



2025 Minnesota K–12 Health Academic Standards

– Commissioner Approved

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Introduction

The 2025 Minnesota K–12 Academic Standards for Health represent the work of the Health Standards review committee. This committee, composed of more than 30 members, includes parents of school-age children; members of the public from across the state; licensed health teachers; licensed elementary and secondary school principals; current members of local school boards and charter school boards; postsecondary faculty teaching core subjects; representatives from the Minnesota business community; representatives from Tribal Nations, the Tribal Nations Education Committee, and communities in Minnesota, including Anishinaabe and Dakota; and current students, with input from the Minnesota Youth Council. The committee membership, timeline, and assumptions that guided their work are found on the [Minnesota Department of Education \(MDE\) Health webpage](#), or scan the QR code to the right.



Minnesota Statutes, 120B.021, requires that there be statements of standards and benchmarks. The standards and anchor standards provide a summary description of student learning. The kindergarten through grade 12 benchmarks identify 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.” ([Minnesota Statutes 2025, section 120.B.018](#))

Additionally, as described in [Minnesota Session Laws 2024, Chapter 115, H.F. No 5257, Section 21, subdivision 1](#), the commissioner of education will consult with the commissioners of the Minnesota Department of Health and Minnesota Department of Human Services.

Career, College and Community Readiness Statement

The Minnesota K–12 Health Academic Standards and their corresponding grade-level benchmarks form the foundation of skills-based health education by combining functional health knowledge with the development of essential health skills. These eight standards are intentionally designed to prepare students for the demands of a varied, interconnected, and digital workforce.

Functional health knowledge (standard 1) provides the “what” (the content), while the skill standards (2 through 8) provide the “how” (the behaviors and abilities students need). By applying functional health knowledge and essential health skills in authentic, relevant scenarios, such as advocating for safer environments, supporting peers’ mental health, or participating in community health initiatives, students see the relevance to their own lives and gain the capacity to positively impact the wellbeing of those around them. This approach strengthens health literacy and ensures students are equipped to thrive in higher education, in the workplace, and as engaged, responsible members of their communities.

Essential health skills in Standards 2 through 8 provide a framework for instruction by breaking down the steps students need to apply in their daily lives. Intentionally integrating the essential health skill standards such as analyzing influences, accessing reliable information, communicating effectively, making decisions, setting goals, applying healthy practices, and promoting wellbeing equips students with transferable skills that extend far beyond the health classroom. Through this structure, 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, fostering success in career, college, pathways, and active participation in their communities.

Organization of the Standards

Grade or Grade Band

The 2025 Minnesota K–12 Health Academic Standards provide a developmentally appropriate framework to guide effective health education and promote health literacy. The standards emphasize both knowledge and essential health-related skills, with the goal of fostering lifelong health and wellness.

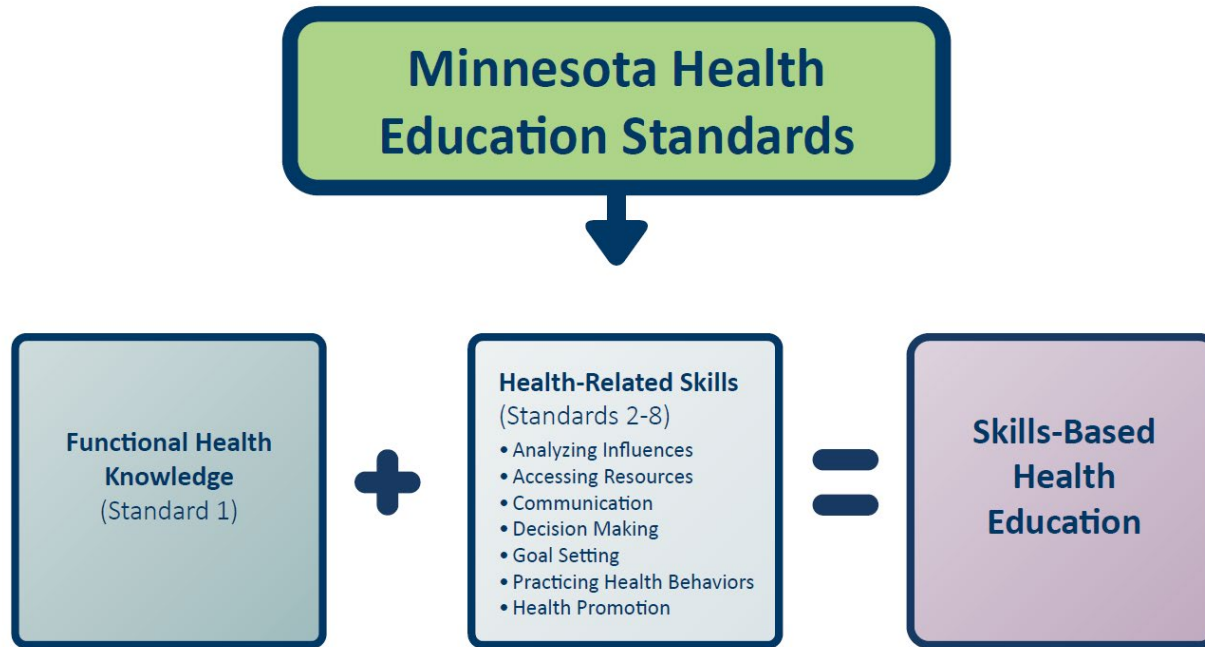
There are **eight standards**, each representing a critical area of competency in health education. These standards serve as the foundation for what students should know and be able to do to achieve health literacy.

- **Standard 1**—Use **functional health knowledge** to enhance health and wellbeing.
- **Standard 2**—**Analyze influences** that affect health and wellbeing.
- **Standard 3**—**Access valid and reliable information**, products, and services to enhance health and wellbeing.
- **Standard 4**—Demonstrate interpersonal **communication skills** to enhance health and wellbeing.
- **Standard 5**—Demonstrate **decision-making** skills to enhance health and wellbeing.
- **Standard 6**—Demonstrate **goal setting** skills to enhance health and wellbeing.
- **Standard 7**—Demonstrate **practices and behaviors** to enhance health and wellbeing.
- **Standard 8**—**Promote** health, safety, and wellbeing of self and others.

To ensure developmental continuity, standards are organized by individual grades K–5 and by grade bands for 6–8 and 9–12. Benchmarks within each grade or grade band specify age-appropriate expectations for knowledge and skills, supporting the systematic development of health competencies across a student’s K–12 experience. The standards are ordered by grade, beginning in kindergarten (represented by zero), followed by middle school (represented by 6), and ending in high school (represented by 9).

A key distinction of these standards is that seven of the eight are designed to build essential health skills rather than content alone. While Standard 1 focuses on functional health knowledge, the remaining standards emphasize essential health skills, analyzing influences, accessing information, communication, decision-making, goal setting, practicing health behaviors, and promoting health. This approach aligns with evidence-based best practices in health education, as recommended by leading national organizations. It emphasizes a skills-based instructional model that engages students in interactive, participatory learning, moving beyond passive, lecture-style lessons, so they can practice, apply, and reflect on essential

health skills. By fostering hands-on experiences and authentic application, this approach ensures students gain the knowledge, abilities, and confidence needed to make informed decisions and sustain healthy behaviors throughout their lives.



Strands

The standards are organized into six strands common across all grade levels (except for Substance Use Awareness and Prevention) and incorporate all **required** and **other** legislation (see Appendix A for a full list of legislative requirements):

1. Food and Nutrition K–12
2. Human Growth and Development K–5, Human Growth and Development and Sexual Health 6–12
3. Mental and Emotional Health K–12
4. Personal Health and Wellness K–12
5. Personal Safety and Violence Prevention K–12
6. Substance Use Awareness and Prevention 6–12
7. **Skill Standards 2–8** * These benchmarks use the number 7 to represent the skill standards and it is locally determined where they are applied within strands 1-6.

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, with a definition and description explaining the context of each standard.

Standard 1—Use functional health knowledge to enhance health and wellbeing.

