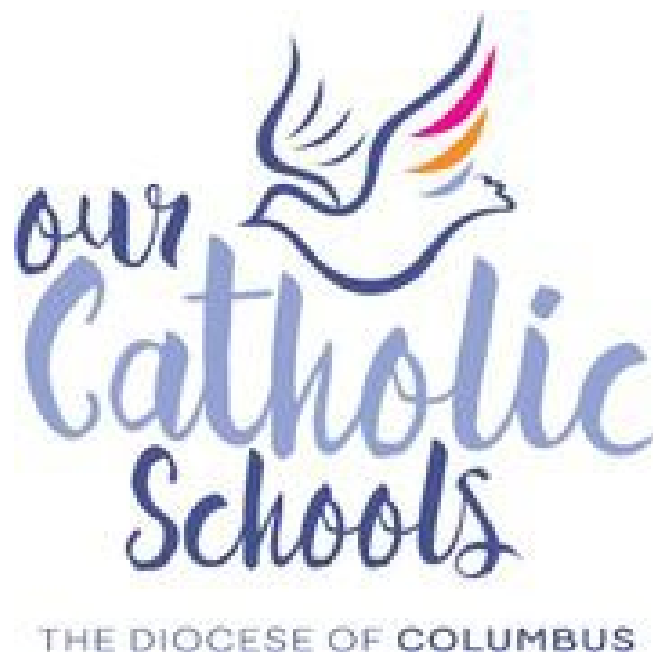


# High School Health Course of Study 2022

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## INTRODUCTION

### OVERVIEW

This overview restates the visions and goals of the Columbus Diocese 2021 Health Course of Study. Many resources were used in the development of these standards. Some of these include the *National Health Standards*, the *Health Education Curriculum Analysis Tool (HECAT)* and the *Model Curriculum for Health* from the Ohio Association for Health, Physical Education, Recreation and Dance (OAHPERD). It also includes elements from *Ohio's Social-Emotional Learning standards* and information from the Collaborative for Academic, Social and Emotional Learning (CASEL) and the *Standards of Christian Anthropology* by the Cardinal Newman Society, which are based upon Pope John Paul II's *Theology of the Body*.

### PHILOSOPHY AND GUIDING ASSUMPTIONS

Ohio faces multiple health crises, including unintentional drug overdose deaths, mental health, and chronic disease. In 2017, 13 Ohioans died each day from an unintentional overdose (Ohio Department of Health 2018). Suicide rates have more than doubled for children aged 8 to 17 and increased nearly 1.5 times for those aged 18–25 (Ohio Alliance for Innovation in Population Health 2019). Approximately five people per day take their own lives in Ohio (Ohio Alliance for Innovation in Population Health 2019). Obesity and chronic disease are the most common causes of death and disability, with an economic impact of approximately \$56.8 billion per year (Robert Wood Johnson Foundation 2018). One-third of 10–17-year-olds are overweight, and 18.6% are obese (Robert Wood Johnson Foundation 2018). Ohio is one of six states to experience a significant increase in obesity rates from 2016 to 2017, and it has the 11th -highest obesity rate, at 33.8% in 2018 (Robert Wood Johnson Foundation 2018).

While these statistics paint a bleak picture for the health of Ohio, in particularly for our youth, there has been a renewed emphasis on health as we have come to understand the clear connections between education and health in achieving our full potential. A strong relationship exists between education and health. People with higher levels of education live in healthier communities, practice health behaviors, have better health outcomes, and live longer lives than those with less education (Health Policy Institute of Ohio 2019). Education can impact health by supporting healthy communities, improving access to health care, and improving health literacy and health behaviors. Health impacts education outcomes through attendance, health-related learning obstacles, and school engagement.<sup>1</sup>

Health education is one aspect that cuts across both health and education and is one component of a school's approach to educating the whole child. The catholic schools in the Diocese of Columbus have long adopted the philosophy of teaching the whole-child. A whole-child approach is a focus on meeting students' comprehensive needs including the cognitive, emotional, mental and spiritual needs and is one that involves the whole school and community.

