Wisconsin Health Education

Grades 6-8

Use functional health information to support health and well-being of self and others. Description: The acquisition and application of functional health information provide a foundation for promoting health and well-being. This standard includes essential concepts based on established theories and models of health behavior and health promotion, focusing on both risk and protective factors that support overall wellness. Concepts such as health literacy, health promotion, health equity, social determinants of health, well-being, and health outcomes within individual, interpersonal, community, societal, and environmental contexts are emphasized. Functional information is applied through health-related skills, including analyzing influences, accessing resources, interpersonal communication de set

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a Strengths, assets, and protective factors. HE.S1.A

1 Identify ways to build upon strengths and assets to support individual and collective health and well-being. HE.S1.M1

b Dimensions of wellness. HE.S1.B

2 Analyze how practices and behaviors support a variety of dimensions of wellness. HE.S1.M2

c Risk reduction and health-promoting behaviors. HE.S1.C

3 Analyze behaviors that reduce or prevent illnesses and injuries. HE.S1.M3

4 Analyze practices and behaviors that support health and well-being, including how to manage health conditions. HE.S1.M4

d Health literacy, environment, and access to care. HE.S1.D

5 Analyze connections between health literacy and health outcomes. HE.S1.M5

6 Analyze how individual, interpersonal, community, and environmental factors impact health and well-being. HE.S1.M6

7 Explain how health care promotes personal health. HE.S1.M7

health practices, and advocacy. Wisconsin State Statutes and policies require specific health topics to be taught. Refer to the Appendices or the Wisconsin DPI Health page to determine what the required health topics are. By incorporating these legal and educational guidelines, this health education standard will empower students with the knowledge and skills necessary to enhance their well-being and contribute to healthier communities.

Analyze influences that affect health and well-being of self and others. Description: Health and well-being are affected by many, diverse influences within individual, interpersonal, community, societal, and environmental contexts. This standard focuses on identifying and evaluating internal and external factors influencing health practices and behaviors. Influences on health and well-being may include but are not limited to: personal values and beliefs, perceived and social norms, family, peers, schools, communities, culture, media and technology, po en sta

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a Identify and analyze influences. HE.S2.A

1 Analyze the interrelationships between various influences on health and well-being. HE.S2.M1

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b Equity and differences in influence. HE.S2.B

2 Analyze individual, interpersonal, community, societal, and environmental factors that influence health behaviors, health outcomes, and health equity. HE.S2.M2

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c Respond to and manage influences. HE.S2.C

3 Analyze how various influences affect the health and well-being of people and communities in different ways. HE.S2.M3

4 Apply strategies and resources in order to respond and manage influences that impact health and well-being. HE.S2.M4

the factors affecting health behaviors and outcomes, such as social determinants of health, are complex and impact people and communities differently. It also supports the individual's ability to actively identify and use skills to recognize the types of influences, analyze the role of influences across a variety of wellness dimensions, in order to respond and manage influences on health and well-being in digital and in-person settings. This skill contributes to a better understanding of the connections between individual health, community health, and health equity, which can strengthen the use of other health skills, such as accessing information and advocacy.

Access valid and reliable resources to support health and well-being of self and others. Description: Access to valid and reliable health information, products, services, and resources is essential for promoting well-being, preventing and managing health issues, and supporting individual and community health. This standard highlights the im an resources while

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a Trusted adults, helpers, and help-seeking. HE.S3.A

1 Describe situations that may require support from trusted adults, other individuals, and health professionals. HE.S3.M1

2 Demonstrate when and how to seek help from others at home, school or in the community. HE.S3.M2

b Locate and access resources across settings. HE.S3.B

3 Locate home, school, community, and digital resources to support health and well-being. HE.S3.M3

c Evaluate validity/reliability and manage mis/disinformation. HE.S3.C

4 Analyze the validity, reliability, and accessibility of health information, products, services, and other resources. HE.S3.M4

- Identify supports and barriers to accessing valid and reliable health information, products, services, and other resources. HE.S3.M5

addressing misinformation in both digital and face-to-face settings. As media and technology shape how we learn and connect, students are encouraged to think critically about media messages and resources, assessing their credibility and impact on health and well-being.

6 Apply strategies to respond and manage misinformation and disinformation. HE.S3.M6

7 Access valid and reliable sources of health information, products, services, and other resources. HE.S3.M7

Use effective interpersonal communication skills to support health and well-being of self and others. Description: Effective communication promotes health and well-being in individual, interpersonal, community, societal, and environmental contexts. This standard focuses on expressive and receptive communication in digital and in-person settings. Combined with perspective-taking, communication skills help to recognize and strengthen interpersonal interactions, create and maintain relationships, express and interpret messages, and manage conflict. Developing non-violent communication skills helps individuals to see how they communicate and the ways in which their communication aff
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a Express needs, listen, and communicate appropriately. HE.S4.A

1 Use effective communication skills across various modes of communication to support health and well-being of self and others. HE.S4.M1

2 Analyze necessary communication skills and strategies for a variety of interpersonal contexts. HE.S4.M2

3 Analyze appropriate and inappropriate communication across a variety of modes of communication and media formats. HE.S4.M3

4 Apply active listening skills and strategies in a variety of interpersonal contexts. HE.S4.M4

b Safety communication, boundaries, refusal skills, and empathy. HE.S4.B

5 Use effective communication skills and strategies to tell a trusted adult if you or someone else is threatened or harmed. HE.S4.M5