Definition: Functional health knowledge 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, health concepts are 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 knowledge (standard 1) provides the content, while the skill standards (2 through 8) provide the behaviors and abilities students need. Standard 1 gives context and purpose to the skills, making them meaningful as students apply them to real-life health issues. In other words, students don't just practice skills in isolation, they learn how to apply them in authentic and relevant health situations.

Standard 2—Analyze influences that affect health and wellbeing.

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 many 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.

Definition: This skill involves the ability to locate, evaluate, and use accurate, trustworthy, and appropriate health information, products, and services that enhance their own health and wellbeing, 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 wellbeing of oneself and others.

Standard 4—Demonstrate interpersonal **communication skills** to enhance health and wellbeing.

Definition: The skill of interpersonal communication supports students in expressing their needs, 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 many communication styles and fosters mutual understanding, which is essential for healthy relationships and conflict resolution.

Description: Communication skills are key to building healthy relationships and supporting personal and community wellbeing. Students learn to use a variety of strategies, verbal, nonverbal, written, and digital, that respect different types of relationships and ways of thinking, cultures, languages, and access needs. They practice expressing needs and boundaries, giving and receiving consent, resolving conflicts, and working with others.

Since there are multiple “correct” ways to communicate, students reflect on their own communication styles, recognize and respect others’ differences, and learn how to adapt communication with empathy, clarity, and cultural awareness. This approach builds capacity for connection in both in-person and digital environments and empowers students to engage in communication that feels safe, authentic, and culturally responsive to them and others.

Standard 5—Demonstrate **decision-making** skills to enhance health and wellbeing.

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 own overall wellbeing and the wellbeing of others. By practicing this process, students build self-awareness, take personal responsibility, and develop a deeper sense of curiosity and care. Decision-making is a lifelong skill that prepares students to make informed decisions—essential for success in careers, college, and their communities.

Standard 6—Demonstrate **goal setting** skills to enhance health and wellbeing.

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. Students build awareness through reflection, explore flexible strategies, and adapt their approach. This process strengthens confidence, resilience, and self-determined skills for personal and collective health, while honoring the many ways wellbeing can look and feel.

Standard 7—Demonstrate **practices and behaviors** to enhance health and wellbeing.

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 exploring 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. They are supported in recognizing that what supports health and wellbeing for one person, community, or culture may look different for another. This approach acknowledges 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, safety, 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 community values, while learning how to actively support and contribute to health-promoting practices, policies, and environments. Students learn to collaborate with others, professionals, and community organizations to share accurate information, support others, and take safe, inclusive, and informed actions that demonstrate care, respect, and shared responsibility.

Description: This standard supports students in exploring and promoting health, safety, 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,




opportunity, housing, food access, environmental conditions, and healthcare disparities can impact individual and community health and safety. They reflect on how historical and current systems affect opportunities for wellbeing and consider ways they can contribute to positive change through informed, compassionate, and collaborative efforts that promote equity and inclusion in health, safety, and wellbeing for themselves and others.

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.” [Minnesota Statutes 2025, section 120B.018, subdivision 6](#) 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 for cross-disciplinary embedded health contexts.

Benchmark Contexts:

The cross-disciplinary health contexts focus on learning and applying functional health knowledge and essential skills within three areas: contributions of Minnesota Tribal Nations, Ethnic Studies, and Technology and Information Literacy (*see* Minnesota Statutes 120B.021, subd.4). All students should engage in health learning experiences situated in the local communities, within the broader context of Minnesota, and within national and global levels. The benchmarks marked with the symbols below identify opportunities to integrate these contexts into curriculum and instruction to advance mastery of the benchmarks and standards.

-  **Minnesota Tribal Nations Contexts:** Connect health concepts and practices to place, story, cultural traditions, language, and perspectives relevant to historical and contemporary Dakota and Anishinaabe communities. This includes honoring traditional healing, wellness practices, and the importance of community, reciprocity, and balance. The four directions symbol (✚) represents Minnesota Tribal Nations contributions.
-  **Ethnic Studies Contexts:** Support students in understanding health through cultural perspectives, histories, and lived experiences. This includes recognizing how systems of power, identity, and equity influence health outcomes and empowering students to explore ways to foster individual and community wellbeing. The symbol (✚) represents ethnic studies contexts.
-  **Technology and Information Literacy Contexts:** Technology and media are central to how young people access, share, and understand health information. Integrating health with digital tools and information literacy helps students evaluate sources, navigate online health content, and use technology responsibly to support lifelong health and wellness. The number sign (#) represents technology and information literacy contexts.

How to Read the Standards and Benchmarks

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

Example 1: Benchmark 0.1.1.1

The 0 represents the **grade level Kindergarten**.

The first 1 represents the first **strand**: Food and Nutrition.

The second 1 represents the first **anchor standard**: **Functional Health Knowledge**—Use **functional health knowledge** to enhance health and wellbeing.

The third 1 represents the first **benchmark**: Identify foods for each food group and connect them to personal, community, or cultural traditions. ✂ ✚ #

Grade	Strand	Anchor Standard	Code	Benchmark
K	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	0.1.1.1	Identify foods for each food group and connect them to personal, community, or cultural traditions. ✂ ✚ #

Example 2: Benchmark 9.1.1.5

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

The first 1 represents the first **strand**: Food and Nutrition.

The second 1 represents the first **anchor standard**: **Functional Health Knowledge**—Use **functional health knowledge** to enhance health and wellbeing.

The 5 represents the fifth **benchmark**: Examine how cultural traditions, community initiatives, and food systems contribute to healthy diets and impact the risk of chronic disease. ✂ ✚ #

Grade	Strand	Anchor Standard	Code	Benchmark
9	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.1.1.5	Examine how cultural traditions, community initiatives, and food systems contribute to healthy diets and impact the risk of chronic disease. ✂ + #

Health Standards Grade Level Tables

Kindergarten

Grade	Strand	Anchor Standard	Code	Benchmark
K	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	0.1.1.1	Identify foods for each food group and connect them to personal, community, or cultural traditions. ✂ ✚ #
K	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing.	0.1.1.2	Identify the main food groups.
K	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing.	0.1.1.3	Identify how to keep one’s body hydrated and recognize hunger signals. #
K	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing.	0.1.1.4	Identify when food is no longer safe to eat.
K	Human Growth and Development	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	0.2.1.1	Recognize a variety of family structures. ✚
K	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	0.3.1.1	Recognize and name one’s feelings.
K	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	0.3.1.2	Identify situations that may cause strong or uncomfortable feelings and explain how to ask for help from a trusted adult.
K	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	0.3.1.3	Name and label different emotions. Recognize that sometimes people may feel sad, worried, or upset for a long time.

Grade	Strand	Anchor Standard	Code	Benchmark
K	Mental and Emotional Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	0.3.1.4	Name ways to show kindness and be a good friend. Identify kind and unkind behaviors, including actions that make others feel included or left out.
K	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing.	0.4.1.1	Identify daily personal care (such as handwashing and covering coughs, that help keep germs from spreading) cultural traditions, and community practices that contribute to health and wellbeing. ✚
K	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing.	0.4.1.2	Identify ways to be active every day and recognize that moving your body helps you feel good and stay healthy. #
K	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	0.5.1.1	Identify healthy ways technology can help you learn and play safely. #
K	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	0.5.1.2	Explain how rules and safe behaviors, including those rooted in community and cultural traditions, prevent injuries in the home, school, and community. ✚ #
K	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	0.5.1.3	Identify safe places to go in various emergencies at school. #

Grade	Strand	Anchor Standard	Code	Benchmark
K	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	0.5.1.4	Identify the correct names for all body parts.
K	Skill Standard	Standard 2 — Analyze influences that affect health and wellbeing.	0.7.2.1	Identify positive and negative influences on personal health practices and behaviors.
K	Skill Standard	Standard 3 — Access valid and reliable information, products, and services to enhance health and wellbeing.	0.7.3.1	Identify trusted adults at home, at school, and in the community who you can ask for help when needed to support health and well being
K	Skill Standard	Standard 5 —Demonstrate decision-making skills to enhance health and wellbeing.	0.7.5.1	Identify when a health-related decision is needed.
K	Skill Standard	Standard 7 —Demonstrate practices and behaviors to enhance health and wellbeing.	0.7.7.1	Identify a personal health-related goal and practices/behaviors that support health and wellbeing.
K	Skill Standard	Standard 8 — Promote health, safety, and wellbeing of self and others.	0.7.8.1	Identify personal health needs, wants, and desires to promote health, safety, and wellbeing.