### HEALTH EDUCATION

The goal of K–12 health education is to help students adopt and maintain healthy behaviors. The development of health literacy is presently considered to be essential for students to obtain the goal of adopting and maintaining healthy behaviors. Health literacy is the degree to which individuals have the capacity to obtain, process, and understand the basic health information needed to adopt healthy behaviors (Joint Committee on National Health Education Standards 2007). Health education builds on students' knowledge, skills, and attitudes around health. Students must have opportunities in Grades K–12, within a health education class led by a licensed health education teacher, to gain the content knowledge and practice

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<sup>1</sup> OAHPERD Health Education Model Curriculum

the skills that will lead to the adoption and maintenance of health-promoting behaviors. Effective school health education can motivate students to improve and maintain their health, prevent disease, and reduce risky behaviors.

Previously, health education was information-based; however, today's approach to health education prioritizes the health-related skills needed for students to adopt and maintain healthy behaviors. This focus is a deliberate change from the direction the Diocesan committee took while developing the 2015 Health standards. This year's committee decided to focus on developing a comprehensive, skill-based approach to health education. This course of study emphasizes this skills-based approach to help students practice and advocate for the health needs of themselves, their families, and their communities. It is also comprehensive, focusing on the physical, mental, social, emotional, and spiritual aspects of health. Instruction should encompass planned learning experiences that provide the opportunity for students to acquire functional knowledge and skills needed to make healthy decisions. This approach will provide our students with the knowledge and skills needed to develop health literacy and become healthy, productive adults. The standards provide direction and are grade-level appropriate and reflect current research. The standards provide the Columbus Diocese educators with the content and expectations for learning they can use to as they develop units and lessons at each grade level.

## PHILOSOPHY - CATHOLICISM

In *Amoris Laetitia*, Pope Francis frequently quotes his predecessor Pope John Paul II, who gave a series of papal addresses that came to be known as *Theology of the Body* (TOB, 1979-1984). These addresses speak to our inherent worth as individuals and of our bodies. According to the *Catechism of the Catholic Church*, our souls and bodies are profoundly united (CCC 365). Furthermore, each of us has a “sacred and inviolable dignity” (AL 151). *Theology of the Body* can teach us how to love our bodies, how to treat others with respect, and how to love.<sup>2</sup> (Manuel P Santos, 2017). In 2020, the *Standards of Christian Anthropology* were developed by the Cardinal Newman Society to provide a solid basis for incrementally transmitting (K-8) a vision of the human person according to God's loving design. These are not standards for teaching sexuality as such. Instead, they go deeper, to the foundations of personal identity. Our students need to be deeply convinced of their personal self-worth, dignity and purpose, knowing that they are infinitely and unconditionally loved by God and called to live in a communion of persons in his image.<sup>3</sup> We cannot have a Health Course of Study for the Diocese without incorporation of these principles and standards. It is the foundation of healthy relationships, interpersonal communications, personal health and well-being and mental health. We have incorporated these standards, written in red text, where they apply.

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<sup>2</sup> Santos, Manuel P, and Karee Santos. “Catholic Update.” Apr. 2017.

<sup>3</sup> Kingsland, Joan, and Denise Donohue. “Standards for Christian Anthropology - Cardinal Newman Society.” *Cardinal Newman Society*, 2 June 2020, [newmansociety.org/standards-christian-anthropology/](http://newmansociety.org/standards-christian-anthropology/). Accessed 7 May 2021.

In addition, the Church's social teaching embodies the following seven themes:

**LIFE AND DIGNITY OF THE HUMAN PERSON** – People are more important than things, and the measure of every institution is whether it threatens or enhances the life and dignity of the human person.

**CALL TO FAMILY, COMMUNITY, AND PARTICIPATION** - How we organize our society, in economics, politics, law and policy, directly affects human dignity and the capacity of individuals to grow in community.

**RIGHTS AND RESPONSIBILITIES** - Human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met.

**OPTION FOR THE POOR AND VULNERABLE** - In a society marred by deepening divisions between rich and poor, we are instructed to put the needs of the poor and vulnerable first.

