionally designed to prepare students for the demands of an increasingly diverse, interconnected and global workforce. By strengthening health literacy, they support students in becoming college, career and community ready. It equips them to make informed decisions and navigate real-world challenges both now and in the future.



Organization of the Standards

The organization and structure of the 2025 Minnesota K–12 Academic Standards in Health provide a structured developmentally-appropriate framework designed to guide effective health education and promote health literacy among students. The standards emphasize both the acquisition of knowledge and the development of essential health-related skills, with the goal of fostering lifelong health and wellness. There are **eight standards**, each representing a critical area of competency in health education. These standards serve as the foundation for what students should know and be able to do to achieve health literacy.

To ensure continuity and developmental appropriateness, the standards are organized by individual grades K–5 and grade banded for 6–8 and 9–12. Each individual grade and grade-band benchmarks are provided to specify age-appropriate expectations for student knowledge and skills. This progression supports the systematic development of health competencies throughout a student’s K–12 experience. The standards are ordered by grade, beginning in kindergarten (represented by zero) and ending in high school (represented by 12). In each grade, the standards are subdivided into strands with anchor standards and benchmarks.

A distinguishing feature of the health standards is their skills-based orientation. Rather than focusing solely on content knowledge, the standards prioritize the development and application of critical health skills. These include analyzing influences, accessing information, communication, decision-making, goal setting, practicing health behaviors and health promotion—all of which are essential for making informed-health decisions and sustaining healthy behaviors. This approach aligns with the best practices in health education and contributes to a more coherent and impactful learning experience.

Strands

The standards are organized into seven strands common across all grade levels (except for basic emergency response) and will incorporate all **required** and **other** legislation (see below for full list of legislation requirements):

1. Food and Nutrition K–12
2. Mental and Emotional Health K–12
3. Personal Health and Wellness K–12
4. Sexual Health K–12
5. Substance Use and Misuse Prevention K–12
6. Violence Prevention K–12
7. Basic Emergency Response 7–12

Introduction to the Anchor Standards

[Minnesota Statutes 2024, section 120B.021, subdivision 1 Required Academic Standards](#) requires that there be anchor standards and benchmarks in health. Anchor standards are a summary description of student learning in a required content area that reflects a learning progression, spanning from kindergarten to graduation. [Minn. Stat. 2016, 120B.018 \(2016\)](#). There are eight anchor standards organized into seven strands.

The standards provide consistent guidance for all schools regardless of zip code. They also allow schools to address the specific health and data-driven needs of their students in ways that are most appropriate for the student communities they serve.

Health Anchor Standards

Eight anchor standards reflect the knowledge and skills students need for graduation to be career, college and community ready. Included below is each anchor standard—definition and description explaining the context of each standard.

Standard 1—Use **functional health information** to enhance health and wellbeing of self and others.

Definition: Functional health information refers to health concepts that are usable, applicable, relevant and grounded in data-driven community needs. It is not based on opinion, assumptions or arbitrary content. Instead, it is focused, clear and concise—providing essential information without being overly detailed or overwhelming. This type of information serves as the foundation for teaching health skills and supports students in building meaningful, functional knowledge.

Description: Functional health information provides the "what" (the content), and the skill standards provide the "how" (the behaviors and abilities students need). The content (standard 1) gives purpose and relevance to the skills—they become meaningful because students are learning how to navigate actual health issues in their lives. In other words, students do not just learn the skill in isolation—they learn **how to apply** that skill **in the context of real-life health issues**.

Standard 2—Analyze influences that affect health and wellbeing of self and others.

Definition: The skill of analyzing influences helps students recognize what influences their behavior, evaluate how those influences align with their values and goals, understand why certain influences are especially strong, and learn how to manage or reduce the impact of those that may lead to harmful choices.

Description: Analyzing influences promotes understanding of the diverse factors that affect health behaviors and outcomes by identifying and evaluating both **internal factors**—such as emotions, values, attitudes, and personal experiences—and **external factors**—such as peers, family, media, culture, technology, and social norms. The skill also enhances an individual’s ability to recognize, analyze, and manage these influences by applying appropriate strategies in both digital and in-person settings—ultimately supporting healthier choices and greater self-awareness.

Standard 3—Access valid and reliable information, products, and services to enhance health and wellbeing of self and others.

Definition: This skill involves the ability to locate, evaluate, and use accurate, trustworthy, and appropriate health information, products, and services that enhances their own health and well-being—as well as the health of those around them.

Description: The skill of accessing valid and reliable information, products, and services is essential for improving or maintaining health. It is meant to encourage critical thinking and media literacy, and involves the ability to identify and use trustworthy, evidence-informed, and inclusive resources to support the health and well-being of oneself and others.

Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.

Definition: The skill of interpersonal communication supports students in expressing their needs, wants, boundaries, and emotions in ways that are respectful, authentic and accessible to them. It also involves learning to receive and respond to others’ communication with empathy and care. Effective communication honors diverse communication styles and fosters mutual understanding—essential for healthy relationships and conflict resolution.

Description: Communication skills are essential for navigating relationships and promoting personal and community wellbeing. This includes developing a range of communication strategies that respect individual neurotypes, cultures, languages and access needs. Students explore verbal, nonverbal, written, and digital forms of communication—including how to express needs and boundaries, give and receive consent, engage in conflict resolution and collaborate with others.

Rather than assuming a single “correct” way to communicate, students reflect on their own communication styles, recognize and respect others’ differences, and learn how to adapt communication with empathy, clarity and consent. This inclusive approach builds capacity for connection in both in-person and digital environments and empowers students to engage in communication that feels safe, authentic, and affirming to them and others.

Standard 5—Demonstrate a **decision-making process to enhance health and wellbeing of self and others.**

Definition: The skill of decision-making involves practicing thoughtful, reflective processes to make choices that support health and wellbeing in a variety of situations. Students explore different ways of approaching decisions—individually or with others—while considering needs, context and potential outcomes. This process encourages critical thinking, self-awareness and personal responsibility. It also recognizes that decision-making looks different for each individual and community.

Description: Decision-making empowers students to thoughtfully navigate both everyday choices and more complex health-related situations. Through this skill, students learn to recognize when a decision is needed, consider the context, and evaluate options using critical thinking and reliable information. Students are encouraged to seek out diverse perspectives, reflect on their values and goals, and make choices that support their overall wellbeing and the wellbeing of others. By practicing this process, students build self-awareness, take personal responsibility, and develop a sense of curiosity and care. Decision-making is a transferable skill that prepares students to make informed, inclusive, and values-based decisions—essential for success in college, careers and their communities.

Standard 6—Demonstrate a **goal-setting process to enhance health and wellbeing of self and others.**

Definition: The skill of goal setting is the intentional process of identifying, creating and actively working toward desired outcomes. This process supports both short-term objectives and long-term visions by fostering planning, sustained effort and adaptability. Effective goal setting also includes regular reflection and revision, allowing goals to evolve in response to changing needs, insights and circumstances. Ultimately, it promotes personal growth, motivation and a deeper sense of purpose.

Description: Goal setting emphasizes creating short- and long-term goals that support health and wellbeing in personally meaningful ways. Students are supported in exploring their current habits with care and curiosity; identifying what supports or challenges their wellbeing; and setting goals that reflect their values, needs and lived experiences. Instead of focusing on measurement or physical outcomes, students build awareness through reflection, explore flexible strategies, and adapt their approach with compassion. This process strengthens confidence, resilience, and self-determined skills for personal and collective health—while honoring the diverse ways wellbeing can look and feel.

Standard 7—Apply **practices and behaviors to enhance health and wellbeing of self and others.**

Definition: The skill of applying practices and behaviors involves exploring and engaging in actions that support the health and wellbeing of oneself and others across individual, interpersonal, community and societal contexts. This includes recognizing, building on, and affirming the strategies students and their communities already use to care for themselves and one another—while expanding and adapting practices that reflect their collective needs, values and lived experiences.

Description: This standard encourages students to adopt and apply practices that promote wellbeing, such as routines, coping strategies, and digital wellness tools—while navigating the evolving impact of technology and daily life. What supports health and wellbeing for one person, community, or culture may look very different for another. This approach affirms the importance of honoring diverse values, traditions, and lived realities—ensuring that students can engage in health practices that are meaningful, respectful, and relevant to their own identities and experiences.

Standard 8—Promote health and wellbeing of self and others.

Definition: This skill focuses on recognizing and honoring the diverse ways individuals and communities define, experience, and support health and wellbeing. It encourages exploring personal, cultural and collective values—while learning how to actively support and contribute to health-promoting practices, policies and environments. Students are guided to collaborate with trusted adults, qualified professionals, and community organizations to share accurate information, uplift others, and engage in actions that are safe, inclusive, and informed—ensuring their contributions reflect care, respect and shared responsibility.

Description: This standard supports students in exploring and promoting health and wellbeing for themselves and others while developing an understanding of the systems and structures that influence access to wellness. Students examine how factors such as income, inequities in treatment and opportunity, housing, food access, environmental conditions, and healthcare disparities can impact individual and community health. They are encouraged to reflect on how both historical and current systems affect opportunities for wellbeing, and to consider ways they can contribute to positive change through informed, compassionate, and collaborative efforts that promote equity and inclusion in health.

Please note that for high school (grades 9–12) there are some benchmarks that apply to all strands (1–8). These benchmarks use the number 9 to represent all of the anchor standard and are labeled as *All Anchor Standards**.

Benchmarks

A benchmark is a “specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band.” [Minn. Stat. 120B.018, subd. 6 \(2016\)](#). The benchmarks are placed at the grade level where mastery is expected, with recognition that the progression of learning experiences in earlier grades builds the foundation for mastery later. The benchmarks include notations of two cross-cutting dimensions described below. The benchmarks inform the graduation requirements for students, which read: “...credits sufficient to satisfy the state standards in health upon adoption of statewide rules for implementing health standards,” under [Minnesota Statutes 2019, section 120B.024, subdivision 1\(7\)](#).

How to Read the Standards and Benchmarks

Each benchmark has a 4-digit code, which includes the grade, strand, standard and benchmark numbers. See the examples below.

Example 1: Benchmark 0.1.1.5

The 0 represents the kindergarten grade level.

The 1 represents the first strand: Food and Nutrition.

The 1 represents the first anchor standard: Functional Health Information - Use **functional health information** to enhance health and wellbeing of self and others.

The 5 represents the fifth benchmark: Explain the importance of trying new foods.

Grade	Strand	Anchor Standard	Code	Benchmark
K	Food and Nutrition	Standard 1—Functional Health Information - Use functional health information to enhance health and wellbeing of self and others.	0.1.1.5	Explain the importance of trying new foods.

Example 2: Benchmark 9.1.1.6

The 9 represents the high school, 9–12 grade band.

The 1 represents the first strand: Food and Nutrition.

The 1 represents the first anchor standard: Functional Health Information.

The 6 represents the sixth benchmark: Describe the recommendations of the U.S. Dietary Guidelines for Americans.

Grade	Strand	Anchor Standard	Code	Benchmark
9	Food and Nutrition	Standard 1—Functional Health Information - Use functional health information to enhance health and wellbeing of self and others.	9.1.1.6	Describe the recommendations of the U.S. Dietary Guidelines for Americans.

Health Standards Grade Level Tables

Kindergarten

Grade	Strand	Anchor Standard	Code	Benchmark
K	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	0.1.1.01	Identify the benefits of drinking water.
K	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	0.1.1.02	Describe the benefits of eating breakfast to start your day.
K	Food and Nutrition	Standard 2 — Analyze influences that affect health and wellbeing of self and others.	0.1.2.01	Identify how family, friends, and cultures can influence food choices and other eating behaviors.