Grade 1 Standards

Grade	Strand	Anchor Standard	Code	Benchmark
1	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	1.1.1.1	Identify and explain why eating a variety of food from all food groups is important. ✂ +
1	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing.	1.1.1.2	Identify different types of drinks and the benefits they can provide. ✂
1	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing.	1.1.1.3	Describe why it’s important to eat breakfast.

Grade	Strand	Anchor Standard	Code	Benchmark
1	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	1.1.1.4	Identify safe practices for storing, preparing, and handling food.
1	Human Growth and Development	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	1.2.1.1	Describe characteristics of healthy peer relationships.
1	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	1.3.1.1	Identify your feelings and explain why talking about feelings is important, while acknowledging cultural practices for support. ✚
1	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	1.3.1.2	Identify common signs that someone may be struggling emotionally.
1	Mental and Emotional Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	1.3.1.3	Describe how valuing both your own uniqueness and the uniqueness of others strengthens positive, caring relationships.
1	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	1.3.1.4	Describe how different situations can affect the way people feel and respond.
1	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	1.3.1.5	Explain how being kind and unkind can affect relationships and belonging. ✚
1	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing.	1.4.1.1	Describe how daily personal care practices, cultural traditions, and community practices contribute to health and wellbeing. ✚ #
1	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing.	1.4.1.2	Identify the benefits of regular physical activity for health, learning, and emotions, and identify enjoyable ways to be active daily.

Grade	Strand	Anchor Standard	Code	Benchmark
1	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing.	1.4.1.3	Identify common ways that germs spread and describe simple actions to prevent illness.
1	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	1.5.1.1	Explain how to use technology safely and respectfully, including asking permission to use devices and share information. #
1	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	1.5.1.2	Identify safe and unsafe behaviors at home, school, and in the community and know when to ask a trusted adult for help. #
1	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	1.5.1.3	Identify different types of school emergencies and explain how safety drills help keep everyone safe. #
1	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	1.5.1.4	Describe ways to keep one’s body safe and explain how to say “no” to unwanted touch. #
1	Skill Standard	Standard 2 — Analyze influences that affect health and wellbeing.	1.7.2.1	Identify the ways various influences affect health practices and behaviors.
1	Skill Standard	Standard 3 — Access valid and reliable information, products, and services to enhance health and wellbeing	1.7.3.1	Identify when and how to seek help from others at home, at school, or in the community.
1	Skill Standard	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing.	1.7.4.1	Recognize and name one’s own feelings and the feelings others may be experiencing and demonstrate how to communicate thoughts feelings, wants, and needs in healthy ways.

Grade	Strand	Anchor Standard	Code	Benchmark
1	Skill Standard	Standard 5 —Demonstrate decision-making skills to enhance health and wellbeing.	1.7.5.1	Recognize when help is needed and who can support a health-related decision.
1	Skill Standard	Standard 7 —Demonstrate practices and behaviors to enhance health and wellbeing.	1.7.7.1	Demonstrate and track practices and behaviors that support health and wellbeing.
1	Skill Standard	Standard 8 — Promote health, safety, and wellbeing of self and others.	1.7.8.1	Identify a variety of ways to ask for help from others in making safe health-promoting choices.

Grade 2 Standards

Grade	Strand	Anchor Standard	Code	Benchmark
2	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	2.1.1.1	Describe what each food group does for your body and explain how trying a variety of foods helps you grow strong and healthy.
2	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing.	2.1.1.2	Compare the sugar and caffeine in various drinks and analyze their impact on health.
2	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing.	2.1.1.3	Explain how food gives you energy and helps your body grow.
2	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	2.1.1.4	Describe why safe practices are important for storing, preparing, and handling food.
2	Human Growth and Development	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	2.2.1.1	Identify different types of peer relationships.
2	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	2.3.1.1	Describe strategies to cope with challenges and support well-being, noting cultural practices such as storytelling and ceremony. ✚ #

Grade	Strand	Anchor Standard	Code	Benchmark
2	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	2.3.1.2	Explain how recognizing your needs help you understand personal space and boundaries. #
2	Mental and Emotional Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	2.3.1.3	Identify and describe healthy ways to handle conflict or to manage and express struggling with emotions or stress and share feelings with trusted adults. ✚
2	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	2.3.1.4	Describe ways to interact with others that are playful and kind and understand how different types of teasing can affect feelings and community. ✚
2	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing.	2.4.1.1	Identify ways to protect the body from environmental health risks such as sun exposure, loud noise, unsafe chemicals, and unsafe water. ✚
2	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing.	2.4.1.2	Describe different types of physical activity, including cultural and traditional games or dances, and explain how they can help you stay healthy. ✚ ✚
2	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing.	2.4.1.3	Describe how germs can spread through air, food, water, and personal contact, and explain ways to prevent illness through personal hygiene, clean environments, and cultural traditions that promote health and wellness. ✚ #
2	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	2.5.1.1	Identify various technology situations that might be unsafe or make you uncomfortable and describe how to get help from a trusted adult. #

Grade	Strand	Anchor Standard	Code	Benchmark
2	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	2.5.1.2	Describe ways to encourage others to make safe choices, drawing on community values, cultural traditions, and examples of caring for one another. + #
2	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	2.5.1.3	Identify and explain strategies for staying safe during drills when away from your classroom or teacher. #
2	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	2.5.1.4	Demonstrate how to say no or exit a situation when someone tries to touch you inappropriately and put you in an unsafe situation. #
2	Skill Standard	Standard 2 — Analyze influences that affect health and wellbeing.	2.7.2.1	Explain how family, school, and media/technology influence health practices and behaviors.
2	Skill Standard	Standard 3 — Access valid and reliable information, products, and services to enhance health and wellbeing.	2.7.3.1	Explain how to locate and use school and community health helpers.
2	Skill Standard	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing.	2.7.4.1	Use simple I-statements to share feelings with others.
2	Skill Standard	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing.	2.7.4.2	Demonstrate active listening skills in a variety of situations.
2	Skill Standard	Standard 5 —Demonstrate decision-making skills to enhance health and wellbeing.	2.7.5.1	Describe options and potential outcomes for a health-related decision.
2	Skill Standard	Standard 6 —Demonstrate goal setting skills to enhance health and wellbeing.	2.7.6.1	Determine actions that support achieving a personal health-related goal and reflect on the results of goal setting.

Grade	Strand	Anchor Standard	Code	Benchmark
2	Skill Standard	Standard 7 —Demonstrate practices and behaviors to enhance health and wellbeing.	2.7.7.1	Recognize how your current practices and behaviors make you feel.
2	Skill Standard	Standard 8 — Promote health, safety, and wellbeing of self and others.	2.7.8.1	Model positive health choices to encourage health, safety, and wellbeing of others.

Grade 3 Standards

Grade	Strand	Anchor Standard	Code	Benchmark
3	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	3.1.1.1	Identify body signals for hunger and fullness. ✖ +
3	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing.	3.1.1.2	Identify carbohydrates, protein, and fats on nutrition labels and explain how they help the body grow.
3	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing.	3.1.1.3	Describe why it’s important to limit caffeinated and sugary drinks and identify beverages that support energy, strength, and recovery for physical activity.
3	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	3.1.1.4	Describe food safety practices and identify preparation methods that promote healthy eating.
3	Human Growth and Development	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	3.2.1.1	Describe the roles of family members and peers and how they contribute to healthy relationships.
3	Human Growth and Development	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	3.2.1.2	Recognize the stages of puberty and demonstrate how to ask for help to manage with physical and emotional changes.