**DIGNITY OF WORK AND RIGHTS OF WORKERS** - If the dignity of work is to be protected, then the rights of workers, to decent wages, to organize and join unions, and to private property, must be respected. **SOLIDARITY** - We are one human family, whatever our national, racial, ethnic, economic, and ideological differences.

**CARE FOR GOD'S CREATION** - We are called to protect people and the planet, living our faith in relationship with all of God's creation.

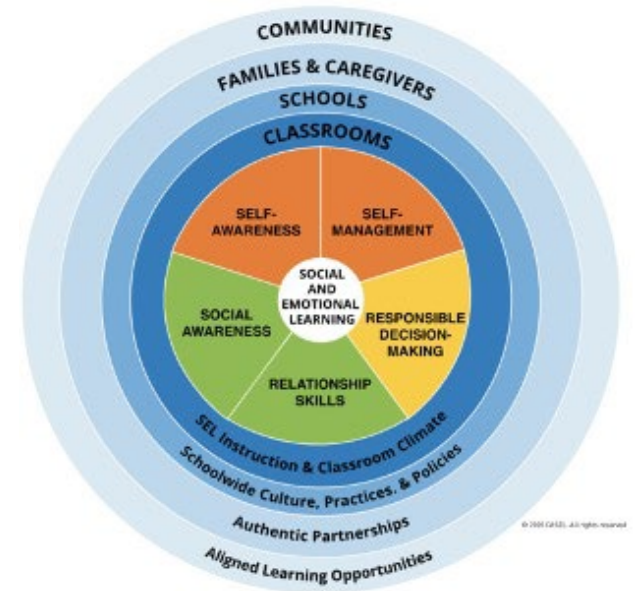
These key themes are at the heart of our Catholic social tradition. The *Standards of Christian Anthropology* incorporate these key themes.

## SOCIAL AND EMOTIONAL CONNECTIONS

In addition, there has been a renewed emphasis on the social and emotional aspects of our students.

The state of Ohio has developed and approved a set of social and emotional learning (SEL) standards which were used in the development of this course of study. According to the Collaborative for Academic, Social and Emotional Learning (CASEL), social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.<sup>4</sup>

The CASEL 5 is a framework that shows at a glance what is meant by social and emotional learning. It can be applied at developmental stages from childhood to adulthood and across cultural contexts. Many school districts, states, and countries have used the CASEL 5 to establish preschool to high school learning standards that articulate what students should know and be able to do for



<sup>4</sup> CASEL powerpoint presentation, 2021.6.29-SEL-101-Sample-Presentation, <https://schoolguide.casel.org/focus-area-1a/foundational-learning/>

academic success, school and civic engagement, health and wellness, and fulfilling careers.

This Health course of study is aligned to the CASEL framework. Listed below are the five broad and interrelated areas of competence and how they connect to the Health standards:

Area of Competence	Description	Health Standard(s)
A. Self-Awareness	The abilities to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.	Standard #2 – Analyzing Influences, Standard #7 – Practicing Healthy Behaviors, Standard #5 – Decision-making
B. Self-Management	The abilities to manage one's emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.	Standard #2 – Analyzing Influences, Standard #7 – Practicing Healthy Behaviors, Standard #6 – Goal-setting
C. Social Awareness	The abilities to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.	Standard #4 – Interpersonal Communication, Standard #8 - Advocacy
D. Relationship Skills	The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.	Standard #4 – Interpersonal Communication Standard #7 – Practicing Healthy Behaviors
E. Responsible Decision Making	The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.	Standard #5 – Decision-making

## STANDARDS FORMAT AND DEVELOPMENT

### Standards

Standards are outcomes to be achieved by the end of the K–12 curriculum.

### Benchmarks

Learning outcomes to be achieved by the end of the grade band. Benchmarks are common learning outcomes across topics as well as building blocks for meeting the standards. Grade Bands include K–2, 3–5, 6–8, and High School. Benchmarks are general in nature and do not address specific health topics. Benchmarks provide a useful framework to show the alignment of the learning outcomes across health topics.

