Wisconsin Health Education

Grades 9-12

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 Apply ways to build upon strengths and assets to support individual and collective health and well-being. HE.S1.H1

b Dimensions of wellness. HE.S1.B

2 Analyze the relationships between various dimensions of wellness as related to health outcomes. HE.S1.H2

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

3 Evaluate behaviors that reduce or prevent illnesses and injuries. HE.S1.H3

4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions. HE.S1.H4

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

5 Examine connections between individual health literacy, organizational health literacy, and health outcomes. HE.S1.H5

6 Analyze how individual, interpersonal, community, societal, and environmental factors are interrelated and impact health outcomes. HE.S1.H6

7 Analyze the relationship between access to health care and overall health and well-being. HE.S1.H7

8 Examine how self-efficacy, perceived susceptibility, and perceived severity affect health behaviors. HE.S1.H8

9 Analyze the benefits of and barriers to practicing a variety of health behaviors HE.S1.H9

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 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being. HE.S2.H1

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

2 Evaluate how individual, interpersonal, community, societal, and environmental factors influence health behaviors, health outcomes, and health equity. HE.S2.H2

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

3 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity. HE.S2.H3

4 Formulate strategies in order to respond and manage influences that impact health and well-being. HE.S2.H4

5 Use resources to manage influences that impact health and well-being. HE.S2.H5

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 Analyze the accessibility of trusted adults, other individuals, health professionals, and other resources to promote health and well-being. HE.S3.H1

2 Demonstrate when and how to seek help from others at home, school or in the community. HE.S3.H2

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.H3

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

4 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources. HE.S3.H4

- Analyze supports and barriers to accessing valid and reliable health information, products, services, and other resources. HE.S3.H5

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.H6

7 Use valid and reliable sources of health information, products, services, and other resources. HE.S3.H7

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 Create effective communication skills across multiple modes of communication and media formats to support health and well-being of self and others. HE.S4.H1

2 Apply necessary communication skills and strategies for a variety of interpersonal contexts. HE.S4.H2

3 Apply appropriate and inappropriate communication across a variety of modes of communication and media formats. HE.S4.H3

4 Apply active listening skills and strategies in a variety of interpersonal contexts. HE.S4.H4

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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.H5

6 Apply effective communication skills related to communicating boundaries, in a variety of situations. HE.S4.H6

7 Communicate with empathy and compassion. HE.S4.H7

8 Apply effective communication skills related to expressing consent and removing consent in a variety of situations. HE.S4.H8

9 Analyze a variety of refusal skills and strategies and interpret their effectiveness in a variety of situations. HE.S4.H9

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

10 Analyze a variety of non-violent conflict resolution skills and their effectiveness in a variety of situations. HE.S4.H10

11 Use various communication strategies to seek and offer support and assistance. HE.S4.H11

12 Adapt strategies to communicate with others with different perspectives and values in various contexts. HE.S4.H12

:ollaboration and negotiation. HE.S4.D

13 Apply collaboration skills in a variety of situations. HE.S4.H13

14 Apply negotiation skills in a variety of situations. HE.S4.H14

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 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives. HE.S5.H1

2 Analyze when and why health-related situations require the application of a thoughtful decision-making process. HE.S5.H2

b Compare options and outcomes. HE.S5.B

3 Evaluate how various options may affect health-related outcomes at individual, interpersonal, community, societal, and environmental levels. HE.S5.H3

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

4 Make a health-related decision and develop a plan of action to implement that decision. HE.S5.H4

5 Evaluate the effectiveness of health-related decisions. HE.S5.H5

6 Apply an appropriate individual, supported, or collaborative decision-making model to maintain or improve health and well-being. HE.S5.H6

7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels. HE.S5.H7

8 Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, and societal, and environmental levels. HE.S5.H8

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 fle co social factors affecting

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

1 Assess personal health, well-being, and factors for engaging in a goal-setting process. HE.S6.H1

2 Develop a goal and analyze how it supports health and well-being. HE.S6.H2

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

3 Use an individual, supported, or collaborative goal-setting process as appropriate. HE.S6.H3

4 Implement a plan that addresses supports and barriers to attaining a health-related goal. HE.S6.H4

5 Implement a plan that includes actions, resources, and progress-tracking toward attaining a health-related goal. HE.S6.H5

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

6 Monitor progress and adjust the goal or plan as appropriate. HE.S6.H6

Evaluate the goal-setting process and outcomes on health and well-being. HE.S6.H7

health and well-being. Goal-setting supports aspirations and future planning for health and well-being within 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 ma ori use of skills visible and

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

1. Evaluate supports and barriers to engaging in health-related practices and behaviors. HE.S7.H1
2. Evaluate practices, behaviors, health data, and other factors supporting individual and collective health and well-being. HE.S7.H2
3. Adapt practices and behaviors to support individual and collective health and well-being. HE.S7.H3

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

4. Evaluate coping strategies to reduce risky behaviors. HE.S7.H4
5. Create a personal resilience toolkit that supports individual and collective health and well-being. HE.S7.H5
6. Use reflection and adaptive thinking to respond with resilience to complex health challenges. HE.S7.H6

accessible by emphasizing the shift from knowing about health to doing health through authentic 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. Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels. HE.S8.H1
2. Advocate for health issues either collaboratively or individually to promote health and well-being. HE.S8.H2
3. Customize advocacy skills and strategies for varying audiences and contexts. HE.S8.H3
4. Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels. HE.S8.H4

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

5. Evaluate the process, outcomes, and impact of advocacy efforts at the individual, interpersonal, community, societal, and environmental levels. HE.S8.H5
6. Analyze the role of collaboration among different people in a community to prevent and solve community health issues. HE.S8.H6