Grade	Strand	Anchor Standard	Code	Benchmark
3	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	3.3.1.1	Describe resilience and how personal choices impact mental and emotional wellbeing.
3	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	3.3.1.2	Identify ways to cope with challenging situations and who you can talk with if you or a friend are struggling with emotions or stress.
3	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	3.3.1.3	Describe mental health challenges and their effects.
3	Mental and Emotional Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	3.3.1.4	Describe empathy and how it supports friendships and care for others.
3	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	3.3.1.5	Describe how emotions influence behavior, and how the expression of emotions can impact oneself and others.
3	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	3.3.1.6	Explain how teasing, exclusion, or bullying can impact the feelings and wellbeing of individuals and community and why it is important to treat all people of all abilities with kindness and respect. ✚
3	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing.	3.4.1.1	Describe how different cultures and communities use traditional knowledge and practices to protect the body from the environment. ✚ ✘
3	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing.	3.4.1.2	Explain the benefits of regular physical activity, including improvements to health, mood, and learning, and identify safe and enjoyable ways to stay active including dressing appropriately for temperature and weather conditions. #

Grade	Strand	Anchor Standard	Code	Benchmark
3	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing.	3.4.1.3	Explain how cultural traditions and community practices prevent the spread of germs and explain why these practices are effective. ✚
3	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	3.5.1.1	Describe how messages, images, or videos shared through technology can affect yourself and others and the risks of sharing personal information. #
3	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	3.5.1.2	Evaluate personal behaviors to prevent injuries and promote safety across multiple environments. #
3	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	3.5.1.3	Explain how practicing safety procedures and strategies prepares students and staff to respond in real emergency situations and identify trusted adults who can provide help. #
3	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	3.5.1.4	Describe the right to personal boundaries. #
3	Skill Standard	Standard 2 — Analyze influences that affect health and wellbeing.	3.7.2.1	Identify who can influence health practices and behaviors.
3	Skill Standard	Standard 3 — Access valid and reliable information, products, and services to enhance health and wellbeing.	3.7.3.1	Determine the validity and reliability of health information, products, services, and other resources.
3	Skill Standard	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing.	3.7.4.1	Demonstrate verbal and nonverbal communication skills to express thoughts, feelings, wants, and needs in a variety of situations

Grade	Strand	Anchor Standard	Code	Benchmark
				including those that require thoughtful decision making.
3	Skill Standard	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing.	3.7.4.2	Express thoughts, feelings, wants, and needs using I-statements in a variety of situations with support.
3	Skill Standard	Standard 6 —Demonstrate goal setting skills to enhance health and wellbeing.	3.7.6.1	Identify a personal health-related behavior to set a goal that supports health and wellbeing and determine whether assistance or collaboration is needed to implement a health-related goal.
3	Skill Standard	Standard 7 —Demonstrate practices and behaviors to enhance health and wellbeing.	3.7.7.1	Examine practices and behaviors that support health and wellbeing.
3	Skill Standard	Standard 8 — Promote health, safety, and wellbeing of self and others.	3.7.8.1	Identify health topics that are relevant and meaningful to promote health, safety, and wellbeing of self and others.

Grade 4 Standards

Grade	Strand	Anchor Standard	Code	Benchmark
4	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	4.1.1.1	Plan a balanced meal using foods from different food groups and explain how carbohydrates, protein, fats, vitamins, minerals, and water support the body and locate them on food labels. #
4	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing.	4.1.1.2	Summarize the benefits of drinking enough water and limiting caffeinated and sugary drinks.
4	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing.	4.1.1.3	Describe the effects of sugary and salty foods on health.

Grade	Strand	Anchor Standard	Code	Benchmark
4	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	4.1.1.4	Explain safety practices for keeping food at safe temperatures.
4	Human Growth and Development	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	4.2.1.1	Explain how to manage conflicts respectfully across individuals and cultures. ✖️ #
4	Human Growth and Development	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	4.2.1.2	Describe the changes that occur during puberty, recognizing it as a life stage that is observed in some cultures, including Indigenous communities. 🏳️
4	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	4.3.1.1	Describe and evaluate how cultural practices and self-regulation benefit mental health. 🏳️ #
4	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	4.3.1.2	Identify cultural practices and various methods for self-regulation. 🏳️ #
4	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	4.3.1.3	Explain how emotions affect behavior and identify strategies to manage them in healthy ways.
4	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	4.3.1.4	Describe and demonstrate healthy and safe ways to respond when experiencing or witnessing teasing, exclusion, disagreements, bullying, unfair treatment, bias, and prejudice.
4	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	4.3.1.5	Describe that mental health, like physical health, can change over time, and sometimes people may need help through culturally appropriate practices and professional resources. 🏳️

Grade	Strand	Anchor Standard	Code	Benchmark
4	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing.	4.4.1.1	Identify common causes of allergic reactions and describe strategies to prevent or manage them.
4	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing.	4.4.1.2	Explain how engaging in cultural traditions such as dance and community sports is a form of physical activity and provides improvements to health, mood, and learning. ✂ ✚ #
4	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing.	4.4.1.3	Explain the difference between infectious and non-infectious diseases, how germs spread, and how prevention strategies reduce illness, with attention to cultural perspectives on wellness, caregiving, and prevention. ✂ ✚
4	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	4.5.1.1	Analyze examples of harmful behavior when utilizing technology and explain the impact on people’s safety and mental health. #
4	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	4.5.1.2	Analyze strategies for developing situational awareness, recognizing harmful situations and safely exiting them, and setting boundaries, while considering cultural values, community teachings, and traditional ways of maintaining safety and respect. ✚ #
4	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	4.5.1.3	Identify behaviors and warning signs that could indicate someone is unsafe or that a situation could become dangerous. #

Grade	Strand	Anchor Standard	Code	Benchmark
4	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	4.5.1.4	Identify and understand ways others may try to pressure you, and practice strategies to assert your own choices safely. #
4	Skill Standard	Standard 2 — Analyze influences that affect health and wellbeing.	4.7.2.1	Explain how family, peers, groups, culture, and media/technology influence practices and behaviors.
4	Skill Standard	Standard 3 — Access valid and reliable information, products, and services to enhance health and wellbeing.	4.7.3.1	Describe characteristics of valid and reliable health information, products, and services.
4	Skill Standard	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing.	4.7.4.1	Demonstrate refusal skills to use in a variety of situations and when help is needed and who can support a health-related decision.
4	Skill Standard	Standard 6 —Demonstrate goal setting skills to enhance health and wellbeing.	4.7.6.1	Develop a plan that includes actions, resources, and progress-tracking toward achieving a health-related goal and identify supports and barriers that affect progress toward achieving a health-related goal.
4	Skill Standard	Standard 7 —Demonstrate practices and behaviors to enhance health and wellbeing.	4.7.7.1	Demonstrate and track practices and behaviors that support health and wellbeing.
4	Skill Standard	Standard 8 — Promote health, safety, and wellbeing of self and others.	4.7.8.1	Use research to construct a position about relevant and meaningful health topics to promote the health, safety, and wellbeing of self and others.

Grade 5 Standards

Grade	Strand	Anchor Standard	Code	Benchmark
5	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	5.1.1.1	Compare and understand cultural approaches to meet daily nutrient and energy needs. ✂
5	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing.	5.1.1.2	Use nutrition labels to compare two similar foods and determine which is the healthier choice.
5	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing.	5.1.1.3	Compare water and other drinks and explain how choosing water supports overall health.
5	Food and Nutrition	Standard 1 —Use functional health information to enhance health and wellbeing.	5.1.1.4	Apply nutritious eating strategies to plan and choose meals and snacks.
5	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	5.1.1.5	Explain how unsafe food practices can cause foodborne illness.
5	Human Growth and Development	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	5.2.1.1	Explain how family and peer relationships can influence feelings, behavior, and decision-making.
5	Human Growth and Development	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	5.2.1.2	Demonstrate how to effectively tell a trusted adult when you or someone you know has a health concern or question.
5	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	5.3.1.1	Describe healthy strategies and restorative approaches for managing intrapersonal growth and support positive growth in various relationships. ✚ #
5	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	5.3.1.2	Demonstrate how to support a peer in a difficult situation while respecting boundaries and guiding them to seek help.