### Indicator Standards

Learning outcomes for each grade level within a topic area. Meeting these indicators would be the first step toward achieving the benchmarks and standards. Indicators are grade-level outcomes specific to the health topic.

### Health Topics

Alcohol, Tobacco and Other Drug Use Prevention (ATOD) – Circulatory, Pulmonary, Immune

Healthy Eating (HE) -Digestive

Mental and Emotional Health (MEH/HR)

Human Growth and Development (Starts at grade 3)/ Healthy Relationships (HGD/HR)



Personal Health and Wellness (PHW)  
Safety (SAFE)  
Violence Prevention (V)

## TRANSITION PERIOD

The Columbus Diocese allows the schools until the 2022-2023 school year for full implementation of the revised Learning Standards in Health to give them time to align instruction and resources to the standards.

## CURRICULAR RESOURCES

The resources that are approved to align with this course of study are available on the Office of Catholic Schools website:

<https://education.columbuscatholic.org/health-textbook-approve-list>

## PRINCIPLES OF COURSES OF STUDY- DIOCESE OF COLUMBUS CATHOLIC SCHOOLS

**Equity.** Excellence in education requires equity – high expectations and assessable content for all students based on the new Ohio Learning Standards.

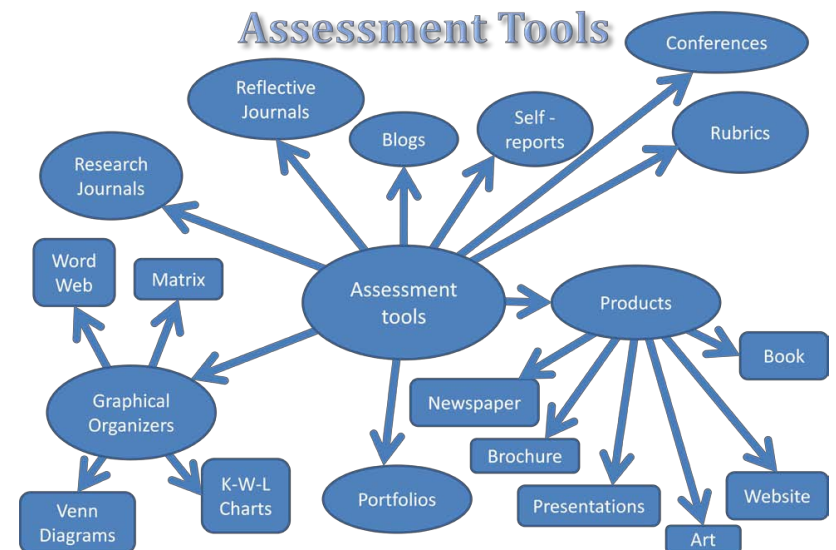
**Curriculum.** A curriculum is more than a collection of activities. It must be coherent, focused, well-articulated, and integrated with our Catholic values.

**Teaching.** Effective teaching requires understanding what students know and need to learn and be able to do while supporting them as they learn.

**Learning.** Students must learn with understanding by actively building new knowledge from prior knowledge and experiences.

**Technology.** Technology is essential in teaching and learning and should be integrated in the teaching and learning process. The technology should influence and enhance students' learning.

**Assessment.** Assessment should support the learning of important skills and content, be formative as well as summative, and furnish useful information to teachers, students and parents. Assessments need to be aligned to the standards in the Course of Study both in what a student needs to know and be able to do. Assessments should match what the student is expected to learn. There are many tools (e.g. portfolios, rubrics, interviews) other than the standard paper and pencil tests to assess a student's understanding of the material. One method that has continued to increase student achievement is involving them in the assessment process. Students should be involved in all steps of this process. At the most basic level, students can simply understand how their grades will be determined. As assessment becomes more student- centered, the students can develop rubrics, maintain their own assessment records, self- assess, and communicate their achievement to others (student-led conferences).



## STANDARD AND BENCHMARKS<sup>5</sup>

### ***STANDARD 1: Students will comprehend concepts related to health promotion and disease prevention (functional knowledge).***

The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models.

#### **Benchmarks:**

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

PK2.1.1 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Safety, Violence Prevention.