Grade	Strand	Anchor Standard	Code	Benchmark
K	Food and Nutrition	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	0.1.4.01	Demonstrate how to ask for food in response to internal hunger signals.
K	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	0.2.1.01	Identify different emotions.
K	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	0.2.1.02	Identify characteristics that make people unique or special.
K	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	0.2.1.03	Explain the importance of respecting the personal space and boundaries of others.
K	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	0.2.1.04	Explain the effects of teasing or bullying others.
K	Mental and Emotional Health	Standard 2 — Analyze influences that affect health and wellbeing of self and others.	0.2.2.01	Identify trusted adults at home, in school and in the community who can help promote mental and emotional health.
K	Mental and Emotional Health	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	0.2.7.01	Identify healthy mental and emotional health practices.
K	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	0.3.1.01	Identify the benefits of personal health care practices including brushing teeth, washing hands and bathing regularly.
K	Personal Health and Wellness	Standard 3 — Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	0.3.3.01	Identify trusted adults at home who can help promote personal health and wellness in a variety of settings.
K	Personal Health and Wellness	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	0.3.4.01	Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to enhance personal health and wellness.
K	Personal Health and Wellness	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	0.3.4.02	Demonstrate how to communicate care and concern for others.
K	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	0.4.1.01	Use medically accurate terms for body parts, including genitals.

Grade	Strand	Anchor Standard	Code	Benchmark
K	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	0.4.1.02	Identify different ways that disease-causing germs are transmitted.
K	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	0.4.1.03	Identify ways to prevent the spread of germs that cause infectious diseases.
K	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	0.4.1.04	Recognize the range of different family and peer-relationships.
K	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	0.5.1.01	Identify how household products are harmful if intentionally inhaled or absorbed.
K	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	0.5.1.02	Identify school rules about use of medications.
K	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	0.5.1.03	Identify family rules about avoiding nicotine use.
K	Substance Use Prevention	Standard 2—Analyze influences that affect health and wellbeing of self and others.	0.5.2.01	Identify trusted adults at home, school, and community that can help with taking medication.
K	Substance Use Prevention	Standard 3—Access valid and reliable information, products, and services to enhance health and wellbeing of self and others.	0.5.3.01	Identify trusted adults at home and in school who can help prevent tobacco and nicotine use.
K	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	0.6.1.01	Identify correct anatomical terms for the private parts of their bodies.
K	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	0.6.1.02	Demonstrate or describe body ownership.

Grade	Strand	Anchor Standard	Code	Benchmark
K	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	0.6.1.03	Explain what "private parts" or "off-limits" areas are.
K	Violence Prevention	Standard 3 — Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	0.6.3.01	Demonstrate how to express individual needs, wants, and feelings to support the well-being of self and others.
K	Violence Prevention	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	0.6.4.01	Demonstrate individualized listening skills.
K	Violence Prevention	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	0.6.4.02	Communicate about body ownership.

Grade 1 Standards

Grade	Strand	Anchor Standard	Code	Benchmark
1	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	1.1.1.01	Identify the five foods groups.
1	Food and Nutrition	Standard 2 — Analyze influences that affect health and wellbeing of self and others.	1.1.2.01	Describe influences on food choices and other eating practices and how they affect behaviors.
1	Food and Nutrition	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	1.1.4.01	Demonstrate effective refusal skills to avoid unhealthy food choices and promote a healthy eating behavior.
1	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	1.2.1.01	Describe how different situations can influence feelings.
1	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	1.2.1.02	Identify appropriate ways to express needs, wants, emotions and feelings.

Grade	Strand	Anchor Standard	Code	Benchmark
1	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	1.2.1.03	Explain the importance of talking with trusted adults about feelings.
1	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	1.2.1.04	Describe what it means to be a good friend.
1	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	1.2.1.05	Identify healthy ways to express affection, love, friendship and concern.
1	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	1.2.1.06	Describe self-control.
1	Mental and Emotional Health	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	1.2.4.01	Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
1	Mental and Emotional Health	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	1.2.7.01	Demonstrate healthy mental and emotional health practices.
1	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	1.3.1.01	Identify different ways that disease-causing germs are transmitted and how to prevent the spread of germs.
1	Personal Health and Wellness	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	1.3.7.01	Demonstrate positive personal health and wellness-related practices.
1	Personal Health and Wellness	Standard 8 — Promote health and wellbeing of self and others.	1.3.8.01	Identify ways to encourage peers to make positive personal health and wellness-related choices
1	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	1.4.1.01	Describe how to say “yes” and “no” to people, behaviors, or situations that could make one feel uncomfortable or unsafe.
1	Sexual Health	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	1.4.4.01	Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to promote healthy family and peer relationships.

Grade	Strand	Anchor Standard	Code	Benchmark
1	Sexual Health	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	1.4.4.02	Demonstrate how to effectively tell a trusted adult when they or someone they know has a health symptom or question.
1	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	1.5.1.01	Describe how to use medications correctly.
1	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	1.5.1.02	Describe the importance of adult supervision of medication use.
1	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	1.5.1.03	Describe the potential risks of medications when used incorrectly.
1	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	1.5.1.04	Describe the benefits of not using tobacco and nicotine products.
1	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	1.5.1.05	Identify a variety of nicotine products.
1	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	1.5.1.06	Identify short- and long-term health effects of secondhand smoke and aerosol
1	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	1.5.1.07	Identify places where exposure to secondhand smoke and aerosol occurs.

Grade	Strand	Anchor Standard	Code	Benchmark
1	Substance Use Prevention	Standard 3—Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	1.5.3.01	Explain how to locate school or community health helpers who can help with information about prescription and over-the-counter medications.
1	Substance Use Prevention	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	1.5.4.01	Demonstrate effective refusal skills, including firmly saying “no” and moving away, when offered medications or other substances by someone other than a trusted adult.
1	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	1.6.1.01	Describe the difference between bullying and teasing
1	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	1.6.1.02	Explain why it is wrong to tease or bully others.
1	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	1.6.1.03	Explain what to do if someone is being teased or bullied
1	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	1.6.1.04	Describe examples of ways to be a good friend to others
1	Violence Prevention	Standard 3—Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	1.6.3.01	Demonstrate when and how to seek help from others at home, at school, and/or in the community who can help reduce or avoid violence.

Grade	Strand	Anchor Standard	Code	Benchmark
1	Violence Prevention	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	1.6.4.01	Demonstrate refusal skills, including firmly saying "no" and moving away from unhealthy situations, unsafe people and risky events when possible.
1	Violence Prevention	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	1.6.4.02	Demonstrate how to tell a trusted adult when feeling threatened, harmed or unsafe.
1	Violence Prevention	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	1.6.4.03	Demonstrate ways to communicate kindness, empathy, compassion, and care towards others to prevent violence.

Grade 2 Standards

Grade	Strand	Anchor Standard	Code	Benchmark
2	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	2.1.1.01	Explain the importance of choosing quality foods from all the food groups.
2	Food and Nutrition	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	2.1.5.01	Identify how family, peers, culture, technology or media influence a food- and nutrition-related decision.
2	Food and Nutrition	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	2.1.7.01	Explain how to practice healthy eating behaviors.
2	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	2.2.1.01	Describe the relationship between feelings, emotions and behavior.
2	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	2.2.1.02	Describe the difference between bullying and teasing.
2	Mental and Emotional Health	Standard 2 — Analyze influences that affect health and wellbeing of self and others.	2.2.2.01	Describe positive and negative influences on mental and emotional health practices and behaviors.

Grade	Strand	Anchor Standard	Code	Benchmark
2	Mental and Emotional Health	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	2.2.4.01	Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.
2	Mental and Emotional Health	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	2.2.4.02	Demonstrate effective refusal skills—including firmly saying “no” and moving away, to avoid participating in emotionally unhealthy behaviors.
2	Mental and Emotional Health	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	2.2.4.03	Describe how to effectively communicate care and concern for others.
2	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	2.3.1.01	Explain why sleep and rest are important for proper growth and good health.
2	Personal Health and Wellness	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	2.3.5.01	Identify how family, peers, culture, technology or media influence a personal health and wellness-related decision
2	Personal Health and Wellness	Standard 6 —Demonstrate a goal-setting process to enhance health and wellbeing of self and others.	2.3.6.01	Identify a realistic short-term goal to improve a personal health and wellness-related practice.
2	Personal Health and Wellness	Standard 6 —Demonstrate a goal-setting process to enhance health and wellbeing of self and others.	2.3.6.02	Identify steps to achieve a goal to improve personal health and wellness.
2	Sexual Health	Standard 2 — Analyze influences that affect health and wellbeing of self and others.	2.4.2.01	Identify how family can influence relationships.
2	Sexual Health	Standard 2 — Analyze influences that affect health and wellbeing of self and others.	2.4.2.02	Explain why it is wrong to tease or bully others based on personal characteristics.
2	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	2.5.1.01	Describe the environmental impacts of nicotine product waste.
2	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	2.5.1.02	Identify the short- and long-term health effect of using tobacco and nicotine products, and secondhand smoke and aerosol exposure.
2	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	2.5.1.03	Differentiate between candy or other household substances and other medications.

Grade	Strand	Anchor Standard	Code	Benchmark
2	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	2.5.1.04	Differentiate between helpful and harmful substances.
2	Substance Use Prevention	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	2.5.4.01	Demonstrate how to effectively communicate needs, wants, and feelings that help avoid exposure to secondhand smoke/aerosol.
2	Substance Use Prevention	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	2.5.5.01	Identify how family, peers, or media influence a decision to not use over-the-counter and prescription medications in unsafe ways.
2	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	2.6.1.01	Explain why it is important to be a good friend
2	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	2.6.1.02	Identify how family, school, and other community connections can influence violence prevention practices and behaviors.
2	Violence Prevention	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	2.6.5.01	Identify situations that need a decision that could lead to or prevent violence.
2	Violence Prevention	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	2.6.5.02	Describe how family, peers, culture, technology, or media influence a decision that could lead to or prevent violence.
2	Violence Prevention	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	2.6.5.03	Explain the potential positive and negative outcomes from a decision that could lead to or prevent violence.
2	Violence Prevention	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	2.6.5.04	Describe when help is needed and when it is not needed to make a decision related to violence prevention.

Grade	Strand	Anchor Standard	Code	Benchmark
2	Violence Prevention	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	2.6.5.05	Distinguish between appropriate and inappropriate touch.
2	Violence Prevention	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	2.6.7.01	Identify practices that reduce or prevent violence.
2	Violence Prevention	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	2.6.7.02	Demonstrate violence prevention behaviors.

Grade 3 Standards

Grade	Strand	Anchor Standard	Code	Benchmark
3	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.1.1.01	List nutritious foods and beverages choices for each food group.
3	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.1.1.02	Explain the importance of eating a variety of foods from all the food groups.
3	Food and Nutrition	Standard 3 — Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	3.1.3.01	Demonstrate how to locate sources of valid nutrition information.
3	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.2.1.01	Describe how emotions can change throughout the day.
3	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.2.1.02	Describe how the expression of emotions or feelings can help or hurt oneself or others.
3	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.2.1.03	Identify ways to cope with challenging situations.
3	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.2.1.04	Explain the importance of talking with trusted adults about feelings.