Grade	Strand	Anchor Standard	Code	Benchmark
5	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	5.3.1.3	Demonstrate ways to include and support others to promote equity and belonging. #
5	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	5.3.1.4	Identify situations, people, and experiences that influence emotions, and explain how emotions can influence behavior. ✚
5	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	5.3.1.5	Analyze how individual actions and bystander behaviors can prevent or reduce bullying, fighting, and violence. #
5	Mental and Emotional Health	Standard 1 —Use functional health information to enhance health and wellbeing.	5.3.1.6	Explain how treating people of all abilities with kindness and understanding supports an inclusive and welcoming environment. ✚ #
5	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing.	5.4.1.1	Explain why getting adequate sleep and rest is important for healthy growth, learning, and overall wellbeing.
5	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing.	5.4.1.2	Describe how different types of physical activity support different components of health-related fitness and identify at least one activity for each component.
5	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing.	5.4.1.3	Recognize signs of allergic reactions and know how to respond.
5	Personal Health and Wellness	Standard 1 —Use functional health information to enhance health and wellbeing.	5.4.1.4	Identify and describe symptoms of common illnesses and chronic conditions, explain when to seek help, and explain how personal behaviors affect long-term health. #

Grade	Strand	Anchor Standard	Code	Benchmark
5	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	5.5.1.1	Evaluate ways technology and social media can cause harm and identify strategies for prevention and reporting. #
5	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	5.5.1.2	Evaluate strategies for recognizing unhealthy or harmful relationships, setting personal boundaries, seeking support, and safely exiting when needed. #
5	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	5.5.1.3	Explain individual, peer, and school staff actions that reduce risks during an emergency. #
5	Personal Safety and Violence Prevention	Standard 1 —Use functional health information to enhance health and wellbeing.	5.5.1.4	Explain the difference between consent and coercion and situations that make you feel unsafe and how to report to a trusted adult. #
5	Skill Standard	Standard 2 — Analyze influences that affect health and wellbeing.	5.7.2.1	Identify strategies and resources to manage influences that impact health practices and behaviors.
5	Skill Standard	Standard 3 — Access valid and reliable information, products, and services to enhance health and wellbeing.	5.7.3.1	Determine which trusted adults, other individuals, and other health resources are needed for various situations.
5	Skill Standard	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing.	5.7.4.1	Demonstrate conflict resolution skills to prevent, manage, or resolve conflict.
5	Skill Standard	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing.	5.7.4.2	Demonstrate boundary-setting skills to communicate and respect the boundaries of self and others.

Grade	Strand	Anchor Standard	Code	Benchmark
5	Skill Standard	Standard 5 —Demonstrate decision-making skills to enhance health and wellbeing.	5.7.5.1	Examine options and consider consequences that may affect health-related outcomes.
5	Skill Standard	Standard 5 —Demonstrate decision-making skills to enhance health and wellbeing.	5.7.5.2	Reflect on the results of a health-related decision and its impact.
5	Skill Standard	Standard 6 —Demonstrate goal setting skills to enhance health and wellbeing.	5.7.6.1	Track progress and reflect on achieving a personal health goal.
5	Skill Standard	Standard 7 —Demonstrate practices and behaviors to enhance health and wellbeing.	5.7.7.1	Analyze the impact of health practices and behaviors and explain the importance of taking ownership of personal health.
5	Skill Standard	Standard 8 — Promote health, safety, and wellbeing of self and others.	5.7.8.1	Demonstrate how to deliver messages to various audiences and examine the outcomes.

Health Standards Grade Band Tables

Grade Band 6–8 Standards

Grade	Strand	Anchor Standard	Code	Benchmark
6-8	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.1.1.1	Analyze various dietary guidelines that meet the needs of various cultures and communities. ✂ #
6-8	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.1.1.2	Analyze food labels and marketing claims to make informed personal dietary decisions. #

Grade	Strand	Anchor Standard	Code	Benchmark
6-8	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.1.1.3	Analyze how water, sugary drinks, and caffeinated or energy drinks affect the body to make informed choices for hydration and overall health.
6-8	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.1.1.4	Plan and design meals and snacks using nutrition facts to identify foods that fuel physical activity and explain how sugary or salty foods affect energy and health.
6-8	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.1.1.5	Describe how cultural traditions, community efforts, and food sovereignty initiatives increase access to healthy foods and support wellbeing. ✂ ✚
6-8	Human Growth and Development and Sexual Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.2.1.1	Describe a variety of relationship structures and how they can vary across individuals and cultures. ✂ ✚
6-8	Human Growth and Development and Sexual Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.2.1.2	Describe characteristics of healthy and unhealthy relationships across family, peer, and romantic relationships.
6-8	Human Growth and Development and Sexual Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.2.1.3	Analyze when and how to seek help from family, knowledge keepers, or healthcare providers about relationships, development, or personal health. ✚ #

Grade	Strand	Anchor Standard	Code	Benchmark
6-8	Human Growth and Development and Sexual Health	Standard 1—Use functional health knowledge to enhance health and wellbeing.	6.2.1.4	Describe how adolescents can access comprehensive health care.
6-8	Human Growth and Development and Sexual Health	Standard 1—Use functional health knowledge to enhance health and wellbeing.	6.2.1.5	Identify how STIs, including HIV, are transmitted, common signs and symptoms, and which can be treated or cured. Explain ways to help protect against STIs and unintended pregnancy.
6-8	Human Growth and Development and Sexual Health	Standard 1—Use functional health knowledge to enhance health and wellbeing.	6.2.1.6	Explain how access to healthcare information and services can vary across communities and cultures and can affect whether people seek services. Identify strategies to reduce barriers✚ #
6-8	Human Growth and Development and Sexual Health	Standard 1—Use functional health knowledge to enhance health and wellbeing.	6.2.1.7	Explain the importance of setting personal boundaries to support healthy relationships and decision-making, drawing on cultural values of respect, responsibility, and balance.
6-8	Mental and Emotional Health	Standard 1—Use functional health knowledge to enhance health and wellbeing.	6.3.1.1	Identify warning signs when a person may be at risk for suicide, self-harm, or harming others and when to seek help. ✚ #
6-8	Mental and Emotional Health	Standard 1—Use functional health knowledge to enhance health and wellbeing.	6.3.1.2	Identify personal stressors at home, in school, and with friends, and examine strategies and restorative practices to balance them. ✚ #

Grade	Strand	Anchor Standard	Code	Benchmark
6-8	Mental and Emotional Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.3.1.3	Analyze warning signs of emotional distress or mental health challenges in yourself or others, and identify strategies and supports, including cultural practices and trusted adults, to respond safely and respectfully. ✚ #
6-8	Mental and Emotional Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.3.1.4	Analyze how empathy and communication support healthy relationships and nonviolent conflict resolution. ✚ #
6-8	Mental and Emotional Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.3.1.5	Examine ways to manage emotions and identify which strategies are most effective in different situations, including approaches from Indigenous or traditional healing that emphasize balance of emotional, spiritual, physical, and mental health. ✚ #
6-8	Mental and Emotional Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.3.1.6	Describe examples of unfair treatment and learn how exclusion, bullying, and bias can affect people’s mental health. ✚ #
6-8	Mental and Emotional Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.3.1.7	Analyze how positive media representations of mental health support understanding, reduce stigma, and encourage care and connection in the community. ✚ #

Grade	Strand	Anchor Standard	Code	Benchmark
6-8	Mental and Emotional Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.3.1.8	Describe ways to keep the brain healthy and explain what Alzheimer’s disease and other forms of dementia are.
6-8	Personal Health and Wellness	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.4.1.1	Analyze how cultural traditions, community practices, and social conditions influence sleep patterns and arrangements. ✖ + #
6-8	Personal Health and Wellness	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.4.1.2	Design a workout plan that includes moderate, vigorous, muscle-strengthening, and bone-strengthening activities, and explain the purpose of each activity. #
6-8	Personal Health and Wellness	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.4.1.3	Understand how to use emergency medications and demonstrate the Heimlich maneuver on various ages in various scenarios.
6-8	Personal Health and Wellness	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.4.1.4	Recognize emergencies and be able to accurately assess scene safety and priority response needs.
6-8	Personal Health and Wellness	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.4.1.5	Explain how infectious diseases spread through air, food, water, and personal contact, and describe strategies to prevent illness, including hygiene, food and water safety, and personal protective equipment.