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

3-5.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.

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

6-8.1.1 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.

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

HS.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.

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<sup>5</sup> Source: The Joint Committee on National Health Education Standards. National Health Education Standards: Achieving Excellence (2nd Edition). Atlanta: American Cancer Society; 2007.

## ***STANDARD #2: Students will recognize the influence of family, peers, culture, media, technology and other factors on health behaviors (analyzing influences).***

Health is impacted by a variety of positive and negative influences within society. This standard focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth including personal values, beliefs and perceived norms.

### **Benchmarks:**

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

- PK.2.1 Identify relevant influences of family on health practices and behaviors.
- PK.2.2 Identify relevant influences of school on health practices and behaviors.
- PK.2.3 Identify relevant influences of media and technology on health practices and behaviors.
- PK.2.4 Describe positive and 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:***

- 3-5.2.1. Identify relevant influences of culture on health practices and behaviors.
- 3-5.2.2. Identify relevant influences of peers on health practices and behaviors.
- 3-5.2.3. Identify relevant influences of community on health practices and behaviors.
- 3-5.2.4. Describe how relevant influences of family and culture affect personal health practices and behaviors.
- 3-5.2.5. Describe how relevant influences of school and community affect personal health practices and behaviors.
- 3-5.2.6. Describe how relevant influences of media and technology affect personal health practices and behaviors.
- 3-5.2.7. 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:***

- 6-8.2.1. Explain the influence of school rules and community laws on health practices and behaviors.
- 6-8.2.2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.
- 6-8.2.3. Explain how social expectations influence healthy and unhealthy practices and behaviors.
- 6-8.2.4. Explain how personal values and beliefs influence personal health practices and behaviors.
- 6-8.2.5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
- 6-8.2.6. Analyze how relevant influences of family and culture affect personal health practices and behaviors.
- 6-8.2.7. Analyze how relevant influences of school and community affect personal health practices and behaviors.
- 6-8.2.8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.
- 6-8.2.9. 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:**

- HS.2.1. Explain the influence of public health policies on health practices and behaviors.
- HS.2.2. Analyze how culture supports and challenges health beliefs, practices, and behaviors.
- HS.2.3. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.
- HS.2.4. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.
- HS.2.5. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
- HS.2.6. Analyze how laws, rules, and regulations influence health promotion and disease prevention.
- HS.2.7. Analyze how school and community affect personal health practices and behaviors.
- HS.2.8. Analyze the effect of media and technology on personal, family, and community health.
- HS.2.9. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health practices and behaviors.
- HS.2.10. 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 access valid information and products and services to enhance health (Accessing Resources).***

Accessing valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This standard focuses on how to identify and access valid health resources and to reject unproven sources. Applying the skills of analysis, comparison and evaluation of health resources empowers students to achieve health literacy.

#### **Benchmarks:**

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

- PK2.3.1. Identify trusted adults and professionals who can help promote health.
- PK2.3.2. Identify ways to locate school and community health helpers.
- PK2.3.3. 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:***

- 3-5.3.1. Describe characteristics of accurate health information.
- 3-5.3.2. Describe characteristics of appropriate and reliable health products.
- 3-5.3.3. Describe characteristics of appropriate and trustworthy health services.
- 3-5.3.4. 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:***

- 6-8.3.1. Analyze the validity and reliability of health information.
- 6-8.3.2. Analyze the validity and reliability of health products.
- 6-8.3.3. Analyze the validity and reliability of health services.
- 6-8.3.4. Describe situations that call for professional health services.
- 6-8.3.5. Determine the availability of valid and reliable health products.
- 6-8.3.6. Access valid and reliable health information from home, school or community.
- 6-8.3.7. Locate valid and reliable health products.
- 6-8.3.8. 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:***

- HS.3.1. Evaluate the validity and reliability of health information.
- HS.3.2. Evaluate the validity and reliability of health products.
- HS.3.4. Evaluate the validity and reliability of health services.
- HS.3.5. Determine the accessibility of valid and reliable health products.
- HS.3.6. Determine when professional health services may be required.
- HS.3.7. Determine the accessibility of valid and reliable health services.
- HS.3.8. Use resources that provide valid and reliable health information.
- HS.3.9. Use valid and reliable health products.
- HS.3.10. Use valid and reliable health services.