Grade	Strand	Anchor Standard	Code	Benchmark
3	Mental and Emotional Health	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	3.2.4.01	Demonstrate how to effectively communicate support for others.
3	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.3.1.01	Describe symptoms that occur when a person is sick.
3	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.3.1.02	Describe how to keep food and water safe from harmful germs.
3	Personal Health and Wellness	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	3.3.4.01	Demonstrate effective verbal and nonverbal communication skills to enhance personal health and wellness.
3	Personal Health and Wellness	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	3.3.4.02	Demonstrate effective refusal skills in peer-to-peer situations to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
3	Personal Health and Wellness	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	3.3.4.03	Demonstrate how to effectively ask for help to improve personal health and wellness.
3	Personal Health and Wellness	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	3.3.4.04	Demonstrate how to effectively communicate support for others to improve their personal health and wellness.
3	Personal Health and Wellness	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	3.3.7.01	Demonstrate positive-personal health and wellness-related practices and behaviors.
3	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.4.1.01	Identify characteristics of a trusted family member or caregiver.
3	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.4.1.02	Describe internal and external reproductive body parts using medically accurate terms in a gender-neutral way.
3	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.4.1.03	Identify when an adult or peer is making you feel uncomfortable

Grade	Strand	Anchor Standard	Code	Benchmark
3	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.4.1.04	Describe consent and its importance in all relationships.
3	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.4.1.05	Define gender identity and expression.
3	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.4.1.06	Explain the difference between sex assigned at birth and gender identity and expression.
3	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.4.1.07	Explain how puberty and development can vary greatly and be normal.
3	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.4.1.08	Identify characteristics of healthy relationships.
3	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.4.1.09	List healthy ways to express affection, love and friendship.
3	Sexual Health	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	3.4.4.01	Demonstrate giving and receiving verbal consent in interactions with family members, peers and other adults.
3	Sexual Health	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	3.4.4.02	Demonstrate how to effectively ask for help to deal with physical and emotional changes that occur during puberty
3	Sexual Health	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	3.4.4.03	Demonstrate effective verbal and nonverbal communication skills to promote healthy family and peer relationships.

Grade	Strand	Anchor Standard	Code	Benchmark
3	Sexual Health	Standard 6 —Demonstrate a goal-setting process to enhance health and wellbeing of self and others.	3.4.6.01	Identify resources that can help achieve a personal goal related to hygiene during puberty.
3	Sexual Health	Standard 6 —Demonstrate a goal-setting process to enhance health and wellbeing of self and others.	3.4.6.02	Set realistic goals to maintain personal hygiene during puberty.
3	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.5.1.01	Identify environmental impacts of tobacco product waste.
3	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.5.1.02	Explain why household products are harmful if intentionally inhaled or absorbed.
3	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.5.1.03	Describe the importance of not sharing medications.
3	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.5.1.04	Explain the risks of tobacco use.
3	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.5.1.05	Describe family rules about avoiding tobacco use—including smoke-free rules in the home and vehicles.
3	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.5.1.06	Identify common places where exposure to secondhand smoke and aerosol occurs.
3	Substance Use Prevention	Standard 2 — Analyze influences that affect health and wellbeing of self and others.	3.5.2.01	Identify and describe how family and culture influences tobacco-related practices and behaviors.

Grade	Strand	Anchor Standard	Code	Benchmark
3	Substance Use Prevention	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	3.5.5.01	Identify situations that need a decision related to alcohol- and other substance-use prevention.
3	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.6.1.01	Identify and label emotions and explain that all emotions are normal.
3	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.6.1.02	Identify examples of dangerous or risky behaviors that might lead to injuries.
3	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.6.1.03	Identify health-enhancing ways to express and deal with emotions.
3	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.6.1.04	Describe the difference between bullying and teasing.
3	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.6.1.05	Describe what to do if oneself or someone else is being bullied.
3	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	3.6.1.06	Identify examples of prosocial behaviors that help prevent violence and being a positive peer.
3	Violence Prevention	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	3.6.4.01	Explain how to be empathetic and compassionate toward others.
3	Violence Prevention	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	3.6.4.02	Demonstrate how to effectively ask for help to prevent violence.

Grade	Strand	Anchor Standard	Code	Benchmark
3	Violence Prevention	Standard 7—Apply practices and behaviors to enhance health and wellbeing of self and others.	3.6.7.01	Describe practices and behaviors that reduce or prevent violence

Grade 4 Standards

Grade	Strand	Anchor Standard	Code	Benchmark
4	Food and Nutrition	Standard 2—Analyze influences that affect health and wellbeing of self and others.	4.1.2.01	Describe how family, peers and culture influence food choices and other eating behaviors.
4	Food and Nutrition	Standard 3—Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	4.1.3.01	Locate and evaluate food label nutritional information.
4	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	4.2.1.01	Identify common patterns among people, activities, and situations that affect emotions and feelings.
4	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	4.2.1.02	Describe the relationship between feelings, emotions and behavior
4	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	4.2.1.03	Describe self-control and how it can benefit mental and emotional health.
4	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	4.2.1.04	Describe healthy ways to express affection, love, friendship and concern.
4	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	4.2.1.05	Identify strategies for effectively communicating feelings to family members, trusted adults and peers.
4	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	4.2.1.06	Describe what empathy is and why it is important.
4	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	4.2.1.07	Identify characteristics that make people unique or special.
4	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	4.2.1.08	Describe different types of bullying and how bullying is different than teasing.

Grade	Strand	Anchor Standard	Code	Benchmark
4	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.2.1.09	Explain the impact of teasing or bullying others.
4	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.2.1.10	Describe healthy ways to respond if one experiences or witnesses bullying or teasing.
4	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.2.1.11	Identify healthy ways to express and manage needs, wants, emotions and feelings.
4	Mental and Emotional Health	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	4.2.4.01	Explain how to be empathetic and compassionate toward others.
4	Mental and Emotional Health	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	4.2.4.02	Demonstrate how to effectively ask for help to improve personal mental and emotional health.
4	Mental and Emotional Health	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	4.2.7.01	Demonstrate healthy mental and emotional health practices and behaviors.
4	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.3.1.01	Describe ways to prevent harmful effects of the sun.
4	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.3.1.02	Describe the benefits of personal care practices such as brushing and flossing teeth daily, washing hair, washing hands, and bathing regularly.
4	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.3.1.03	Explain how hearing and vision can be damaged.
4	Personal Health and Wellness	Standard 2 — Analyze influences that affect health and wellbeing of self and others.	4.3.2.01	Identify how school and community influence personal health and wellness-related practices and behaviors.
4	Personal Health and Wellness	Standard 2 — Analyze influences that affect health and wellbeing of self and others.	4.3.2.02	Describe how media and technology influence personal health and wellness-related practices and behaviors.

Grade	Strand	Anchor Standard	Code	Benchmark
4	Personal Health and Wellness	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	4.3.4.01	Demonstrate healthy ways to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
4	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.4.1.01	Explain that HIV is not easily transmitted like other common infectious diseases.
4	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.4.1.02	Describe the physical, cognitive, emotional, and social changes that occur during puberty.
4	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.4.1.03	Describe the benefits of healthy family or caregiver and peer relationships.
4	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.4.1.04	Describe ways that common infectious diseases are transmitted.
4	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.4.1.05	Describe ways to prevent the spread of germs that cause infectious diseases.
4	Sexual Health	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	4.4.4.01	Demonstrate how to effectively communicate support for peers who are progressing through puberty.
4	Sexual Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	4.4.5.01	Decide when help is needed to make a decision related to family, peer, or friend relationships.
4	Sexual Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	4.4.5.02	Identify options and their potential outcomes when making a decision related to family, peer, or friend relationships.

Grade	Strand	Anchor Standard	Code	Benchmark
4	Sexual Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	4.4.5.03	Choose a healthy option when making a decision related to family, peer, or friend relationships.
4	Sexual Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	4.4.5.04	Describe the final outcome of a decision related to family, peer, or friend relationships.
4	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.5.1.01	Identify the effects of tobacco use on social relationships.
4	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.5.1.02	Identify family and school rules about alcohol- and other substance-use
4	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.5.1.03	Explain the difference between over the counter, prescription and illicit substances.
4	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.5.1.04	Explain how to use medications correctly and the benefits of doing so.
4	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.5.1.05	Identify short- and long-term health effects of being exposed to secondhand smoke and aerosol.
4	Substance Use Prevention	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	4.5.4.01	Demonstrate effective refusal skills to prevent tobacco use.
4	Substance Use Prevention	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	4.5.5.01	Explain how family, culture, peers, technology, or media influence a decision related to tobacco use.

Grade	Strand	Anchor Standard	Code	Benchmark
4	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.6.1.01	Explain why it is wrong to tease or bully others based on personal characteristics.
4	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.6.1.02	Identify situations that might lead to violence.
4	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.6.1.03	Identify strategies to avoid physical fighting and violence.
4	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.6.1.04	Describe the benefits of using nonviolent means to solve interpersonal conflict.
4	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	4.6.1.05	Describe ways to appropriately communicate with others to resolve conflict.
4	Violence Prevention	Standard 2 — Analyze influences that affect health and wellbeing of self and others.	4.6.2.01	Describe how family, culture, schools, peers and community influence violence-prevention practices and behaviors.
4	Violence Prevention	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	4.6.4.01	Demonstrate effective verbal and nonverbal communication skills to prevent violence.
4	Violence Prevention	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	4.6.4.02	Demonstrate healthy ways to manage or resolve conflict to prevent violence.

Grade 5 Standards

Grade	Strand	Anchor Standard	Code	Benchmark
5	Food and Nutrition	Standard 2—Analyze influences that affect health and wellbeing of self and others.	5.1.2.01	Describe how media, advertisements, and technology influence food choices and other eating behaviors.
5	Food and Nutrition	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	5.1.4.01	Demonstrate the use of verbal and nonverbal communication—including refusal skills—to choose foods that support healthy eating habits.
5	Food and Nutrition	Standard 8—Promote health and wellbeing of self and others.	5.1.8.01	Demonstrate how to encourage others to make healthy food and beverage choices
5	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	5.2.1.01	Describe how mental and emotional health can affect health-related behaviors.
5	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	5.2.1.02	Describe resilience and how it impacts mental and emotional health.
5	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	5.2.1.03	Identify healthy strategies to manage difficulty in relationships with family members and peers.
5	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	5.2.1.04	Describe how belonging in family, peer groups, school, and/or the community impacts mental and emotional health.
5	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	5.2.1.05	Identify the warning signs when a person may be at risk for harming themselves and when to seek help.
5	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	5.2.1.06	Describe how culture, peers, family, and community influence mental and emotional health practices and behaviors.
5	Mental and Emotional Health	Standard 3—Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	5.2.3.01	Demonstrate how to locate sources of valid mental and emotional health information.
5	Mental and Emotional Health	Standard 5—Demonstrate a decision-making process to enhance health and wellbeing of self and others.	5.2.5.01	Decide when help is needed and when it is not needed to make a decision related to mental and emotional health.

Grade	Strand	Anchor Standard	Code	Benchmark
5	Mental and Emotional Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	5.2.5.02	Identify options and their potential outcomes when making a decision related to mental and emotional health.
5	Mental and Emotional Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	5.2.5.03	Choose a healthy option when making a decision related to mental and emotional health.
5	Personal Health and Wellness	Standard 3 — Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	5.3.3.01	Describe characteristics of valid personal health and wellness information, products and services.
5	Personal Health and Wellness	Standard 8 — Promote health and wellbeing of self and others.	5.3.8.01	State personal beliefs to improve the personal health and wellness of others.
5	Personal Health and Wellness	Standard 8 — Promote health and wellbeing of self and others.	5.3.8.02	Explain methods and barriers to supporting others in making positive choices related to personal health and wellness.
5	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	5.4.1.01	Describe ways that common infectious diseases are transmitted.
5	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	5.4.1.02	Describe ways to prevent the spread of germs that cause infectious diseases.
5	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	5.4.1.03	Explain that HIV is not easily transmitted like other common infectious diseases.
5	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	5.4.1.04	Define sexual orientation including sense of identity, attractions and related behaviors.
5	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	5.4.1.05	Describe the differences between sexual orientation, and gender identity and expression.

