

APPENDIX 3

HECAT SKILL EXPECTATIONS FOR SKILL STANDARDS 2-8

The National Health Education Standards 2–8 broadly articulate the skills students should be able to do to adopt or maintain health-enhancing behaviors. More specific indicators are needed to determine the extent to which a curriculum could most appropriately address these skill standards. The *National Health Education Standards* provide performance indicators to help articulate these skill standards¹. CDC reviewed these and other state-level indicators, analyzed the characteristics of effective curricula, and used input from experts in health education to develop a list of priority skill expectations to further delineate the essential skill focus for each standard. The standard 2-8 skill expectation analysis items in each HECAT topic-specific module are based on the general skill expectations listed on the following pages.

¹ *The Joint Committee on National Health Education Standards. National Health Education Standards: Achieving Excellence (2nd Edition). Atlanta: American Cancer Society; 2007, pg. 24-50.*

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:

- Identify relevant influences of family on health practices and behaviors.
- Identify relevant influences of school on health practices and behaviors.
- Identify relevant influences of media and technology on health practices and behaviors.
- Describe positive influences on personal health practices and behaviors.
- Describe negative influences on personal health practices and behaviors.

Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:

- Identify relevant influences of culture on health practices and behaviors.
- Identify relevant influences of peers on health practices and behaviors.
- Identify relevant influences of community on health practices and behaviors.
- Describe how relevant influences of family and culture affect personal health practices and behaviors.
- Describe how relevant influences of school and community affect personal health practices and behaviors.
- Describe how relevant influences of media and technology affect personal health practices and behaviors.
- Describe how relevant influences of peers affect personal health practices and behaviors.

Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:

- Explain the influence of school rules and community laws on health practices and behaviors.
- Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.
- Explain how social expectations influence healthy and unhealthy practices and behaviors.
- Explain how personal values and beliefs influence personal health practices and behaviors.
- Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors (e.g., how alcohol use influences sexual risk behavior).
- Analyze how relevant influences of family and culture affect personal health practices and behaviors.
- Analyze how relevant influences of school and community affect personal health practices and behaviors.
- Analyze how relevant influences of media and technology affect personal health practices and behaviors.
- Analyze how relevant influences of peers affect personal health practices and behaviors.

Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:

- Explain the influence of public health policies on health practices and behaviors.
- Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.
- Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.
- Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
- Analyze how laws, rules, and regulations influence health promotion and disease prevention.
- Analyze how school and community affect personal health practices and behaviors.
- Analyze the effect of media and technology on personal, family, and community health.
- Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health practices and behaviors.
- Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.

Standard 3: Students will be able to demonstrate the ability to access valid information and products and services to enhance health.

Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:

- Identify trusted adults at home who can help promote health.
- Identify trusted adults and professionals in school who can help promote health (e.g., school nurse, school counselor).
- Identify trusted adults and professionals in the community who can help promote health (e.g., healthcare provider, police officer).
- Explain how to locate school health helpers (e.g., school nurse).
- Explain how to locate community health helpers (e.g., police officer, paramedic).
- Demonstrate how to locate school or community health helpers to enhance health.

Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:

- Describe characteristics of accurate health information.
- Describe characteristics of appropriate and reliable health products.
- Describe characteristics of appropriate and trustworthy health services.
- Demonstrate how to locate sources of accurate health information.

Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:

- Analyze the validity and reliability of health information.
- Analyze the validity and reliability of health products.
- Analyze the validity and reliability of health services.
- Describe situations that call for professional health services.
- Determine the availability of valid and reliable health products.
- Access valid and reliable health information from home, school or community.
- Locate valid and reliable health products.
- Locate valid and reliable health services.

Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:

- Evaluate the validity and reliability of health information.
- Evaluate the validity and reliability of health products.
- Evaluate the validity and reliability of health services.
- Determine the accessibility of valid and reliable health products.
- Determine when professional health services may be required.
- Determine the accessibility of valid and reliable health services.
- Use resources that provide valid and reliable health information.
- Use valid and reliable health products.
- Use valid and reliable health services.

The use of “valid” and “reliable,” in the context of these expectations does not imply statistical rigor. Valid means accurate, legitimate, authoritative, and authentic health information, health products, and health services. Reliable means trustworthy, dependable, and appropriate information, products, and services.

Standard 4: Students will be able to demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:

- Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
- Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.
- Demonstrate effective refusal skills including firmly saying “no” and getting away.
- Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
- Identify how to communicate care and concern for others.

Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:

- Demonstrate effective verbal and nonverbal communication skills.
- Explain how to be empathetic and compassionate toward others.
- Demonstrate effective peer resistance skills to avoid or reduce health risk.
- Demonstrate healthy ways to manage or resolve conflict.
- Demonstrate how to effectively ask for help to improve personal health.
- Demonstrate how to effectively communicate support for others.

Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:

- Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.
- Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal health and safety of oneself and others.
- Demonstrate effective peer resistance skills to avoid or reduce health risks.
- Demonstrate effective negotiation skills to avoid or reduce health risks.
- Demonstrate healthy ways to manage or resolve conflict.
- Demonstrate how to effectively ask for assistance to improve personal health.
- Demonstrate how to effectively communicate empathy and support for others.

Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:

- Demonstrate effective communication skills to enhance health.
- Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal health and safety of oneself and others.
- Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.
- Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.
- Demonstrate how to effectively ask for assistance to improve personal health.
- Demonstrate how to effectively offer assistance to improve the health of others.

Standard 5: Students will be able to demonstrate the ability to use decision-making skills to enhance health.

Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:

- Identify situations which need a health-related decision.
- Identify how family, peers or media influence a health-related decision.
- Explain the potential positive and negative outcomes from health-related decisions.
- Describe when help is needed and when it is not needed to make a healthy decision.

Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:

- Identify situations which need a health-related decision.
- Decide when help is needed and when it is not needed to make a healthy decision.
- Explain how family, culture, peers or media influence a health-related decision.
- Identify options and their potential outcomes when making a health-related decision.
- Choose a healthy option when making a decision.
- Describe the final outcome of a health-related decision.

Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:

- Identify circumstances that help or hinder healthy decision making.
- Determine when situations require a health-related decision.
- Distinguish when health-related decisions should be made individually or with the help of others.
- Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.
- Distinguish between healthy and unhealthy alternatives of a health-related decision.
- Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.
- Choose a healthy alternative when making a health-related decision.
- Analyze the effectiveness of a final outcome of a health-related decision.

Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:

- Examine barriers to healthy decision making.
- Determine the value of applying thoughtful decision making.
- Justify when individual or collaborative decision making is appropriate.
- Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.
- Generate alternatives when making a health-related decision.
- Predict potential short-term and long-term consequences of alternatives to health-related decisions.
- Choose a healthy alternative when making a health-related decision.
- Evaluate the effectiveness of health-related decisions.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:

- Identify a realistic personal short-term health goal.
- Take steps to achieve the personal health goal.
- Identify people who can help achieve a personal health goal.

Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:

- Set a realistic personal health goal.
- Track progress toward achieving a personal health goal.
- Identify resources that can help achieve a personal health goal.

Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:

- Assess personal health practices.
- Set a realistic personal health goal.
- Assess the barriers to achieving a personal health goal.
- Apply strategies to overcome barriers to achieving a personal health goal.
- Use strategies and skills to achieve a personal health goal.

Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:

- Assess personal health practices and behaviors.
- Set a realistic personal health goal.
- Assess the barriers to achieving a personal health goal.
- Develop a plan to attain a personal health goal.
- Implement strategies, including self monitoring, to achieve a personal health goal.
- Use strategies to overcome barriers to achieving a personal health goal.
- Formulate an effective long-term plan to achieve a health goal.

Standard 7: Students will to demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:

- Identify practices that reduce or prevent health risks.
- Demonstrate healthy practices.
- Make a commitment to practice healthy behaviors.

Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:

- Describe practices and behaviors that reduce or prevent health risks.
- Demonstrate healthy practices and behaviors.
- Make a commitment to practice healthy behaviors.

Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:

- Explain the importance of being responsible for personal health behaviors.
- Analyze personal practices and behaviors that reduce or prevent health risks.
- Demonstrate healthy practices and behaviors to improve the health of oneself and others.
- Make a commitment to practice healthy behaviors.

Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:

- Analyze the role of individual responsibility in enhancing personal health.
- Evaluate personal practices and behaviors that reduce or prevent health risks.
- Demonstrate healthy practices and behaviors to improve the health of oneself and others.
- Make a commitment to practice healthy behaviors.

Standard 8: Students will be able to demonstrate the ability to advocate for personal, family, and community health.

Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:

- Make requests to others to promote personal health practices.
- Demonstrate how to encourage peers to make healthy choices.

Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:

- Give factual information to improve the health of others.
- State personal beliefs to improve the health of others.
- Demonstrate how to persuade others to make positive health choices.

Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:

- State a health-enhancing position, supported with accurate information, to improve the health of others.
- Persuade others to make positive health choices.
- Collaborate with others to advocate for healthy individuals, families and schools.
- Demonstrate how to adapt positive health-related messages for different audiences.

Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:

- Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.
- Persuade and support others to make positive health choices.
- Collaborate with others to advocate for improving personal, family and community health.
- Encourage school and community environments to promote the health of others.
- Adapt health messages and communication techniques for a specific target audience.
- Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.