## ***STANDARD #4: Students will demonstrate interpersonal communication skills to enhance health and avoid or reduce health risks (interpersonal communications skills).***

Responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

### **Benchmarks:**

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

- PK2.4.1 Demonstrate healthy ways to communicate needs, wants, and feelings.
- PK2.4.2 Demonstrate active listening skills to enhance health.
- PK2.4.3 Demonstrate effective ways to respond in an unwanted, threatening, or dangerous situation.
- PK2.4.4 Demonstrate effective ways to tell a trusted adult if threatened or harmed.
- PK2.4.5 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:***

- 3-5.4.1. Demonstrate effective verbal and nonverbal communication skills.
- 3-5.4.2. Explain how to be empathetic and compassionate toward others.
- 3-5.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risk.
- 3-5.4.4. Demonstrate healthy ways to manage or resolve conflict.
- 3-5.4.5. Demonstrate how to effectively ask for help to improve personal health.
- 3-5.4.6. 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:***

- 6-8.4.1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.
- 6-8.4.2. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal health and safety of oneself and others.
- 6-8.4.3. Demonstrate effective peer resistance skills to avoid or reduce health risks.
- 6-8.4.4. Demonstrate effective negotiation skills to avoid or reduce health risks.
- 6-8.4.5. Demonstrate healthy ways to manage or resolve conflict.
- 6-8.4.6. Demonstrate how to effectively ask for assistance to improve personal health.
- 6-8.4.7. 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:***

- HS.4.1 Demonstrate effective communication skills to enhance health.
- HS.4.2 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.
- HS.4.3 Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.
- HS.4.4 Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.
- HS.4.5 Demonstrate how to effectively ask for assistance to improve personal health.
- HS.4.6 Demonstrate how to effectively offer assistance to improve the health of others.

## **STANDARD #5: Students will use decision-making skills to enhance health (decision-making skills).**

This standard includes the essential steps needed to make healthy decisions, which are essential for establishing and maintaining a healthy lifestyle. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve quality of life.

### **Benchmarks:**

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

- PK2.5.1. Identify situations which need a health-related decision.
- PK2.5.2. Identify how family, peers or media influence a health-related decision.
- PK2.5.3. Explain the potential positive and negative outcomes from health-related decisions.
- PK2.5.4. 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:**

- 3-5.5.1. Identify situations which need a health-related decision.
- 3-5.5.2. Decide when help is needed and when it is not needed to make a healthy decision.
- 3-5.5.3. Explain how family, culture, peers or media influence a health-related decision.
- 3-5.5.4. Identify options and their potential outcomes when making a health-related decision.
- 3-5.5.5. Choose a healthy option when making a decision.
- 3-5.5.6. 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:**

- 6-8.5.1. Identify circumstances that help or hinder healthy decision making.
- 6-8.5.2. Determine when situations require a health-related decision.
- 6-8.5.3. Distinguish when health-related decisions should be made individually or with the help of others.
- 6-8.5.4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.
- 6-8.5.5. Distinguish between healthy and unhealthy alternatives of a health-related decision.
- 6-8.5.6. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.
- 6-8.5.7. Choose a healthy alternative when making a health-related decision.
- 6-8.5.8. 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:**

- HS.5.1. Examine barriers to healthy decision making.
- HS.5.2. Determine the value of applying thoughtful decision making.
- HS.5.3. Justify when individual or collaborative decision making is appropriate.
- HS.5.4. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.
- HS.5.5. Generate alternatives when making a health-related decision.
- HS.5.6. Predict potential short-term and long-term consequences of alternatives to health-related decisions.
- HS.5.7. Choose a healthy alternative when making a health-related decision.
- HS.5.8. Evaluate the effectiveness of health-related decisions.



## ***STANDARD #6: Students will use goal-setting skills to enhance health (goal setting).***

This standard includes the critical steps needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.