Grade	Strand	Anchor Standard	Code	Benchmark
5	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	5.4.1.06	Summarize why it is wrong to tease or bully others based on gender identity, sexual orientation, or other personal characteristics.
5	Sexual Health	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	5.4.4.01	Explain how to be empathetic and compassionate toward others who are at a different stage of puberty from oneself, and who have a different gender identity and expression, or sexual orientation from oneself.
5	Sexual Health	Standard 6 —Demonstrate a goal-setting process to enhance health and wellbeing of self and others.	5.4.6.01	Track progress toward achieving personal goals related to hygiene during puberty.
5	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	5.5.1.01	Identify risks, short- and long-term effects of illicit substance use, misuse of prescription and over-the-counter medications, and alcohol and cannabis.
5	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	5.5.1.02	Identify short- and long-term health effects of using tobacco products—including e-cigarettes or vaping products.
5	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	5.5.1.03	Describe the benefits of abstaining from or discontinuing tobacco use.
5	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	5.5.1.04	Explain that tobacco use is an addiction that can be treated.
5	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	5.5.1.05	Describe how to support family and friends who are trying to stop using tobacco.

Grade	Strand	Anchor Standard	Code	Benchmark
5	Substance Use Prevention	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	5.5.7.01	Describe practices and behaviors to prevent alcohol use, avoid taking others’ prescription medications, or avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other substances.
5	Substance Use Prevention	Standard 8 — Promote health and wellbeing of self and others.	5.5.8.01	State personal beliefs about the risks related to alcohol and other substance use.
5	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	5.6.1.01	Identify short-term and long-term consequences for people who cause harm, people who experience harm and community members.
5	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	5.6.1.02	Describe prejudice, discrimination and bias.
5	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	5.6.1.03	Recognize techniques used to coerce or pressure someone to do something they do not want to do.
5	Violence Prevention	Standard 3 — Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	5.6.3.01	Describe characteristics of valid and reliable violence prevention information.
5	Violence Prevention	Standard 3 — Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	5.6.3.02	Describe characteristics of valid and reliable health services that help reduce or avoid violence.
5	Violence Prevention	Standard 3 — Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	5.6.3.03	Demonstrate how to locate sources of valid and reliable violence prevention information.

Grade	Strand	Anchor Standard	Code	Benchmark
5	Violence Prevention	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	5.6.5.01	Explain how family, culture, peers, technology, or media influence a decision that could lead to violence.
5	Violence Prevention	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	5.6.5.02	Identify options and their potential outcomes when making a decision that could lead to violence.
5	Violence Prevention	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	5.6.5.03	Describe the outcome of a decision related to violence prevention.

Grade 6–8 Standards

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.1.1.01	Describe the importance of eating a variety of foods to meet daily nutrient and energy needs.
6–8	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.1.1.02	Describe how to make nutrient-dense meals and snacks.
6–8	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.1.1.03	Summarize the benefits of consuming enough water and limiting sugary drinks.
6–8	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.1.1.04	Explain the relationship between access to healthy foods and personal food choices.
6–8	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.1.1.05	Explain how to select nutrient-dense foods when dining out.
6–8	Food and Nutrition	Standard 2 — Analyze influences that affect health and wellbeing of self and others.	6.1.2.01	Analyze how media, advertisements, and technology influence food choices and other eating practices and behaviors.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Food and Nutrition	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.1.2.02	Analyze how peers influence food choices and other eating practices and behaviors.
6–8	Food and Nutrition	Standard 3—Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	6.1.3.01	Identify false or misleading claims on food and product packaging and promotions.
6–8	Food and Nutrition	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.1.4.01	Demonstrate how to effectively ask for assistance to improve personal food choices and eating behaviors.
6–8	Food and Nutrition	Standard 5—Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.1.5.01	Explain how family, culture, technology, media, peers and personal beliefs affect a decision related to food and nutrition.
6–8	Food and Nutrition	Standard 5—Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.1.5.02	Predict the potential outcomes of healthy and unhealthy alternatives of a decision related to food and nutrition.
6–8	Food and Nutrition	Standard 7—Apply practices and behaviors to enhance health and wellbeing of self and others.	6.1.7.01	Explain the importance of being responsible for the personal eating behaviors that are within one’s control.
6–8	Food and Nutrition	Standard 8—Promote health and wellbeing of self and others.	6.1.8.01	Collaborate with others to encourage healthy food and nutrition at home, in school, or in the community using accurate information.
6–8	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.2.1.01	Identify situations that can trigger different thoughts, feelings, and emotions.
6–8	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.2.1.02	Explain healthy ways to express and manage needs, wants, emotions and feelings.
6–8	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.2.1.03	Identify personal stressors at home, in school and with friends.
6–8	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.2.1.04	Identify healthy ways to manage challenging situations and emotions.
6–8	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.2.1.05	Identify warning signs when a person may be at risk for harming themselves or others and may need help.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.2.1.06	Describe healthy strategies for managing interpersonal conflicts.
6–8	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.2.1.07	Describe the qualities or traits that distinguish individuals from one another.
6–8	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.2.1.08	Explain how inclusion and intolerance affect mental health and how bullying or stereotyping others causes harm.
6–8	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.2.1.09	Identify ways to prevent and address bullying, harassment, bias, prejudice and discrimination.
6–8	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.2.1.10	Analyze how sharing or posting personal information electronically about self or others on social media sites and other digital communication can negatively impact mental and emotional health.
6–8	Mental and Emotional Health	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.2.2.01	Explain how school rules, community norms, and public health policies or laws influence mental and emotional health practices and behaviors.
6–8	Mental and Emotional Health	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.2.2.02	Explain how perceptions of norms and social expectations influence healthy and unhealthy mental, and emotional health practices and behaviors.
6–8	Mental and Emotional Health	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.2.2.03	Explain how personal values and beliefs influence mental and emotional health practices and behaviors.
6–8	Mental and Emotional Health	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.2.2.04	Explain how friends, family, media, society, and culture can influence self-concept and body image.
6–8	Mental and Emotional Health	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.2.2.05	Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Mental and Emotional Health	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.2.2.06	Analyze how family and culture influence mental and emotional health practices and behaviors.
6–8	Mental and Emotional Health	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.2.2.07	Analyze how school and community influence mental and emotional health practices and behaviors.
6–8	Mental and Emotional Health	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.2.2.08	Analyze how media and technology influence mental and emotional health practices and behaviors.
6–8	Mental and Emotional Health	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.2.2.09	Analyze how peers influence mental and emotional health practices and behaviors.
6–8	Mental and Emotional Health	Standard 3—Access valid and reliable information, products, and services to enhance health and wellbeing of self and others.	6.2.3.01	Analyze the validity of mental and emotional health information and products.
6–8	Mental and Emotional Health	Standard 3—Access valid and reliable information, products, and services to enhance health and wellbeing of self and others.	6.2.3.02	Describe situations that call for professional mental and emotional health services.
6–8	Mental and Emotional Health	Standard 3—Access valid and reliable information, products, and services to enhance health and wellbeing of self and others.	6.2.3.03	Access valid mental and emotional health information from home, school, or community.
6–8	Mental and Emotional Health	Standard 3—Access valid and reliable information, products, and services to enhance health and wellbeing of self and others.	6.2.3.04	Locate valid and reliable mental and emotional health services when needed or appropriate.
6–8	Mental and Emotional Health	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.2.4.01	Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health.
6–8	Mental and Emotional Health	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.2.4.02	Demonstrate effective peer resistance skills to avoid or reduce mental and emotional health risks.
6–8	Mental and Emotional Health	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.2.4.03	Demonstrate effective negotiation skills to avoid or reduce mental and emotional health risks.
6–8	Mental and Emotional Health	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.2.4.04	Demonstrate healthy ways to manage or resolve interpersonal conflict.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Mental and Emotional Health	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.2.4.05	Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.
6–8	Mental and Emotional Health	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.2.4.06	Demonstrate how to effectively communicate empathy and support for others.
6–8	Mental and Emotional Health	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.2.4.07	Demonstrate using strategies to effectively communicate feelings and emotions.
6–8	Mental and Emotional Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.2.5.01	Identify circumstances that help or hinder making a healthy decision related to mental and emotional health.
6–8	Mental and Emotional Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.2.5.02	Determine when situations require a decision related to mental and emotional health.
6–8	Mental and Emotional Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.2.5.03	Distinguish when decisions about a mental or emotional health problem could be made individually or with the help of others.
6–8	Mental and Emotional Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.2.5.04	Explain how family, culture, technology, media, peers, and personal beliefs affect a mental or emotional health-related decision.
6–8	Mental and Emotional Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.2.5.05	Distinguish between healthy and unhealthy alternatives of a mental and emotional health-related decision.
6–8	Mental and Emotional Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.2.5.06	Predict the potential outcomes of healthy and unhealthy alternatives of a mental and emotional health related decision.
6–8	Mental and Emotional Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.2.5.07	Describe a healthy alternative when making a decision related to mental and emotional health.
6–8	Mental and Emotional Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.2.5.08	Analyze the effectiveness of a final outcome of a mental and emotional health-related decision.
6–8	Mental and Emotional Health	Standard 6 —Demonstrate a goal-setting process to enhance health and wellbeing of self and others.	6.2.6.01	Set a realistic goal to improve or maintain positive mental and emotional health.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Mental and Emotional Health	Standard 6 —Demonstrate a goal-setting process to enhance health and wellbeing of self and others.	6.2.6.02	Assess the barriers to achieving a goal to improve or maintain positive mental and emotional health.
6–8	Mental and Emotional Health	Standard 6 —Demonstrate a goal-setting process to enhance health and wellbeing of self and others.	6.2.6.03	Apply strategies to overcome barriers to achieving a goal to improve or maintain positive mental and emotional health.
6–8	Mental and Emotional Health	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	6.2.7.01	Explain the importance of being responsible for personal mental and emotional health behaviors.
6–8	Mental and Emotional Health	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	6.2.7.02	Analyze personal mental and emotional health practices and behaviors that reduce or prevent health risks.
6–8	Mental and Emotional Health	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	6.2.7.03	Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.
6–8	Mental and Emotional Health	Standard 8 — Promote health and wellbeing of self and others.	6.2.8.01	State a health-enhancing position on a mental and emotional health topic—supported with accurate information—to improve the health of others.
6–8	Mental and Emotional Health	Standard 8 — Promote health and wellbeing of self and others.	6.2.8.02	Encourage others to make positive mental and emotional health choices.
6–8	Mental and Emotional Health	Standard 8 — Promote health and wellbeing of self and others.	6.2.8.03	Collaborate with others to advocate for improving mental and emotional health of individuals, families, schools and communities.
6–8	Mental and Emotional Health	Standard 8 — Promote health and wellbeing of self and others.	6.2.8.04	Demonstrate how to adapt a positive mental and emotional health message for different audiences.
6–8	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.3.1.01	Summarize the benefits of getting proper rest and sleep for healthy growth and development.
6–8	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.3.1.02	Describe proper hygiene practices for vision, hearing, and skin.
6–8	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.3.1.03	Summarize the symptoms of someone who is sick or getting sick.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Personal Health and Wellness	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.3.1.04	Describe the importance of seeking help and treatment for common infectious diseases, chronic diseases, and mental illnesses.
6–8	Personal Health and Wellness	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.3.1.05	Summarize the differences of infectious, noninfectious, and chronic diseases, including how they are transmitted and methods of prevention.
6–8	Personal Health and Wellness	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.3.1.06	Explain behavioral and environmental factors that contribute to major chronic diseases and mental illnesses.
6–8	Personal Health and Wellness	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.3.1.07	Describe how a sedentary lifestyle contributes to chronic disease.
6–8	Personal Health and Wellness	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.3.2.01	Explain how school rules, public health policies, social expectations, personal values, perceptions of norms, peers, family, and culture influence healthy and unhealthy personal health and wellness-related practices and behaviors.
6–8	Personal Health and Wellness	Standard 3—Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	6.3.3.01	Analyze the validity of personal health and wellness products and information (e.g., differentiate between scientifically or medically accurate content and advertising, including sponsored content).
6–8	Personal Health and Wellness	Standard 3—Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	6.3.3.02	Describe situations that call for professional personal health and wellness services.
6–8	Personal Health and Wellness	Standard 3—Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	6.3.3.03	Determine the availability of valid personal health and wellness products.
6–8	Personal Health and Wellness	Standard 3—Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	6.3.3.04	Access valid personal health and wellness information from home, school, or community.
6–8	Personal Health and Wellness	Standard 3—Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	6.3.3.05	Locate valid personal health and wellness products when needed or appropriate.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Personal Health and Wellness	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.3.4.01	Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness.
6–8	Personal Health and Wellness	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.3.4.02	Demonstrate effective refusal skills in peer-to-peer situations to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
6–8	Personal Health and Wellness	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.3.4.03	Demonstrate effective negotiation skills to avoid or reduce participating in behaviors that can negatively affect personal health and wellness.
6–8	Personal Health and Wellness	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.3.4.04	Demonstrate how to effectively ask for assistance to improve personal health and wellness and the health of others.
6–8	Personal Health and Wellness	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.3.4.05	Demonstrate how to effectively communicate empathy and support for others to improve their personal health and wellness.
6–8	Personal Health and Wellness	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.3.5.01	Identify circumstances that help or hinder making a healthy decision related to personal health and wellness.
6–8	Personal Health and Wellness	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.3.5.02	Determine when personal health and wellness situations require a decision.
6–8	Personal Health and Wellness	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.3.5.03	Distinguish when decisions about personal health and wellness should be made individually or with the help of others.
6–8	Personal Health and Wellness	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others..	6.3.5.04	Explain how family, culture, technology, media, peers, and personal beliefs affect a personal health and wellness-related decision.
6–8	Personal Health and Wellness	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.3.5.05	Distinguish between healthy and unhealthy alternatives of a personal health and wellness-related decision.
6–8	Personal Health and Wellness	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.3.5.06	Predict the potential outcomes of healthy and unhealthy alternatives of a personal health and wellness-related decision

