

## Health Education Content Standards for California Public Schools Kindergarten through Grade Twelve

The focus in the health education standards is on teaching the skills that enable students to make healthy choices and avoid high-risk behaviors. Eight overarching standards describe essential concepts and skills; they are taught within the context of the six content areas. Each skill is learned and practiced specific to the content area and behavior. (7)

OVERARCHING HEALTH CONTENT STANDARDS	DESCRIPTION AND RATIONALE
<b>Standard 1. Essential Health Concepts</b>	<b>All students will comprehend essential concepts related to enhancing health.</b> Understanding essential concepts about the relationships between behavior and health provides the foundation to make informed decisions about health-related behaviors and to select appropriate health products and services.
<b>Standard 2. Analyzing Health Influences</b>	<b>All students will demonstrate the ability to analyze internal and external influences that affect health.</b> Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.
<b>Standard 3. Accessing Valid Health Information</b>	<b>All students will demonstrate the ability to access and analyze health information, products, and services.</b> Exposure to information, products, and services comes from a variety of sources. The ability to access and analyze health information, products, and services provides a foundation for the practice of health-enhancing behaviors.
<b>Standard 4. Interpersonal Communication</b>	<b>All students will demonstrate the ability to use interpersonal communication skills to enhance health.</b> Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict and differences, and promote health.
<b>Standard 5. Decision Making</b>	<b>All students will demonstrate the ability to use decision-making skills to enhance health.</b> Managing health behaviors requires critical thinking and problem solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.
<b>Standard 6. Goal Setting</b>	<b>All students will demonstrate the ability to use goal-setting skills to enhance health.</b> The desire to pursue health is an essential component to building healthy habits. The ability to use goal-setting skills enables students to transfer health knowledge into personally meaningful health behaviors.
<b>Standard 7. Practicing Health-Enhancing Behaviors</b>	<b>All students will demonstrate the ability to practice behaviors that reduce risk and promote health.</b> Practicing healthy behaviors builds competence and confidence to use learned skills in real-life situations. The ability to perform health-enhancing behaviors demonstrates students' ability to use knowledge and skills to manage health and reduce risk-taking behaviors.

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Standard 8.  
**Health Promotion**

**All students will demonstrate the ability to promote and support personal, family, and community health.** Individual, family, and community health are interdependent and mutually supporting. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

### Health Education Content Areas and Minimum Grade-Level Assignments (7)

The Health Education Standards are organized into six health content areas:

- Alcohol, Tobacco, and Other Drugs (ATOD)
- Growth, Development, and Sexual Health (GDSH)
- Injury Prevention and Safety (IPS)
- Mental, Emotional, and Social Health (MESH)
- Nutrition and Physical Activity (NPA)
- Personal and Community Health (PCH)

All students in kindergarten and grades one through twelve are to achieve the health education standards. Standards are recommended in three to six health content areas for each grade level in order to enhance the quality and depth of health instruction. Districts are encouraged to add content areas for additional grades based on local health priorities.

The health education standards represent minimal requirements for the purpose of comprehensive health education. LEAs that accept federal Title IV Safe and Drug-Free Schools and Communities funds or state Tobacco-Use Prevention Education funds are required to comply with all assurances and conditions attached to the acceptance of such funds.

The table below summarizes the minimum recommended grade-level assignments for each of the six content areas.

Grade Level Emphasis	Alcohol, Tobacco & Other Drugs (ATOD)	Growth, Development and	Sexual Health (GDSH)	Nutrition & Physical Activity (NPA)	Mental, Emotional, & Social Health (MESH)	Personal & Community Health (PCH)	Injury Prevention & Safety (INJ)
Kindergarten	✓	✓		✓	✓	✓	✓
Grade 1		✓				✓	✓
Grade 2	✓			✓	✓		
Grade 3		✓			✓	✓	
Grade 4	✓			✓			✓
Grade 5		✓	✓	✓		✓	
Grade 6	✓				✓		✓
Grade 7/8	✓	✓	✓	✓	✓	✓	✓
High School	✓	✓	✓	✓	✓	✓	✓