6 Demonstrate ways to communicate boundaries for a variety of situations. HE.S4.M6

7 Demonstrate effective ways to communicate empathy and compassion. HE.S4.M7

8 Demonstrate ways to communicate consent for a variety of situations. HE.S4.M8

9 Analyze a variety of refusal skills and strategies in a variety of situations. HE.S4.M9

c Conflict resolution, empathy, and perspective-taking. HE.S4.C

10 Analyze a variety of non-violent conflict resolution skills and strategies and their effectiveness to prevent, manage, or resolve conflict. HE.S4.M10

11 Demonstrate how to ask for and offer assistance to support the health of self and others. HE.S4.M11

12 Demonstrate effective strategies to communicate with others with different perspectives and values. HE.S4.M12

d Collaboration and negotiation. HE.S4.D

13 Analyze effective collaboration skills in a variety of situations. HE.S4.M13

14 Analyze effective negotiation skills in a variety of situations. HE.S4.M14

Use a decision-making process to support health and well-being of self and others. Description: Effective decision-making is needed to identify, adopt, and maintain health-promoting behaviors. This standard includes skills and steps integral to the process of effective decision-making to support health and well-being. The decision-making process enables collaboration to improve quality of life within individual, interpersonal, community, societal, and environmental contexts.

a Recognize decisions and use a process/model. HE.S5.A

1 Explain how the use of a decision-making process affects health and well-being. HE.S5.M1

2 Determine when health-related situations require the application of a thoughtful decision-making process. HE.S5.M2

b Compare options and outcomes. HE.S5.B

3 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision. HE.S5.M3

c Make, implement, and evaluate decisions. HE.S5.C

4 Make a health-related decision to maintain or improve health or and well-being. HE.S5.M4

5 Evaluate the results of a health-related decision on self and others. HE.S5.M5

6 Use an individual, supported, or collaborative decision-making model to maintain or improve health and well-being. HE.S5.M6

7 Identify supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. HE.S5.M7

Use a goal-setting process to support health and well-being of self and others. Description: Goal-setting is a process to support short- and long-term health and well-being goals. In addition to achieving a goal, a goal-setting process includes using practices, habits, and routines in daily life. This standard includes the processes needed to plan, reach, and reflect on health goals. Setting goals is a flexible process and considers personal and social factors affecting health and well-being. Goal-setting supports as| pla well-being within

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a Identify behaviors and set goals. HE.S6.A

1 Assess personal health and well-being to identify focus areas for goal-setting. HE.S6.M1

2 Develop a goal and explain how it supports health and well-being. HE.S6.M2

b Supports/ barriers, planning, and resources. HE.S6.B

3 Analyze when individual, supported, or collaborative goal-setting is appropriate. HE.S6.M3

4 Develop a plan that addresses supports and barriers to attaining a health-related goal. HE.S6.M4

5 Implement a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. HE.S6.M5

c Take action, monitor, and reflect. HE.S6.C

6 Monitor progress to determine whether a health-related goal or plan should be maintained or adjusted. HE.S6.M6

7 Examine the goal-setting process and outcomes on health and well-being. HE.S6.M7

individual, interpersonal, community, societal, and environmental contexts.

Demonstrate practices and behaviors that may combine multiple health standards to support health and well-being of self and others. Description: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks by leveraging self-awareness, adaptability, and technology, recognizing that health and well-being in real life are shaped by daily choices that require the integrated use of multiple health skills rather than isolated actions. Whether navigating stress, avoiding substance use, seeking help for a friend, or building a healthy sleep routine, students must analyze influences, access reliable information and services, communicate effectively, make decisions, set goals, self-manage, and at times advocate for themselves and others. Standard 7 makes this action-oriented, transferable use of skills visible and accessible by emphasizing the shift fro he th

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a Practices/behaviors and supports/barriers. HE.S7.A

1. Analyze supports and barriers to health-related practices and behaviors. HE.S7.M1
2. Analyze practices, behaviors, and health data that support personal and community health and well-being. HE.S7.M2
3. Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being. HE.S7.M3

b Coping, reflection, and resilience. HE.S7.B

4. Apply coping strategies to reduce risky behaviors. HE.S7.M4
5. Create a personal resilience toolkit that supports individual and collective health and well-being. HE.S7.M5
6. Use reflection to respond with resilience to complex health challenges. HE.S7.M6

practices that promote both personal and collective well-being.

Advocate to promote health and well-being of self and others. Description: Advocacy skills are critical for promoting health and well-being within individual, interpersonal, community, societal, and environmental contexts. This standard helps learners develop and apply skills and strategies to increase agency and advocacy for self and others. Practicing advocacy helps students be informed, civic-minded members of their community, who are inclusive of individual, cultural, historical, and other differences.

a Self-advocacy and supporting others. HE.S8.A

1. Analyze opportunities to advocate for the health and well-being of individuals, families, and communities. HE.S8.M1
2. Determine when individual or collaborative advocacy is appropriate to promote health and well-being. HE.S8.M2
3. Adapt advocacy skills and strategies for a variety of audiences and contexts. HE.S8.M3
4. Demonstrate self-advocacy skills and strategies to promote health and well-being. HE.S8.M4

b Collaboration, audience, and evaluating impact. HE.S8.B

5. Evaluate the effectiveness of advocacy efforts for promoting health and well-being. HE.S8.M5