Grade	Strand	Anchor Standard	Code	Benchmark
6-8	Personal Safety and Violence Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.5.1.1	Explain how sending, sharing, or viewing harmful, explicit, or inappropriate content can affect behaviors, relationships, and personal values, and describe potential legal, community, or social consequences. ✚ #
6-8	Personal Safety and Violence Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.5.1.2	Analyze how power dynamics, peer pressure, and digital communication can affect relationships, and apply strategies for setting boundaries, seeking support, and addressing harmful behaviors. #
6-8	Personal Safety and Violence Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.5.1.3	Analyze how individual and collective actions contribute to school safety, including recognizing threats, reporting concerns, and practicing effective emergency responses. #
6-8	Personal Safety and Violence Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.5.1.4	Analyze the role of consent, communication, and cultural practices within healthy relationships and develop strategies to respond to coercion, support others, and promote safe, equitable interactions. ✚ #
6-8	Substance Use Awareness and Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.6.1.1	Explain the potential consequences of misusing over-the-counter medications, prescription medications, alcohol, and illegal substances. ✚ #

Grade	Strand	Anchor Standard	Code	Benchmark
6-8	Substance Use Awareness and Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.6.1.2	Describe how substances such as alcohol, commercial tobacco, nicotine, cannabis, and illegal drugs can impact the developing body and brain and highlight cultural teachings and practices that support healthy development and protect youth. ✚ #
6-8	Substance Use Awareness and Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.6.1.3	Explain how commercial tobacco addiction is different from the traditional use of tobacco and other plant medicines and recognize various cultures including Indigenous people. ✚ #
6-8	Substance Use Awareness and Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.6.1.4	Describe how to read, interpret, store, and dispose of prescription and over-the-counter medications safely, while recognizing that cultures, including Indigenous communities, have traditional ways of using plant medicines responsibly. ✚
6-8	Substance Use Awareness and Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.6.1.5	Explain why using substances is unhealthy, summarize the benefits of being substance-free, and explain healthy ways to manage stress, including approaches like connecting with cultural practices, community, and nature. ✚ #
6-8	Substance Use Awareness and Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	6.6.1.6	Explain how substance use can increase health and safety risks, including injuries, violence, self-harm, and behaviors that may harm sexual health.

Grade	Strand	Anchor Standard	Code	Benchmark
6-8	Substance Use Awareness and Prevention	Standard 1—Use functional health knowledge to enhance health and wellbeing.	6.6.1.7	Identify common signs of a substance use disorder and relapse, describing situations that call for appropriate treatment, acknowledging that community and cultural supports can also play a role in healing and recovery. ✚ #
6-8	Substance Use Awareness and Prevention	Standard 1—Use functional health knowledge to enhance health and wellbeing.	6.6.1.8	Explain the risks associated with alcohol or other drugs when driving or riding with an impaired driver and recognize community laws that promote safety. ✚ #
6-8	Substance Use Awareness and Prevention	Standard 1—Use functional health knowledge to enhance health and wellbeing.	6.6.1.9	Explain how the alcohol, tobacco, and other substance industries use advertising and marketing to influence individual and community choices and summarize how these practices contribute to health disparities. ✘
6-8	Skill Standard	Standard 2—Analyze influences that affect health and wellbeing.	6.7.2.1	Apply skill cues to analyze and explain how health practices and behaviors are influenced by social norms, school and community expectations, personal values and beliefs, and public health policies or laws.
6-8	Skill Standard	Standard 2—Analyze influences that affect health and wellbeing.	6.7.2.2	Apply skill cues to analyze how health practices and behaviors are influenced by family, culture, school and community settings, peers, media, television, video games, advertisements, and social media.

Grade	Strand	Anchor Standard	Code	Benchmark
6-8	Skill Standard	Standard 2—Analyze influences that affect health and wellbeing.	6.7.2.3	Apply skill cues to apply strategies and use resources to identify influences that impact health practices and behaviors.
6-8	Skill Standard	Standard 3—Access valid and reliable information, products, and services to enhance health and wellbeing.	6.7.3.1	Apply skill cues to access valid and reliable sources of health information, products, services, and other resources.
6-8	Skill Standard	Standard 3—Access valid and reliable information, products, and services to enhance health and wellbeing.	6.7.3.2	Apply skill cues to describe situations that may require support from trusted adults, other individuals, and health professionals.
6-8	Skill Standard	Standard 3—Access valid and reliable information, products, and services to enhance health and wellbeing.	6.7.3.3	Apply skill cues to locate and analyze the validity of health information, products, and services.
6-8	Skill Standard	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing.	6.7.4.1	Apply skill cues to demonstrate verbal and nonverbal communication skills across various types of communication.
6-8	Skill Standard	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing.	6.7.4.2	Apply skill cues to demonstrate conflict resolution skills to prevent, manage, or resolve conflict.
6-8	Skill Standard	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing.	6.7.4.3	Apply skill cues to demonstrate self-advocacy skills and strategies in a variety of health-related situations.

Grade	Strand	Anchor Standard	Code	Benchmark
6-8	Skill Standard	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing.	6.7.4.4	Apply skill cues to demonstrate refusal skills and ways to communicate boundaries and consent for a variety of health-related situations.
6-8	Skill Standard	Standard 5 —Demonstrate decision-making skills to enhance health and wellbeing.	6.7.5.1	Apply skill cues to analyze and evaluate when and how to use a thoughtful decision-making process for health-related situations as well as consider consequences that may affect health related decisions.
6-8	Skill Standard	Standard 5 —Demonstrate decision-making skills to enhance health and wellbeing.	6.7.5.2	Apply skill cues to identify supports and barriers on how family, culture, technology, media, peers, and personal beliefs impact health-related decisions.
6-8	Skill Standard	Standard 6 —Demonstrate goal setting skills to enhance health and wellbeing.	6.7.6.1	Apply skill cues to assess personal health behaviors to identify focus areas for setting health goals and explain how it supports health and wellbeing.
6-8	Skill Standard	Standard 6 —Demonstrate goal setting skills to enhance health and wellbeing.	6.7.6.2	Apply skill cues to analyze when individual, supported, or collaborative goal setting is appropriate.
6-8	Skill Standard	Standard 6 —Demonstrate goal setting skills to enhance health and wellbeing.	6.7.6.3	Apply skill cues to construct a plan that addresses supports and barriers to achieving a health-related goal and how to evaluate the goal-setting process and the outcomes of achieving a health-related goal.

Grade	Strand	Anchor Standard	Code	Benchmark
6-8	Skill Standard	Standard 7 —Demonstrate practices and behaviors to enhance health and wellbeing.	6.7.7.1	Apply skill cues to analyze supports, practices and barriers to support health and wellbeing.
6-8	Skill Standard	Standard 7 —Demonstrate practices and behaviors to enhance health and wellbeing.	6.7.7.2	Apply skills cues to analyze the importance of taking ownership of health behaviors.
6-8	Skill Standard	Standard 8 — Promote health, safety, and wellbeing of self and others.	6.7.8.1	Apply skill cues to identify and research relevant health topics to promote the health, safety, and wellbeing of self and others.
6-8	Skill Standard	Standard 8 — Promote health, safety, and wellbeing of self and others.	6.7.8.2	Apply skill cues to design and deliver a health-enhancing position or message about an issue that is supported by facts and is for a variety of audiences and contexts.
6-8	Skill Standard	Standard 8 — Promote health, safety, and wellbeing of self and others.	6.7.8.3	Apply skill cues to reflect on the effectiveness of efforts to promote health, safety, and wellbeing.

