



**Diocese of Madison**

**HEALTH EDUCATION  
STANDARDS & BENCHMARKS**



**Grades K—8**

**Office of Catholic Schools**

## **Introduction**

The Standards and Benchmarks for Health Education in the Diocese of Madison were derived from SHAPE's National Standards for Health Education. The National Standards state what every student should be able to know and do as a result of a quality health education, and these Standards were used as a framework upon which Benchmarks were created and customized for the Diocese of Madison by a committee comprised of teachers and administrators from within the Diocese.

The Diocesan-specific revisions to SHAPE's National Standards were determined based on the varying situations of Health Education in the Diocese of Madison. Whereas the committee recognized that Health is not always taught as a unique class, the fact remains that all students should know and be able to do the content and skills (respectively) in the Standards and Benchmarks.

Although there is some logical crossover of content between the Health Education and Physical Education Standards and Benchmarks, the two remain separate documents. The Health Education Standards and Benchmarks were designed in a way to be accessible to all educators, regardless of assignment.

Therefore, it is up to the program director or Principal to determine through the school curriculum how the Standards and Benchmarks can be accomplished and reported. Schools will need to determine if a Health educator, Physical Education educator, grade-level classroom educator, or other individual is responsible for monitoring and reporting the Health Education Standards, as they are simply unavoidable within the school curriculum.

It is also assumed that each Standard, and subsequent set of Benchmarks, integrate tenets of the Catholic faith. No one Standard or Benchmark alone identifies Catholic teachings and Doctrine, as it was the belief of the revision committee that Catholic teachings can be incorporated in to all Standards and Benchmarks through the curriculum in a locally appropriate fashion.

Madison Health Education Standards Revision Committee Members:

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Steve Zangl; Principal, All Saints, Berlin  
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February 2016

<b>HE</b>	<b>Health Education Standards</b>
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- 1. Students will understand concepts of health promotion and disease prevention**
- 2. Students will understand the external influences on health behaviors**
- 3. Students will access valid information, products, and services to enhance health**
- 4. Students will demonstrate the ability to use decision-making skills to enhance health**
- 5. Students will demonstrate the ability to use goal-setting skills to enhance health**

	Grades K-2	Grades 3-5	Grades 6-8
<b>HE.1. Students will understand concepts of health promotion and disease prevention</b>			
A	Identify that healthy behaviors impact personal health	Describe the relationship between healthy behaviors and personal health	Analyze the relationship between healthy behaviors and personal health
B	Recognize that there are multiple dimensions of health; including spiritual, mental, intellectual, emotional, physical, and social	Identify examples of the dimensions of health; including spiritual, mental, intellectual, emotional, physical, and social	Describe the interrelationships of health in adolescence; including spiritual, mental, intellectual, emotional, physical, and social
C	Describe ways to prevent communicable diseases	Describe ways in which safe and healthy school and community environments can promote personal health	Analyze how environment and family history affects personal health
D	Identify ways to prevent common injuries	Describe ways to prevent common injuries and health problems	Describe ways to reduce or prevent injuries and other adolescent health problems, including engaging in unhealthy behaviors
E	Describe why it is important to seek health care	Describe when it is important to seek health care	Understand how appropriate health care can promote personal health

	Grades K-2	Grades 3-5	Grades 6-8
<b>HE.2. Students will understand the external influences on health behaviors</b>			
A	Identify how the family influences personal health practices and behaviors	Describe how the family influences personal health practices and behaviors	Understand how the family influences the health of adolescence
B	Recognize that healthy practices and behaviors at school promote positive health	Understand the influence of peers, school, and community on health practices and behaviors	Understand the influence of culture on health practices and behaviors
C	Recognize that the media can influence health behaviors	Understand how media and technology influences thoughts, feelings, and health behaviors	Understand the influence of technology on personal and family health, including values and beliefs
D			Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors

	Grades K-2	Grades 3-5	Grades 6-8
<b>HE.3. Students will access valid information, products, and services to enhance health</b>			
A	Identify trusted adults and professionals who promote health	Recognize the various careers associated with health-related fields	Understand the attributes and requirements for careers associated with health-related fields
B	Recognize the benefits of health products and services	Recognize the validity of health information, products, and services	Understand the validity of health information, products, and services

	Grades K-2	Grades 3-5	Grades 6-8
<b>HE.4. Students will demonstrate the ability to use decision-making skills to enhance health</b>			
A	Identify situations when a health-related decision is needed	Understand when assistance is needed in making a health-related decision	Understand when individual or collaborative decision making is appropriate in health-related situations
B	Demonstrates healthy choices when making a decision	Recognize that options of health-related decisions effect outcomes	Understand the options and outcomes of health-related decisions

	Grades K-2	Grades 3-5	Grades 6-8
<b>HE.5. Students will demonstrate the ability to use goal-setting skills to enhance health</b>			
A	Identify a short-term personal health goal and take action toward achieving the goal	Recognize a personal health goal and track progress toward its achievement	Understand personal health practices
B	Identify who can help when assistance is needed to achieve a personal health goal	Identify resources to assist in achieving a personal health goal	Develop a goal to adopt, maintain, or improve a personal health practice
C	Encourage peers to make positive health choices	Demonstrate advocacy for healthy individuals, families, and schools.	Demonstrate advocacy for improving personal, family, and community health