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Personal Health and Wellness	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.3.5.07	Choose a healthy alternative when making a personal health and wellness-related decision.
6–8	Personal Health and Wellness	Standard 6 —Demonstrate a goal-setting process to enhance health and wellbeing of self and others.	6.3.6.01	Analyze the effectiveness of a final outcome of a personal health and wellness-related decision.
6–8	Personal Health and Wellness	Standard 6 —Demonstrate a goal-setting process to enhance health and wellbeing of self and others.	6.3.6.02	Assess personal health and wellness-related practices.
6–8	Personal Health and Wellness	Standard 6 —Demonstrate a goal-setting process to enhance health and wellbeing of self and others.	6.3.6.03	Set a realistic goal to improve a personal health and wellness-related practice.
6–8	Personal Health and Wellness	Standard 6 —Demonstrate a goal-setting process to enhance health and wellbeing of self and others.	6.3.6.04	Assess the barriers to achieving a personal health and wellness-related goal.
6–8	Personal Health and Wellness	Standard 6 —Demonstrate a goal-setting process to enhance health and wellbeing of self and others..	6.3.6.05	Apply strategies to overcome barriers to achieving a personal health and wellness-related goal.
6–8	Personal Health and Wellness	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	6.3.7.01	Use strategies and skills to achieve a personal health and wellness-related goal.
6–8	Personal Health and Wellness	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	6.3.7.02	Explain the importance of being responsible for personal health and wellness-related behaviors.
6–8	Personal Health and Wellness	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	6.3.7.03	Analyze personal health and wellness-related practices and behaviors that reduce or prevent health risks.
6–8	Personal Health and Wellness	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	6.3.7.04	Demonstrate healthy practices and behaviors to improve the personal health and wellness of oneself and others.
6–8	Personal Health and Wellness	Standard 8 — Promote health and wellbeing of self and others.	6.3.8.01	State a health-enhancing position, supported with accurate information, to improve the personal health and wellness of others.
6–8	Personal Health and Wellness	Standard 8 — Promote health and wellbeing of self and others.	6.3.8.02	Demonstrate skills to support others in making positive choices related to personal health and wellness.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Personal Health and Wellness	Standard 8—Promote health and wellbeing of self and others.	6.3.8.03	Collaborate with others to advocate for individuals, families, and schools to be healthy.
6–8	Personal Health and Wellness	Standard 8—Promote health and wellbeing of self and others.	6.3.8.04	Demonstrate how to adapt a personal health and wellness-related message for different audiences.
6–8	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.4.1.01	Explain the importance of talking with parents, caregivers, and other trusted adults about issues related to growth and development, relationships, sex, and sexual and reproductive health services.
6–8	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.4.1.02	Describe ways to show dignity and respect for all people with regard to their gender and sexuality.
6–8	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.4.1.03	Explain the importance of disclosing sexual activity to a healthcare provider.
6–8	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.4.1.04	Describe characteristics of healthy relationships.
6–8	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.4.1.05	Describe healthy and unhealthy relationships.
6–8	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.4.1.06	Describe healthy ways to express affection, love and friendship.
6–8	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.4.1.07	Explain the qualities of a healthy dating or sexual relationship.
6–8	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.4.1.08	Describe the range of family and peer relationship structures.
6–8	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.4.1.09	Describe the range of dating or sexual relationship structures.
6–8	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.4.1.10	Describe how power differences impact relationships.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.11	Describe how gender role stereotypes impact goal setting and decision-making in relationships.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.12	Explain the negative consequences of sending sexually explicit pictures, messages or media.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.13	Explain how viewing sexually explicit pictures, messages, or media can influence perceptions of, and expectations for, relationships.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.14	Explain why it is wrong to tease or bully others based on their gender or sexuality, growth and development, or physical appearance or ability.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.15	Describe how bias, prejudice, and stigma related to gender and sexuality can impact health.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.16	Explain the benefits of respecting individual differences in gender and sexuality growth and development, or physical appearance or ability.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.17	Describe stereotypes, myths, and stigma about STIs, including HIV, and people living with acquired immunodeficiency syndrome (AIDS).
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.18	Define consent and its importance for decisions about sexual behaviors.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.19	Describe how to communicate consent for all sexual behaviors.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.20	Explain how to receive consent and accept a lack or retraction of consent for sexual behaviors.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.21	Describe how consent cannot be fully present when there is an imbalance of power.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.22	Analyze how the imbalance of power is present or missing from a situation and influences consent in relationships.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.23	Explain why a person who has experienced any form of sexual violence is never to blame for actions of the perpetrator.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.24	Describe how a person can call attention to or leave an uncomfortable and dangerous situation—including instances of sexual violence.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.25	Explain the importance of setting personal limits to avoid sexual risk behaviors.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.26	Describe the benefits of being sexually abstinent.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.27	Describe why sexual abstinence is the safest, most effective method of protection from STIs, including HIV, and unintended pregnancy.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.28	Describe the protective factors that influence sexual decision making and behavior.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.29	Analyze the risk and protective factors that contribute to engaging in sexual risk behaviors.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.30	Analyze ways common infectious diseases are transmitted.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.31	Explain how the most common STIs, including HIV, are transmitted.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.32	Describe usual signs and symptoms of the most common STIs and HIV.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.33	Explain how the most common STIs, including HIV, are transmitted.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.34	Summarize which STIs can be cured and which can be treated.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.35	Describe the effectiveness of condoms in reducing the transmission of HIV and other STIs.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.36	Describe how pre-exposure prophylaxis (Per) and post-exposure prophylaxis (PEP) are safe and effective ways to prevent HIV infection and transmission.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.37	Describe the role of HIV treatment in preventing HIV transmission.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.38	Summarize ways to decrease the spread of STIs and HIV by not having sex, using condoms consistently and correctly when having sex, using prep, getting treatment for HIV and STIs, not touching blood or using hypodermic needles.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.39	Describe methods of birth control including their effectiveness, required user action and possible side effects
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.40	Describe the importance of using a condom for STI/HIV prevention while also using a more effective contraceptive method for pregnancy prevention.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.41	Explain the importance of using a condom for STI prevention while also using other effective HIV prevention options including antiretroviral therapy (ART), PrEP, or PEP.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.42	Explain why the most effective contraceptive methods do not prevent STIs, including HIV.
6–8	Sexual Health	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.4.1.43	Summarize ways to prevent unintended pregnancy, including not having sex and effective use of contraceptives.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.4.1.44	Identify the emotional, social, physical, and financial effects of becoming a parent.
6–8	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.4.1.45	Describe what confidential care is and give specific instances when confidential care cannot be maintained.
6–8	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.4.1.46	Describe young people’s rights to confidential services in their state.
6–8	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.4.1.47	Describe young people’s legal rights to consent to sexual and reproductive health services, including STI/HIV testing, treatment (including ART, PrEP, PEP), and contraception.
6–8	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.4.1.48	Explain what to expect from youth-friendly sexual health services and providers.
6–8	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.4.1.49	Describe the importance of “time-alone” between young people and the healthcare provider to discuss sexual and reproductive health and other sensitive health topics.
6–8	Sexual Health	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.4.2.01	Explain how personal values and beliefs influence sexual relationships, practices, and behaviors.
6–8	Sexual Health	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.4.2.02	Describe how some health behaviors influence the likelihood of engaging in sexual behaviors.
6–8	Sexual Health	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.4.2.03	Analyze how media and technology influence sexual relationships, practices, and behaviors.
6–8	Sexual Health	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.4.2.04	Analyze how peers influence sexual relationships, practices, and behaviors.
6–8	Sexual Health	Standard 3—Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	6.4.3.01	Analyze the validity of sexual and reproductive health information.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Sexual Health	Standard 3—Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	6.4.3.02	Describe situations that call for professional sexual and reproductive healthcare services.
6–8	Sexual Health	Standard 3—Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	6.4.3.03	Determine the availability of valid sexual and reproductive healthcare products.
6–8	Sexual Health	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.4.4.01	Demonstrate the effective use of verbal and nonverbal communication skills to promote healthy relationships and sexual and reproductive health.
6–8	Sexual Health	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.4.4.02	Demonstrate how to manage personal information in electronic communications and when using social media to protect the sexual health of oneself and others.
6–8	Sexual Health	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.4.4.03	Demonstrate effective peer resistance skills to avoid or reduce sexual behaviors.
6–8	Sexual Health	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.4.4.04	Demonstrate giving and receiving verbal consent for all sexual behaviors between partners.
6–8	Sexual Health	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.4.4.05	Demonstrate how to effectively ask for assistance from parents, caregivers, or trusted adults to improve or maintain healthy relationships and sexual and reproductive health.
6–8	Sexual Health	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.4.4.06	Demonstrate how to effectively communicate support for peers when aspects of their sexuality are different from one’s own.
6–8	Sexual Health	Standard 5—Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.4.5.01	Identify circumstances that help or hinder making a decision related to a safe and potentially unsafe sexual situation.
6–8	Sexual Health	Standard 5—Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.4.5.02	Determine when potentially unsafe sexual health-related situations require a decision.
6–8	Sexual Health	Standard 5—Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.4.5.03	Distinguish when decisions about safe and potentially risky sexual health-related situations should be made individually or with others.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Sexual Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.4.5.04	Explain how family, culture, technology, media, peers, and personal beliefs affect a sexual health-related decision.
6–8	Sexual Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.4.5.05	Distinguish between healthy and unhealthy alternatives of a sexual health-related decision.
6–8	Sexual Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.4.5.06	Predict the potential outcomes of healthy and unhealthy alternatives to a sexual health-related decision
6–8	Sexual Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.4.5.07	Choose a healthy alternative when making a sexual health-related decision.
6–8	Sexual Health	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.4.5.08	Analyze the effectiveness of a sexual health-related decision
6–8	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.5.1.01	Distinguish between use and misuse of over-the-counter medications, prescription medications and illicit substances.
6–8	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.5.1.02	Describe why it is important to use over-the-counter and prescription medications as directed.
6–8	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.5.1.03	Summarize the physical and mental effects of using alcohol, cannabis, and illicit substances
6–8	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.5.1.04	Explain the potential effects of mixing any type of medication or substance with another.
6–8	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.5.1.05	Explain why using alcohol and other substances is an unhealthy way to manage stress.
6–8	Substance Use Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.5.1.06	Summarize the benefits of being tobacco, nicotine and substance-free and positive alternatives to using alcohol and other substances.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.5.1.07	Describe the relationship between using alcohol and other substances and other health risks, such as unintentional injuries, violence, suicide, sexual risk behaviors, and tobacco/nicotine use.
6–8	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.5.1.08	Explain the risks associated with using alcohol, intravenous substance use or other substances.
6–8	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.5.1.09	Describe short- and long-terms health effects of using tobacco, e-cigarettes, or vaping products.
6–8	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.5.1.10	Describe situations that could lead to the use of tobacco/nicotine
6–8	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.5.1.11	Summarize the effects of secondhand smoke and aerosol from e-cigarettes or vaping products.
6–8	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.5.1.12	Summarize how the tobacco industry has targeted youth and marginalized populations.
6–8	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	6.5.1.13	Summarize how addiction to tobacco/nicotine use can be treated.
6–8	Substance Use Prevention	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.5.2.01	Explain how school rules, community norms, and public health policies or laws influence alcohol, other substances and tobacco-related practices and behaviors.
6–8	Substance Use Prevention	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.5.2.02	Explain how perceptions of norms influence healthy and unhealthy alcohol, other substance use and tobacco-related practices and behaviors practices and behaviors.
6–8	Substance Use Prevention	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.5.2.03	Explain how social expectations influence healthy and unhealthy alcohol and other substance use practices and behaviors.
6–8	Substance Use Prevention	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.5.2.04	Explain how personal values and beliefs influence alcohol and other substance use practices and behaviors.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Substance Use Prevention	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.5.2.05	Describe how alcohol and other substance use can influence the likelihood of engaging in other unhealthy behaviors.
6–8	Substance Use Prevention	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.5.2.06	Analyze how family and culture influence alcohol and other substance use practices and behaviors.
6–8	Substance Use Prevention	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.5.2.07	Analyze how school and community settings influence alcohol and other substance use practices and behaviors
6–8	Substance Use Prevention	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.5.2.08	Analyze how media and technology influence alcohol and other substance use practices and behaviors.
6–8	Substance Use Prevention	Standard 2—Analyze influences that affect health and wellbeing of self and others.	6.5.2.09	Analyze how peers influence alcohol and other substance use practices and behaviors.
6–8	Substance Use Prevention	Standard 3—Access valid and reliable information, products, and services to enhance health and wellbeing of self and others.	6.5.3.01	Analyze the validity of information for alcohol and other substance use prevention.
6–8	Substance Use Prevention	Standard 3—Access valid and reliable information, products, and services to enhance health and wellbeing of self and others.	6.5.3.02	Describe situations that call for professional alcohol and other substance use treatment services.
6–8	Substance Use Prevention	Standard 3—Access valid and reliable information, products, and services to enhance health and wellbeing of self and others.	6.5.3.03	Determine the availability of valid alcohol and other substance use cessation products.
6–8	Substance Use Prevention	Standard 3—Access valid and reliable information, products, and services to enhance health and wellbeing of self and others.	6.5.3.04	Access valid alcohol and other substance use prevention information from home, school, or community.
6–8	Substance Use Prevention	Standard 3—Access valid and reliable information, products, and services to enhance health and wellbeing of self and others.	6.5.3.05	Locate valid tobacco cessation products and services when needed or appropriate.
6–8	Substance Use Prevention	Standard 5—Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.5.5.01	Distinguish when decisions related to substance use should be made individually or with the help of others.
6–8	Substance Use Prevention	Standard 5—Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.5.5.02	Explain how family, culture, technology, media, peers, and personal beliefs affect a decision related to substance use.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Substance Use Prevention	Standard 6 —Demonstrate a goal-setting process to enhance health and wellbeing of self and others.	6.5.6.01	Assess personal practices related to substance use.
6–8	Substance Use Prevention	Standard 8 — Promote health and wellbeing of self and others.	6.5.8.01	State a health-enhancing position about being substance-free, supported with accurate information, to improve the health of self and others.
6–8	Substance Use Prevention	Standard 8 — Promote health and wellbeing of self and others.	6.5.8.02	Demonstrate how to adapt substance-free messages for different audiences.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.01	Describe actions to change unsafe situations at school and in the community that could lead to violence.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.02	Describe ways to identify and label emotions.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.03	Explain how impulsive behaviors can lead to violence.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.04	Analyze the risks of using violence as an impulsive behavior or response to stress or conflict.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.05	Identify a variety of nonviolent ways to respond to stress when angry or upset.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.06	Describe how stigma, bias, and prejudice can lead to discrimination and violence.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.07	Explain why it is wrong to tease others based on personal characteristics.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.08	Explain the role of bystanders in escalating, preventing, or stopping bullying, fighting and violence.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.09	Recognize and describe covert emotional abuse tactics.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.10	Compare healthy and unhealthy relationship patterns.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.11	Describe examples of prosocial behaviors that help prevent violence and being a positive peer.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.12	Describe examples of dangerous or risky situations that might lead to injuries or harm.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.13	Describe situations that could lead to physical fighting and violence.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.14	Analyze techniques that are used to coerce or pressure someone to do something they do not want to do.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.15	Describe how the presence of weapons increases the risk of serious violent injuries.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.16	Explain how technology and social media can be used in violent or harmful ways toward others.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.17	Describe ways to manage interpersonal conflict nonviolently.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.18	Describe ways to communicate effectively to manage conflict nonviolently.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.19	Explain why it is important to understand the perspectives of others in resolving conflicts nonviolently.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.20	Explain why gender stereotypes are harmful and can lead to violence.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.21	Describe how power and control differences in relationships can contribute to aggression and violence.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.22	Explain that rape and sexual assault are illegal.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.23	Explain why individuals have the right to refuse sexual contact.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.24	Explain that a person who has been sexually assaulted or raped is not at fault.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.25	Explain that rape and sexual assault should be reported to a trusted adult.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.26	Explain the importance of telling an adult if someone is in danger of hurting themselves or others.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.27	Describe the signs and symptoms of people who are in danger of hurting themselves or others.
6–8	Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.6.1.28	Explain that help is available for people who are feeling sad, hopeless, or thinking of hurting themselves.
6–8	Violence Prevention	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.6.4.01	Demonstrate the use of effective verbal and nonverbal communication skills to prevent violence
6–8	Violence Prevention	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.6.4.02	Demonstrate effective peer resistance skills and negotiation skills to avoid or reduce violence.
6–8	Violence Prevention	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.6.4.03	Demonstrate healthy ways to manage or resolve conflict to prevent violence.
6–8	Violence Prevention	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.6.4.04	Demonstrate how to effectively ask for assistance to prevent violence.
6–8	Violence Prevention	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	6.6.4.05	Demonstrate how to communicate empathy and support for others to prevent violence.