Grade Band 9–12 Standards

Grade	Strand	Anchor Standard	Code	Grades 9-12
9-12	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.1.1.1	Design a nutrition plan that meets personal needs and preferences. #

Grade	Strand	Anchor Standard	Code	Grades 9-12
9-12	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.1.1.2	Use food labels to analyze nutrient values and explain the potential impact on health and wellbeing.
9-12	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.1.1.3	Evaluate personal beverage choices using evidence about hydration, sugar, and caffeine content to maintain overall wellness.
9-12	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.1.1.4	Evaluate meals and snacks for daily life and physical activity using nutrition strategies to make informed food choices in various settings. #
9-12	Food and Nutrition	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.1.1.5	Examine how cultural traditions, community initiatives, and food systems contribute to healthy diets and impact the risk of chronic disease. ✖ + #
9-12	Human Growth and Development and Sexual Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.2.1.1	Explain the characteristics of healthy relationships and how to handle challenges, including conflict or pressure. + #
9-12	Human Growth and Development and Sexual Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.2.1.2	Analyze how cultural, social, historical, and personal factors shape relationship structures.
9-12	Human Growth and Development and Sexual Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.2.1.3	Describe how to show dignity and compassion for all people in a range of situations and relationships.

Grade	Strand	Anchor Standard	Code	Grades 9-12
9-12	Human Growth and Development and Sexual Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.2.1.4	Evaluate how guidance from family members, trusted adults, and culturally safe healthcare providers can influence decisions about a health and relationships. ✚
9-12	Human Growth and Development and Sexual Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.2.1.5	Examine adolescents’ rights to access a range of healthcare services and identify what to expect from youth-friendly providers.
9-12	Human Growth and Development and Sexual Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.2.1.6	Analyze how stereotypes, bias, myths, stigma, and prejudice can affect relationships, behaviors, and health, including and access to prevention and cultural safety within healthcare.
9-12	Human Growth and Development and Sexual Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.2.1.7	Summarize STI prevention, treatment, and health outcomes, while using culturally safe and respectful approaches in a variety of relationship types. ✚ #
9-12	Human Growth and Development and Sexual Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.2.1.8	Evaluate the role of healthcare services and community-based programs in supporting healthy relationships and sexual health, including how culturally responsive services can reduce barriers and improve health outcomes. ✚ #

Grade	Strand	Anchor Standard	Code	Grades 9-12
9-12	Human Growth and Development and Sexual Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.2.1.9	Analyze how setting and communicating personal boundaries support healthy decision-making to prevent pregnancy and STIs, reflecting values of relational accountability and mutual respect. #
9-12	Mental and Emotional Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.3.1.1	Evaluate situations to decide when and how to seek help for mental and emotional health concerns, including thoughts of suicide or self-harm. ✚ #
9-12	Mental and Emotional Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.3.1.2	Analyze the causes, symptoms, and effects of depression and anxiety, and evaluate strategies and treatment options for managing mental and emotional health. ✚ #
9-12	Mental and Emotional Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.3.1.3	Evaluate mental health challenges and peer crises and demonstrate how to support others effectively while maintaining boundaries, utilizing culturally appropriate practices and professional resources. ✚ #
9-12	Mental and Emotional Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.3.1.4	Analyze how empathy and communication foster healthy relationships and support nonviolent conflict resolution, drawing on a range of cultural practices, including Indigenous approaches such as restorative justice, consensus-building, and community-led healing. ✚ ✚ #

Grade	Strand	Anchor Standard	Code	Grades 9-12
9-12	Mental and Emotional Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.3.1.5	Evaluate strategies for managing emotions and explain how they support intrapersonal and interpersonal wellbeing, drawing on a variety of cultural teachings and practices, including Indigenous approaches that guide balance, healthy relationships, and lifeways. ✚ #
9-12	Mental and Emotional Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.3.1.6	Design and evaluate strategies to foster a supportive and inclusive environment that addresses the harm caused by exclusion, bullying, stereotyping, prejudice, discrimination, entitlement, and intolerance. ✚ #
9-12	Mental and Emotional Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.3.1.7	Evaluate and develop strategies that reduce stigma and increase awareness of mental health in schools and communities. ✚ #
9-12	Mental and Emotional Health	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.3.1.8	Explain strategies to maintain brain health, describe Alzheimer’s disease and other dementias, and identify ways to support and care for an elder with cognitive impairment.
9-12	Personal Health and Wellness	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.4.1.1	Evaluate how personal care practices, including sleep and rest, influence lifelong health, and assess how cultural traditions, community practices, social conditions, and access to resources shape these practices and create health disparities. ✚ ✚

Grade	Strand	Anchor Standard	Code	Grades 9-12
9-12	Personal Health and Wellness	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.4.1.2	Analyze how access to physical activity differs across communities and demonstrate safe participation, including proper use of equipment, warm-up/cool-down routines, hydration, and climate adaptations, and understand the roles of cultural traditions, agency, and systemic inequities in shaping opportunities for health and wellness. ✂ ✚ #
9-12	Personal Health and Wellness	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.4.1.3	Demonstrate CPR techniques and know when and how to use an AED.
9-12	Personal Health and Wellness	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.4.1.4	Evaluate how behavioral, environmental, and lifestyle factors influence infectious and chronic diseases, and assess strategies to prevent them. ✂ ✚ #
9-12	Personal Safety and Violence Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.5.1.1	Evaluate how digital content, social media, and online communication affect expectations, behaviors, and boundaries in a variety of relationships and situations. #
9-12	Personal Safety and Violence Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.5.1.2	Identify safe and appropriate actions to take in response to threats, harmful content, or emergencies online.

Grade	Strand	Anchor Standard	Code	Grades 9-12
9-12	Personal Safety and Violence Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.5.1.3	Evaluate school safety practices and policies related to emergencies, including school shootings. #
9-12	Personal Safety and Violence Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.5.1.4	Evaluate how to communicate, interpret, and withdraw consent in various situations, explain how power dynamics and context affect consent, and evaluate how mutual consent contributes to healthy and equitable relationships. This includes evaluating federal, state, local, and tribal laws. ✚ #
9-12	Substance Use Awareness and Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.6.1.1	Evaluate how substance use affects mental health, brain function, and overall physiological health, and explain how these impacts can disrupt relationships, school, and work, as well as increase disease and death, while considering holistic Indigenous views of health. ✚ #
9-12	Substance Use Awareness and Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.6.1.2	Analyze how substance use can affect decision-making and develop coping strategies or identify healthy alternatives that draw on culturally grounded practices, including Indigenous teachings on ceremony, community connection, and resilience. ✚ #

Grade	Strand	Anchor Standard	Code	Grades 9-12
9-12	Substance Use Awareness and Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.6.1.3	Evaluate the differences between commercial tobacco addiction and the traditional use of tobacco and other plant medicines, and analyze cultural practices, including those of Indigenous peoples. ✚ #
9-12	Substance Use Awareness and Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.6.1.4	Explain the risks of mixing medications and other substances, evaluate strategies to prevent harmful interactions, and describe safe actions—while comparing these with the respectful use of traditional medicines within Indigenous and other cultural contexts. ✚
9-12	Substance Use Awareness and Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.6.1.5	Analyze ways to support yourself and others in preventing or reducing substance use, highlighting resilience strategies from a variety of cultural traditions, including Indigenous practices such as storytelling, ceremony, and community healing. ✚ #
9-12	Substance Use Awareness and Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.6.1.6	Summarize the short- and long-term physical, mental, and relational effects of alcohol, commercial tobacco, nicotine, cannabis, and other substances.

