

# National Standards and Initiatives

fit programs and resources support:

- CDC Characteristics of Effective Health Education Curriculum
- National Health Education Standards (NHES)
- Health Education Curriculum Analysis Tool (HECAT)
- Common Core State Standards



## NATIONAL HEALTH EDUCATION STANDARDS (NHES)

This chart presents an overview of fit's alignment with NHES performance standards. Additional information on the fit4Schools program alignment with NHES and the Common Core standards is included in with each of the fit 4Schools educator's guides.

			fit4Schools	fit4theClassroom	fitClub (grades 3-5)	fitGames	fitBoost
<b>Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>							
Pre-K-K	1.2.1	Identify that healthy behaviors impact personal health.	•	•		•	
Grade2	1.2.2	Recognize that there are multiple dimensions of health.	•	•		•	
	1.2.3	Describe ways to prevent communicable diseases.	•				
	1.2.4	List ways to prevent common childhood injuries.	•				
Grades 3-5	1.5.1	Describe the relationship between healthy behaviors and personal health.	•	•	•	•	
	1.5.2	Identify examples of emotional, intellectual, physical, and social health.	•	•	•	•	
	1.5.3	Describe ways in which safe and healthy school and community environments can promote personal health.	•	•	•		
	1.5.4	Describe ways to prevent common childhood injuries and health problems.	•	•	•		
<b>Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>							
Pre-K-K	2.2.1	Identify how the family influences personal health practices and behaviors.	•				
Grade2	2.2.2	Identify what the school can do to support personal health practices and behaviors.	•	•			
	2.2.3	Describe how the media can influence health behaviors.	•	•			
Grades 3-5	2.5.1	Describe how family influences personal health practices and behaviors.	•				
	2.5.2	Identify the influence of culture on health practices and behaviors.	•				
	2.5.3	Identify how peers can influence healthy and unhealthy behaviors	•	•	•	•	
	2.5.4	Describe how the school and community can support personal health practices and behaviors.	•		•		
	2.5.5	Explain how media influences thoughts, feelings, and health behaviors.	•	•	•	•	
	2.5.6	Describe ways that technology can influence personal health.	•	•	•	•	
<b>Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>							
Pre-K-K	3.2.1	Identify trusted adults and professionals who can help promote health.	•				
Grade2	3.2.2	Identify ways to locate school and community health helpers.	•				
Grades 3-5	3.5.1	Identify characteristics of valid health information, products, and services.	•		•		
	3.5.2	Locate resources from home, school, and community that provide valid health information.	•	•	•		
<b>Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>							
Pre-K-K	4.2.1	Demonstrate healthy ways to express needs, wants, and feelings.	•	•		•	
Grade2	4.2.2	Demonstrate listening skills to enhance health.	•	•		•	•
	4.2.3	Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.	•			•	
Grades 3-5	4.5.1	Demonstrate effective verbal and nonverbal communication skills to enhance health.	•	•	•	•	
	4.5.2	Demonstrate refusal skills that avoid or reduce health risks.	•	•	•	•	
<b>Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.</b>							
Pre-K-K	5.2.1	Identify situations when a health-related decision is needed.	•	•		•	
Grade2	5.2.2	Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	•	•			
Grades 3-5	5.5.1	Identify health-related situations that might require a thoughtful decision.	•	•	•	•	
	5.5.2	Analyze when assistance is needed in making a health-related decision.	•	•	•		
	5.5.3	List healthy options to health-related issues or problems.	•	•	•	•	
	5.5.4	Predict the potential outcomes of each option when making a health-related decision.	•	•	•	•	
	5.5.5	Choose a healthy option when making a decision.	•	•	•	•	
	5.5.6	Describe the outcomes of a health-related decision.	•	•	•	•	
<b>Standard 6: Students will demonstrate the ability to use decision-making skills to enhance health.</b>							
Pre-K-K	6.2.1	Identify a short-term personal health goal and take action toward achieving the goal.	•	•		•	
Grade2	6.2.2	Identify who can help when assistance is needed to achieve a personal health goal.	•	•			
Grades 3-5	6.5.1	Set a personal health goal and track progress toward its achievement.	•	•	•		
	6.5.2	Identify resources to assist in achieving a personal health goal.	•	•	•		
<b>Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>							
Pre-K-K	7.2.1	Demonstrate healthy practices and behaviors to maintain or improve personal health.	•	•		•	•
Grade2	7.2.2	Demonstrate behaviors that avoid or reduce health risks.	•	•		•	•
Grades 3-5	7.5.1	Identify responsible personal health behaviors.	•	•	•	•	
	7.5.2	Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.	•	•	•	•	•
	7.5.3	Demonstrate a variety of behaviors to avoid or reduce health risks.	•	•	•		•
<b>Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.</b>							
Pre-K-K	8.2.1	Make requests to promote personal health.	•	•		•	
Grade2	8.2.2	Encourage peers to make positive health choices.	•	•		•	
Grades 3-5	8.5.1	Express opinions and give accurate information about health issues.	•	•	•	•	
	8.5.2	Encourage others to make positive health choices.	•	•	•	•	