Grade	Strand	Anchor Standard	Code	Benchmark
6–8	Violence Prevention	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.6.5.01	Identify circumstances that help or hinder making a decision to prevent violence.
6–8	Violence Prevention	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.6.5.02	Determine when potentially violent situations require a decision.
6–8	Violence Prevention	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.6.5.03	Distinguish when decisions about potentially violent situations should be made individually or with others.
6–8	Violence Prevention	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.6.5.04	Explain how family, culture, technology, media, peers and personal beliefs affect a decision that could lead to violence.
6–8	Violence Prevention	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.6.5.05	Distinguish between alternative choices that could lead to violence or nonviolence.
6–8	Violence Prevention	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.6.5.06	Choose a healthy alternative when making a decision that could lead to violence.
6–8	Violence Prevention	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	6.6.5.07	Analyze the effectiveness of the outcome of a decision that could avoid or reduce violence.
6–8	Basic Emergency Response	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.7.1.01	Understand how to use emergency medications (such as inhaler, epi pen and naloxone).
6–8	Basic Emergency Response	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.7.1.02	Learn basic first aid steps for handling injuries.
6–8	Basic Emergency Response	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	6.7.1.03	Demonstrate Heimlich maneuver on various ages in various scenarios.

Grade 9–12 Standards

Grade	Strand	Anchor Standard	Code	Benchmark
9–12	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing of self and others.	9.1.1.01	Identify signs of eating disorders and resources to find professional help.

Grade	Strand	Anchor Standard	Code	Benchmark
9–12	Food and Nutrition	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.1.1.02	Analyze the benefits of healthy eating behaviors.
9–12	Food and Nutrition	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.1.1.03	Identify personal caloric needs.
9–12	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.2.1.01	Analyze characteristics and practices of a mentally and emotionally healthy person.
9–12	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.2.1.02	Explain the body’s physical and psychological responses to stressful situations and ways to reduce their impact.
9–12	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.2.1.03	Analyze the causes, symptoms, and effects of depression and anxiety.
9–12	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.2.1.04	Evaluate strategies for managing challenging emotions such as anger, stress, anxiety, frustration, disappointment, grief or sadness.
9–12	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.2.1.05	Determine when to seek help for mental and emotional health problems.
9–12	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.2.1.06	Summarize the benefits of talking with parents or other trusted adults about feelings.
9–12	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.2.1.07	Analyze how empathy can influence behavior.
9–12	Mental and Emotional Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.2.1.08	Identify ways to prevent and address bullying, harassment, bias, prejudice, and discrimination.
9–12	Personal Health and Wellness	Standard 1—Use functional health information to enhance health and wellbeing of self and others. .	9.3.1.01	Analyze the personal physical, emotional, mental, and social health; educational; and vocational performance benefits of rest and sleep.
9–12	Personal Health and Wellness	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.3.1.02	Summarize personal strategies for reducing hearing and vision damage.

Grade	Strand	Anchor Standard	Code	Benchmark
9–12	Personal Health and Wellness	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.3.1.03	Explain how eye infections occur and how to prevent or minimize risk with healthy hygiene.
9–12	Personal Health and Wellness	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.3.1.04	Summarize personal strategies for minimizing potential harm from sun exposure.
9–12	Personal Health and Wellness	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.3.1.05	Summarize how common infectious diseases are transmitted by indirect contact and person-to-person contact.
9–12	Personal Health and Wellness	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.3.1.06	Analyze how common foodborne and waterborne diseases are transmitted.
9–12	Personal Health and Wellness	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.3.1.07	Explain how regular cleaning, disinfection, and hand hygiene at key times improves personal and population health and prevents the spread of disease.
9–12	Personal Health and Wellness	Standard 1—Use functional health information to enhance health and wellbeing of self and others. .	9.3.1.08	Explain the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis.
9–12	Personal Health and Wellness	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.3.1.09	Summarize ways to prevent the spread of germs that cause infectious diseases such as HIV by not having sex, not touching blood, and not touching used hypodermic needles.
9–12	Personal Health and Wellness	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.3.1.10	Analyze behavioral and environmental factors that contribute to major chronic diseases and mental illness.
9–12	Personal Health and Wellness	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.3.1.11	Analyze health practices to prevent the spread of infectious diseases that are transmitted by food, water, air, indirect contact, and person-to-person contact.
9–12	Personal Health and Wellness	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.3.1.12	Explain why it is important to seek help and treatment for common infectious diseases, chronic diseases, and mental illnesses.
9–12	Personal Health and Wellness	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.3.1.13	Summarize important health screenings, immunizations, checkups, and examinations necessary to maintain good health.