Grade	Strand	Anchor Standard	Code	Grades 9-12
9-12	Substance Use Awareness and Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.6.1.7	Recognize the signs of an overdose from medications or substances and explain appropriate responses, including contacting emergency services. ✚
9-12	Substance Use Awareness and Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.6.1.8	Evaluate how various communities integrate cultural practices with prevention and treatment approaches that contribute to resilience, recovery, and overall wellness. ✚
9-12	Substance Use Awareness and Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.6.1.9	Evaluate community laws, policies, and the financial and social costs related to substance use, including how sovereign tribal nations enact laws that affect community health. ✚ #
9-12	Substance Use Awareness and Prevention	Standard 1 —Use functional health knowledge to enhance health and wellbeing.	9.6.1.10	Analyze how policies and regulations shape the marketing and availability of alcohol, tobacco, and other substances, and evaluate how these policies influence individual choices, community health, and health disparities. ✚ #
9-12	Skill Standard	Standard 2 — Analyze influences that affect health and wellbeing.	9.7.2.1	Apply skill cues to analyze how public health policies, laws, and community and school environments influence health practices and behaviors.

Grade	Strand	Anchor Standard	Code	Grades 9-12
9-12	Skill Standard	Standard 2—Analyze influences that affect health and wellbeing.	9.7.2.2	Apply skill cues to analyze how culture, peers, perceived norms, personal attitudes, values, and beliefs influence health practices and behaviors.
9-12	Skill Standard	Standard 2—Analyze influences that affect health and wellbeing.	9.7.2.3	Apply skill cues to evaluate how individual, interpersonal, community, societal, and environmental factors influence health practices and behaviors.
9-12	Skill Standard	Standard 3—Access valid and reliable information, products, and services to enhance health and wellbeing.	9.7.3.1	Apply skill cues to analyze the accessibility and validity of trusted adults, health professionals, and other resources, including health information, products, and services, to promote health and wellbeing.
9-12	Skill Standard	Standard 3—Access valid and reliable information, products, and services to enhance health and wellbeing.	9.7.3.2	Apply skill cues to use and evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.
9-12	Skill Standard	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing.	9.7.4.1	Apply skill cues to analyze verbal and nonverbal communication skills across various types of communication.
9-12	Skill Standard	Standard 4—Demonstrate interpersonal communication skills to enhance health and wellbeing.	9.7.4.2	Apply skill cues to analyze conflict resolution and negotiation skills to prevent, manage, or resolve conflict in a variety of health-related situations.

Grade	Strand	Anchor Standard	Code	Grades 9-12
9-12	Skill Standard	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing.	9.7.4.3	Apply skill cues to evaluate communication skills related to boundaries and expressing or withdrawing consent in a variety of health-related situations.
9-12	Skill Standard	Standard 4 —Demonstrate interpersonal communication skills to enhance health and wellbeing.	9.7.4.4	Apply skill cues to evaluate refusal skills and strategies in a variety of health-related situations.
9-12	Skill Standard	Standard 5 —Demonstrate decision-making skills to enhance health and wellbeing.	9.7.5.1	Apply skill cues to analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives.
9-12	Skill Standard	Standard 5 —Demonstrate decision-making skills to enhance health and wellbeing.	9.7.5.2	Apply skill cues to analyze a variety of options and potential consequences when making health-related decisions.
9-12	Skill Standard	Standard 5 —Demonstrate decision-making skills to enhance health and wellbeing.	9.7.5.3	Apply skill cues to choose the healthiest option and justify why it's the healthiest choice and evaluate outcomes.
9-12	Skill Standard	Standard 6 —Demonstrate goal setting skills to enhance health and wellbeing.	9.7.6.1	Apply skill cues to evaluate personal health, wellbeing, and factors to justify focus areas for goal setting.

Grade	Strand	Anchor Standard	Code	Grades 9-12
9-12	Skill Standard	Standard 6 —Demonstrate goal setting skills to enhance health and wellbeing.	9.7.6.2	Apply skill cues to use an individual, supported, or collaborative goal-setting process as appropriate to develop a goal and evaluate how it supports health and wellbeing.
9-12	Skill Standard	Standard 6 —Demonstrate goal setting skills to enhance health and wellbeing.	9.7.6.3	Apply skill cues to formulate strategies to support achieving a personal health goal and to evaluate the goal-setting process and the outcomes of achieving a health-related goal.
9-12	Skill Standard	Standard 7 —Demonstrate practices and behaviors to enhance health and wellbeing.	9.7.7.1	Apply skill cues to evaluate supports and barriers to engaging in health-related practices.
9-12	Skill Standard	Standard 7 —Demonstrate practices and behaviors to enhance health and wellbeing.	9.7.7.2	Apply skill cues to adapt and demonstrate a variety of practices and behaviors to support health and wellbeing. And to evaluate and explain the impact of practices and behaviors that support health and wellbeing.
9-12	Skill Standard	Standard 8 — Promote health, safety, and wellbeing of self and others.	9.7.8.1	Apply skill cues to examine a variety of factors that affect health promotion at individual, interpersonal, community, societal, and environmental levels.

Grade	Strand	Anchor Standard	Code	Grades 9-12
9-12	Skill Standard	Standard 8—Promote health, safety, and wellbeing of self and others.	9.7.8.2	Apply skill cues to formulate and justify a health-enhancing position or message about an issue, supported by facts and tailored to a variety of audiences and contexts.
9-12	Skill Standard	Standard 8—Promote health, safety, and wellbeing of self and others.	9.7.8.3	Apply skill cues to evaluate and refine the process, outcomes, and overall effectiveness of promoting health, safety, and wellbeing at the individual, interpersonal, community, societal, and environmental levels.

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 2025, 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 2025, section 120B.246](#)

(2) Vaping Awareness and Prevention

According to [Minnesota Statutes 2025, section 120B.238, subdivision 4](#)

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

According to [Minnesota Statutes 2025, section 120B.215](#)

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

According to [Minnesota Statutes 2025, section 121A.223](#)

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

According to [Minnesota Statutes 2025, section 120B.21](#)

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 2025, section 120B.234](#)

(2) Violence Prevention Education

According to [Minnesota Statutes 2025, section 120B.22](#)

(3) Character Development Education

According to [Minnesota Statutes 2025, section 120B.232, subdivision 1](#)

(4) Safe and Supportive Schools Education

According to [Minnesota Statutes 2025, section 121A.031, subdivision 5](#)

(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 2025, section 120B.02](#) Educational Expectations and Graduation Requirements for Minnesota Students
- [Minnesota Statutes 2025, section 120B.021](#) Required Academic Standards
- [Minnesota Statutes 2025, section 120B.023](#) Benchmarks
- [Minnesota Statutes 2025, section 120B.307](#) College and Career Readiness

Appendix C. References

SHAPE America – Society of Health and Physical Educators. (2024). *National health education standards: Educator kit*. SHAPE America. <https://www.shapeamerica.org/standards>

National Consensus for School Health Education. (2022). *National health education standards: Model guidance for curriculum and instruction* (3rd ed.). <http://www.schoolhealtheducation.org>

Future of Sex Education Initiative. (2020). *National sex education standards: Core content and skills, K–12* (2nd ed.). <https://siecus.org/resource/national-sex-ed-standards-second-edition/>

Centers for Disease Control and Prevention. (2021). *Health Education Curriculum Analysis Tool*. National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention, Division of Adolescent and School Health. <https://www.cdc.gov/healthy-youth/hecat/index.html>

Appendix D. Acronyms

- **AED** – Automated External Defibrillator. A device used to help those experiencing sudden cardiac arrest.
- **CDC** – Centers for Disease Control and Prevention. Federal public health agency.
- **CPR** – Cardiopulmonary Resuscitation. An emergency lifesaving procedure performed when the heart stops beating.
- **HIV** – Human Immunodeficiency Virus. Virus that attacks the body’s immune system.
- **HPV** – Human Papillomavirus. A common sexually transmitted infection that can cause health problems including cancers.
- **SHAPE America** – Society of Health and Physical Educators. National professional organization that publishes health and physical education standards.
- **STI** – Sexually Transmitted Infection. Infections spread through sexual contact.