Grade	Strand	Anchor Standard	Code	Benchmark
9–12	Personal Health and Wellness	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.3.1.14	Summarize the potential health and social consequences of popular fads or trends.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.01	Analyze the importance of using condoms and other prevention methods for reducing risk of STIs, HIV, and unintended pregnancy.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.02	Analyze associations between sexual orientation and health.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.03	Compare and contrast the qualities of a healthy and unhealthy dating or sexual relationship.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.04	Summarize the importance of talking with parents, caregivers, and/or other trusted adults about issues related to growth and development, relationships, sex, and sexual and reproductive health services.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.05	Analyze how power differences impact relationships.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.06	Explain the negative consequences of participating in the sharing and creating of sexually explicit pictures, messages, or media.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.07	Explain how viewing sexually explicit pictures, messages, or media can influence perceptions of, and expectations for, relationships and behaviors.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.08	Evaluate effective strategies for dealing with difficult relationships with family members, peers, and dating or sexual partners.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.09	Summarize how bias, prejudice, and stigma related to gender and sexuality can impact health.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.10	Analyze stereotypes, myths, and stigma about STIs—including HIV and HPV.

Grade	Strand	Anchor Standard	Code	Benchmark
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.11	Define consent and its importance for decisions about sexual behaviors.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.12	Explain why it is an individual’s responsibility to verify that all sexual contact is consensual.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.13	Describe how consent cannot be fully present when there is an imbalance of power.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.14	Analyze the relationship between using alcohol and other drugs and sexual behaviors.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.15	Analyze situations that could lead to pressure to have sex.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.16	Analyze common methods that are used to coerce or pressure someone to have sex.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.17	Summarize the importance of setting personal limits to avoid risky sexual behavior.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.18	Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.19	Explain why abstinence from sex the safest, most-effective risk avoidance method of protection from STIs is—including HIV, HPV, and unintended pregnancy.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.20	Summarize how the most common STIs—including HIV and HPV—are transmitted.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.21	Summarize the signs and symptoms of the most common STIs—including HIV and HPV.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.22	Summarize the short- and long-term consequences of the most common STIs—including HIV and HPV.

Grade	Strand	Anchor Standard	Code	Benchmark
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.23	Compare and contrast various methods of birth control.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.24	Explain the importance of sharing information about sexual behaviors to a healthcare provider.
9–12	Sexual Health	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.4.1.25	Describe young people’s rights to confidential services in their state.
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.01	Describe the effects of using substances on school performance, absenteeism, job-related performance and interpersonal relationships.
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.02	Distinguish appropriate ways to support oneself and others who are trying to stop using substances
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.03	Differentiate between over-the-counter medications, prescription medications and illicit substances.
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.04	Differentiate between use and misuse of over-the-counter and prescription medications.
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.05	Describe how to read and interpret prescription and over-the-counter medication labels.
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.06	Describe how to store and dispose of medications safely.
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.07	Explain the potential consequences of mixing any type of substance with another medication or substance, or with alcohol.
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.08	Describe the risks of binge drinking.

Grade	Strand	Anchor Standard	Code	Benchmark
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.09	Summarize the harmful short- and long-term physical, psychological, and social effects of using substances.
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.10	Explain the effects of substance use during pregnancy.
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.11	Evaluate situations that could lead to the use of substances.
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.12	Summarize why substance use is an unhealthy coping strategy.
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.13	Analyze why individuals choose to use or not to use substances.
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.14	Analyze short- and long-term benefits of remaining or becoming substance-free.
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.15	Determine socially appropriate ways to avoid or prevent substance use.
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.16	Analyze the relationship between substance use and the major causes of death and disease, and other health risks.
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.17	Summarize the relationship between intravenous substance use and transmission of bloodborne diseases such as HIV and hepatitis.
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.18	Evaluate community laws and policies related to the sale and use of substances.
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.19	Evaluate the financial costs of substance use to the individual, society, and environment.
9–12	Substance Use Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.5.1.20	Summarize the impact of substance industry marketing on health disparities.

Grade	Strand	Anchor Standard	Code	Benchmark
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.01	Summarize why it is important to tell an adult if there are people in danger of hurting themselves or others.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.02	Analyze why prosocial behaviors can help prevent violence.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.03	Analyze why being able to identify and label emotions is important for managing conflict nonviolently.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.04	Analyze why communicating effectively is important for resolving conflict nonviolently. (HBO 1)
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.05	Describe strategies to communicate effectively to manage conflict nonviolently.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.06	Analyze why it is important to understand the perspectives of others in resolving a conflict.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.07	Evaluate effective nonviolent strategies for dealing with difficult relationships with family members, peers, and dating or sexual partners.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.08	Analyze how mental and emotional health can affect violence-related behaviors.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.09	Identify examples of healthy relationship boundaries.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.10	Explain strategies for safely ending relationships.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.11	Understand the prevalence of teen relationship abuse.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.12	Support a friend in a toxic relationship.

Grade	Strand	Anchor Standard	Code	Benchmark
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.13	Describe ways to express emotions nonviolently.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.14	Summarize nonviolent ways to respond to stress.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.15	Summarize impulsive behaviors that can lead to violence and strategies for controlling them.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.16	Analyze how alcohol or other drugs can be used to facilitate different types of violence.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.17	Analyze situations that could lead to different types of violence.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.18	Summarize why the presence of weapons increases the likelihood of serious violent injuries.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.19	Describe aspects of the school or community that may contribute to the risk of violence.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.20	Analyze how changes in behavior or the environment can work together to affect the likelihood of violence
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.21	Analyze the impact of stigma, bias, prejudice, and discrimination resulting from racism, sexism, and other forms of oppression.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.22	Analyze how gender stereotypes can contribute to violence.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.23	Analyze how power and control differences in relationships can contribute to aggression and violence.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.24	Summarize the qualities of a healthy dating or sexual relationship.

Grade	Strand	Anchor Standard	Code	Benchmark
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.25	Explain why it is an individual's and partner's responsibility to verify that all sexual acts are consensual and understand that everyone has the right to refuse sexual contact.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.26	Explain why it is wrong to trick, threaten, or coerce another person into sexual activity or anything they do not want to do.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.27	Analyze techniques that are used to coerce or pressure someone to engage in sexual acts.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.28	Explain why a person who has been raped or sexually assaulted is not at fault.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.29	Explain why rape and sexual assault should be reported to a trusted adult.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.30	Analyze the negative consequences of violence for people who cause harm, people who experience harm, and community members.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.31	Explain how bystanders can help prevent violence by reporting dangerous situations or actions.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.32	Describe federal, state and local laws intended to prevent violence.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.33	Analyze how technology and social media can be used in violent or harmful ways toward others.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.34	Describe the signs and symptoms of people who are in danger of hurting themselves or others.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.35	Explain that help is available and when to seek help for mental health issues

Grade	Strand	Anchor Standard	Code	Benchmark
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.36	Describe actions to take if weapons are suspected or seen in school or outside the supervision of a parent or caregiver.
9–12	Violence Prevention	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.6.1.37	Describe actions to take in case of a disaster, emergency or act of terrorism.
9–12	Basic Emergency Response	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.7.1.01	Recognize emergencies and be able to accurately assess scene safety and priority response needs.
9–12	Basic Emergency Response	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.7.1.02	Demonstrate CPR techniques—including performing compressions at the correct depth and rate.
9–12	Basic Emergency Response	Standard 1—Use functional health information to enhance health and wellbeing of self and others.	9.7.1.03	Understand when to use an AED and how to follow its prompts.
9–12	All Strands*	Standard 2—Analyze influences that affect health and wellbeing of self and others.	9.8.2.01	Examine how social factors influence health behaviors, outcomes, and health equity.
9–12	All Strands*	Standard 2—Analyze influences that affect health and wellbeing of self and others.	9.8.2.02	Analyze how different influences and health behaviors affect overall health and well-being.
9–12	All Strands*	Standard 2—Analyze influences that affect health and wellbeing of self and others.	9.8.2.03	Analyze how personal, social, and environmental factors impact health equity.
9–12	All Strands*	Standard 2—Analyze influences that affect health and wellbeing of self and others.	9.8.2.04	Develop strategies to enhance factors that positively influence health and well-being.
9–12	All Strands*	Standard 3—Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	9.8.3.01	Use valid and reliable sources to access health information, services, and resources.
9–12	All Strands*	Standard 3—Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	9.8.3.02	Analyze the supports and barriers to accessing reliable health information, services, and resources.

Grade	Strand	Anchor Standard	Code	Benchmark
9–12	All Strands*	Standard 3—Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	9.8.3.03	Evaluate the quality and accessibility of health information, services, and support resources, including trusted adults and professionals.
9–12	All Strands*	Standard 3—Access valid and reliable information , products, and services to enhance health and wellbeing of self and others.	9.8.3.04	Apply strategies to identify, challenge, and respond to health misinformation and disinformation.
9–12	All Strands*	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	9.8.4.01	Demonstrate how to ask for and offer help to support personal and others’ health.
9–12	All Strands*	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	9.8.4.02	Apply refusal skills in various situations.
9–12	All Strands*	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	9.8.4.03	Apply communication strategies in diverse interpersonal situations.
9–12	All Strands*	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	9.8.4.04	Use communication skills to set boundaries, express consent, and withdraw consent.
9–12	All Strands*	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	9.8.4.05	Use strategies to prevent, manage, and resolve conflict.
9–12	All Strands*	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	9.8.4.06	Use communication skills across different media to support health and well-being.
9–12	All Strands*	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	9.8.4.07	Communicate with empathy and compassion.
9–12	All Strands*	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	9.8.4.08	Adapt communication strategies for people with different perspectives and values.
9–12	All Strands*	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	9.8.4.09	Demonstrate collaboration skills in various situations.

Grade	Strand	Anchor Standard	Code	Benchmark
9–12	All Strands*	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing of self and others.	9.8.4.10	Demonstrate negotiation skills in various situations.
9–12	All Strands*	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	9.8.5.01	Apply a decision-making process individually or with support to maintain or improve health.
9–12	All Strands*	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	9.8.5.02	Determine when and why to use a thoughtful decision-making process in health situations.
9–12	All Strands*	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	9.8.5.03	Analyze how health decisions can affect personal and community health and well-being from multiple perspectives.
9–12	All Strands*	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	9.8.5.04	Analyze options based on priorities and possible outcomes when making health decisions.
9–12	All Strands*	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	9.8.5.05	Analyze how a health decision might impact individuals, relationships, communities, and the environment.
9–12	All Strands*	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	9.8.5.06	Evaluate how supports and barriers influence health decisions at various levels.
9–12	All Strands*	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	9.8.5.07	Evaluate the outcomes of health-related decisions.
9–12	All Strands*	Standard 5 —Demonstrate a decision-making process to enhance health and wellbeing of self and others.	9.8.5.08	Create a plan to implement a health-related decision.
9–12	All Strands*	Standard 6 —Demonstrate a goal-setting process to enhance health and wellbeing of self and others.	9.8.6.01	Implement a plan that considers supports and barriers to achieving a health goal.
9–12	All Strands*	Standard 6 —Demonstrate a goal-setting process to enhance health and wellbeing of self and others.	9.8.6.02	Track progress and adjust the goal or plan as needed.
9–12	All Strands*	Standard 6 —Demonstrate a goal-setting process to enhance health and wellbeing of self and others.	9.8.6.03	Use a goal-setting process and analyze how it supports health and well-being for self and/or others.

Grade	Strand	Anchor Standard	Code	Benchmark
9–12	All Strands*	Standard 6 —Demonstrate a goal-setting process to enhance health and wellbeing of self and others.	9.8.6.04	Evaluate the impact of the goal-setting process and outcomes on individual and community health and well-being.
9–12	All Strands*	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	9.8.7.01	Demonstrate behaviors that promote personal and community health.
9–12	All Strands*	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	9.8.7.02	Analyze supports and barriers to health-related behaviors.
9–12	All Strands*	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	9.8.7.03	Adapt behaviors to support personal and community health.
9–12	All Strands*	Standard 7 —Apply practices and behaviors to enhance health and wellbeing of self and others.	9.8.7.04	Evaluate behaviors and factors that promote individual and community well-being.
9–12	All Strands*	Standard 8 — Promote health and wellbeing of self and others.	9.8.8.01	Demonstrate how to promote your own health and well-being.
9–12	All Strands*	Standard 8 — Promote health and wellbeing of self and others.	9.8.8.02	Examine factors that influence efforts to promote health at the individual, interpersonal, community, societal, and environmental levels.
9–12	All Strands*	Standard 8 — Promote health and wellbeing of self and others.	9.8.8.03	Promote health and well-being individually or with others.
9–12	All Strands*	Standard 8 — Promote health and wellbeing of self and others.	9.8.8.04	Adapt strategies for promoting health to different audiences and situations.
9–12	All Strands*	Standard 8 — Promote health and wellbeing of self and others.	9.8.8.05	Demonstrate strategies to promote health and well-being at the interpersonal, community, societal, and environmental levels.
9–12	All Strands*	Standard 8 — Promote health and wellbeing of self and others.	9.8.8.06	Evaluate the process and impact of efforts to promote health and well-being at the interpersonal, community, societal, and environmental levels.

Grade	Strand	Anchor Standard	Code	Benchmark
9–12	All Strands*	Standard 8—Promote health and wellbeing of self and others.	9.8.8.07	Analyze how collaboration can enhance community health and foster solutions to shared challenges.

* These benchmarks apply to all strands (1–8). These benchmarks use the number 9 to represent all of the anchor standard.

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Appendix A. Required Content in the K–12 Health Standards in the 2024 Minnesota Legislation

In [Laws of Minnesota 2024, chapter 115, article 2, section 21](#), the commissioner of education must begin the rulemaking process to adopt statewide academic standards in health in accordance with Minnesota Statutes, chapter 14 and [Minnesota Statutes 2024, section 120B.021](#). The commissioner must consult with the commissioner of health and the commissioner of human services in developing the proposed rules. The rules must include at least the expectations for student learning listed in subdivision 2, and may include the expectations in subdivision 4, in addition to other expectations for learning identified through the standards development process.

Subd. 1. Required health-related subject areas. The commissioner must include the following expectations for learning in the statewide standards:

(1) Cardiopulmonary Resuscitation (CPR) and Automatic External Defibrillator (AED)

According to [Minnesota Statutes 2024, section 120B.246](#), cardiopulmonary resuscitation and automatic external defibrillator education that allows districts to provide instruction to students in **grades 7–12**. Instruction must include cardiopulmonary resuscitation and automatic external defibrillator training that has been developed: (1) by the American Heart Association or the American Red Cross and incorporate psychomotor skills to support the instruction; or (2) using nationally recognized, evidence-based guidelines for cardiopulmonary resuscitation and incorporates psychomotor skills to support the instruction.

(2) Vaping Awareness and Prevention

According to [Minnesota Statutes 2024, section 120B.238, subdivision 4](#). A public school must provide vaping prevention instruction at least once to students in **grades 6–8**. A public school may use instructional materials based on the Department of Health's e-cigarette toolkit or may use other smoking prevention instructional materials with a focus on vaping and the use of electronic delivery devices and heated tobacco products. A public school is *strongly encouraged* to provide evidence-based vaping prevention instruction to students in grades 9–12 (see statute for more details).

(3) Cannabis use and substance use, including but not limited to the use of fentanyl or mixtures containing fentanyl

According to [Minnesota Statutes 2024, section 120B.215](#), starting in the 2026-27 school year, a school district or charter school must implement a comprehensive education program on cannabis use and substance use—including but not limited to the use of fentanyl or mixtures containing fentanyl, for students in **middle school and high school**.

(4) Prevention of sexually transmitted infections and diseases, including but not exclusive to human immune deficiency virus (HIV) and human papilloma virus (HPV)

According to [Minnesota Statutes 2024, section 121A.24](#), the commissioner of education, in consultation with the commissioner of health, shall assist districts in developing and implementing a program to prevent and reduce the risk of sexually transmitted infections and diseases—including but not exclusive to human immune deficiency virus and human papilloma virus.

(5) Mental health education that includes prevention of suicide or self-harm and mental health

According to [Minnesota Statutes 2024, section 120B.21](#), school districts and charter schools are encouraged to provide mental health instruction for students in **grades 4–12** aligned with local health standards and integrated into existing programs, curriculum, or the general school environment of a district or charter school (see statute for more details).

Other health-related subject areas identified in the 2024 Legislation:

The commissioner is seeking public input on the following expectations for learning in the statewide standards:

(1) Child Sexual Abuse Prevention

According to [Minnesota Statutes 2024, section 120B.234](#), "Erin's Law," is to encourage districts to integrate or offer instruction on child sexual abuse prevention to students and training to all school personnel on recognizing and preventing sexual abuse and sexual violence. **120B.021 Subd.1 (see page 2 of this document)** (c) A school district may include child sexual abuse prevention instruction in a health curriculum, consistent with paragraph (a), clause (6). Child sexual abuse prevention instruction may include age-appropriate instruction on recognizing sexual abuse and assault, boundary violations, and ways offenders groom or desensitize victims, as well as strategies to promote disclosure, reduce self-blame and mobilize bystanders. A school district may provide instruction under this paragraph in a variety of ways, including at an annual assembly or classroom presentation. A school district may also provide parents information on the warning signs of child sexual abuse and available resources.

(2) Violence Prevention Education

According to [Minnesota Statutes 2024, section 120B.22](#), districts should provide a violence-prevention program for students **in kindergarten through grade 12** that can be integrated into existing curriculum that includes a comprehensive, accurate, and age appropriate curriculum on violence prevention, nonviolent conflict resolution, sexual, racial, and cultural harassment, self-protection, and student hazing that promotes equality, respect, understanding, effective communication, individual responsibility, thoughtful decision making, positive conflict resolution, useful coping skills, critical thinking, listening and watching skills, and personal safety; and planning materials, guidelines, and other accurate information on preventing physical and emotional violence, identifying and reducing the incidence of sexual, racial, and cultural harassment, and reducing child abuse and neglect.

(4) Character Development Education

According to [Minnesota Statutes 2024, section 120B.232, subdivision 1](#): Character education is the shared responsibility of parents, teachers and members of the community. The legislature encourages districts to integrate or offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking and resourcefulness.

(4) Safe and Supportive Schools Education

According to [Minnesota Statutes 2024, section 121A.031, subdivision. 5](#): Districts and schools are encouraged to provide developmentally appropriate programmatic instruction to help students identify, prevent, and reduce prohibited conduct; value diversity in school and society; develop and improve students' knowledge and skills for solving problems, managing conflict, engaging in civil discourse, and recognizing, responding to and reporting prohibited conduct; and make effective prevention and intervention programs available to students.

(5) Other Expectations for Learning

Other expectations for learning identified through the standards development process.

Appendix B. Other Legislation Guiding the Creation of Minnesota Health Standards

Minnesota Statutes 2024, section 120B.02 Educational Expectations and Graduation Requirements for Minnesota Students.

Summary of Subdivision 1 and 2: Educational Expectations and Graduation Requirements

Subdivision 1: Educational Expectations

- The legislature supports high academic standards for public school students in Minnesota.

- The commissioner of education must adopt statewide academic standards through rulemaking but cannot mandate how schools deliver instruction, assess students in the classroom, or structure their teaching.
- All state rules must:
 - a. Aim to raise expectations for students, teachers and schools.
 - b. Respect the autonomy of local school districts.
 - c. Ensure accessible, clear, and timely communication about state initiatives to students, parents, educators and the public.
- The commissioner must also periodically review and report on the state assessment process.
- Districts are not required to implement elements of the federal School-to-Work programs.

Subdivision 2: Graduation Requirements

- Students must demonstrate satisfactory completion of required credits and understanding of academic standards to graduate.
- School districts must set graduation requirements that meet or exceed those set by state law or rule.
- Students aged 19–21 who have not graduated may enroll in an adult high school diploma program if they are otherwise eligible.

Minnesota Statutes 2024, section 120B.021 Required Academic Standards

Summary of Subdivision 1–5: Minnesota Academic Standards Requirements

Subdivision 1: Required Academic Standards

Minnesota public schools must offer academic instruction in the following subjects: language arts, mathematics (including Algebra II and readiness by grade 8), science (earth/space, life, physical), social studies (history, geography, economics, civics), physical education, health and the arts. Schools must provide a selection of arts disciplines, with minimum participation requirements. Academic standards apply to all students unless significantly cognitively or physically impaired, with alternative standards created as needed. Health curricula may include child sexual abuse prevention education. Instructional changes must align with state education laws, and locally developed health standards apply until statewide standards are implemented.

Subdivision 1a: Rigorous Course of Study Waiver

Students may waive specific academic standards if they participate in a more rigorous course of study (e.g., AP, IB, or a preparatory program) and would otherwise be restricted from participating. Students completing such programs meet or exceed equivalent academic standards. Postsecondary and advanced placement coursework can also fulfill certain standards.

Subdivision 2: Standards Development

The commissioner of education must consult with a broad group of stakeholders—including parents, educators, students, and Tribal representatives—when developing standards. The standards must be clear, measurable, grade-appropriate, and not mandate specific teaching methods or curricula.

Subdivision 4: Rulemaking

The commissioner is required to adopt statewide rules for implementing academic standards in all required subjects, including newly added statewide health standards.

Subdivision 4: Revisions and Reviews

The commissioner must revise academic standards every 10 years for each subject. Reviews must consider college/career readiness and incorporate Indigenous education. Reviews of mathematics, arts, science, language arts, social studies, physical education and health follow a specific schedule. Local districts must also review and revise standards for world languages and career/technical education. Technology, information literacy, and ethnic studies must be embedded during these revisions.

Subdivision 5: Indigenous Education for All Students

The commissioner must support the inclusion of accurate and culturally relevant Indigenous education for all students. This includes developing resources, providing professional development, conducting a needs assessment, and consulting with Tribal Nations. Reports on progress and resource needs must be submitted to legislators and shared publicly.

Minnesota Statutes 2024, section 120B.024 Benchmarks.

Summary of Subdivision 1: Benchmarks for Statewide Academic Standards

The Minnesota commissioner of education must create grade-level benchmarks to support and implement statewide academic standards. High school benchmarks for career and college readiness may span multiple grades. Students must meet all benchmarks to fully achieve a given academic standard.

The commissioner must publish these benchmarks in the State Register and distribute them in ways that inform educators, parents and the public. Benchmarks are also used to develop career and college readiness assessments.

Benchmarks can only be modified with specific legislative approval following a formal review process. These benchmarks are exempt from the standard rulemaking procedures under Law of Minnesota, chapter 14.

Minnesota Statutes 2024, section 120B.407 College and Career Readiness.

During each ten-year review and revision cycle, the commissioner also must examine the alignment of each required academic standard and related benchmark with the knowledge and skills students need for career and college readiness and advanced work in the particular subject area. [Minn. Stat. 120B.021, subd. 4\(a\) \(2024\).](#)

Definition (Subd. 1):

A "career and college ready" student is a high school graduate equipped with the knowledge, skills, and competencies to pursue a career path or postsecondary education—such as a degree, diploma, certificate, or industry-recognized credential—without the need for remedial coursework.

Expectations (Subd. 2):

Schools, districts, and the state must uphold high, clear, and comparable standards for career and college readiness, ensuring consistency in rigor and student success rates.

Support for Adult Learners and English Learners (Subd. 4):

The commissioner of education and the Minnesota State Colleges and universities chancellor must align

assessments and instruction for adult learners and English learners to ensure accessibility and identify supports needed to help them enter postsecondary education or employment without remediation.

Career Exploration (Subd. 4):

- Schools must annually help students (starting by grade 9) and their families explore careers and education plans based on individual interests and labor market data.
- Students demonstrating readiness through state assessments are encouraged to take college-credit-bearing courses.
- Clear benchmarks must be in place to show students and families what performance levels indicate readiness for postsecondary success.
- Student progress toward readiness must be recorded on transcripts starting with 8th graders in the 2012–14 school year.
- School boards may choose to include a notation of high achievement on diplomas for students who meet local criteria for exceptional academic performance.