### **Benchmarks:**

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

- PK2.6.1 Identify a short-term, realistic personal health goal and take action toward achieving the goal.
- PK2.6.2 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:**

- 3-5.6.1. Set a realistic personal health goal.
- 3-5.6.2. Track progress toward achieving a personal health goal.
- 3-5.6.3. 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:**

- 6-8.6.1. Assess personal health practices.
- 6-8.6.2. Set a realistic personal health goal.
- 6-8.6.3. Assess the barriers to achieving a personal health goal.
- 6-8.6.4. Apply strategies to overcome barriers to achieving a personal health goal.
- 6-8.6.5. 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:**

- HS.6.1 Assess personal health practices and behaviors.
- HS.6.2 Set a realistic personal health goal.
- HS.6.3 Assess the barriers to achieving a personal health goal.
- HS.6.4 Develop a plan to attain a personal health goal.
- HS.6.5 Implement strategies, including self-monitoring, to achieve a personal health goal.
- HS.6.6 Use strategies to overcome barriers to achieving a personal health goal.
- HS.6.7 Formulate an effective long-term plan to achieve a health goal.



## ***STANDARD #7: Students will practice health-enhancing behaviors and avoid or reduce health risks (practicing healthy behaviors).***

Many diseases and injuries can be prevented by avoiding or reducing harmful and risk taking behaviors. This standard promotes accepting personal responsibility for health and encourages the practice of healthy behaviors.

### **Benchmarks:**

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

- PK2.7.1 Demonstrate healthy practices and behaviors to maintain or improve personal health.
- PK2.7.2 Identify and demonstrate healthy practices and behaviors that reduce or prevent health risks.

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

- 3-5.7.1. Describe practices and behaviors that reduce or prevent health risks.
- 3-5.7.2 Demonstrate healthy practices and behaviors.
- 3-5.7.3. 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:***

- 6-8.7.1. Explain the importance of being responsible for personal health behaviors.
- 6-8.7.2. Analyze personal practices and behaviors that reduce or prevent health risks.
- 6-8.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others.
- 6-8.7.4. 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:***

- HS.7.1 Analyze the role of individual responsibility in enhancing personal health.
- HS.7.2 Evaluate personal practices and behaviors that reduce or prevent health risks.
- HS.7.3 Demonstrate healthy practices and behaviors to improve the health of oneself and others.
- HS.7.4 Make a commitment to practice healthy behaviors.

***STANDARD #8: Students will advocate for personal, family, and community health (advocacy skills).***

Advocacy skills help students adopt and promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health enhancing messages and to encourage others to adopt healthy behaviors.

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

- PK2.8.1 Make requests to others to promote personal health practices.
- PK2.8.2. Demonstrate how to encourage peers to make positive health choices.

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

- 3-5.8.1. Give factual information to improve the health of others.
- 3-5.8.2. State personal beliefs to improve the health of others.
- 3-5.8.3. 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:***

- 3-5.8.1. State a health-enhancing position, supported with accurate information, to improve the health of others.
- 3-5.8.2. Persuade others to make positive health choices.
- 3-5.8.3. Collaborate with others to advocate for healthy individuals, families and schools.
- 3-5.8.4. 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:***

- HS.8.1 Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.
- HS.8.2 Persuade and support others to make positive health choices.
- HS.8.3 Collaborate with others to advocate for improving personal, family and community health.
- HS.8.4 Encourage school and community environments to promote the health of others.
- HS.8.5 Adapt health messages and communication techniques for a specific target audience.
- HS.8.6 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.

## CONTENT ELABORATIONS BY TOPIC: HIGH SCHOOL

TOPIC	DESCRIPTION
<b>Alcohol, Tobacco, and Other Drug Use Prevention</b>	<p>Students in high school focus on the functional knowledge that continues the development of skills around effective communication, decision-making, and advocacy skills. Students at this developmental age have higher demands that require additional practice in communication skills. For example, refusing to ride in a car with a person who is under the influence; or to prevent a friend from driving under the influence. The level of decision-making is also augmented. Students need a variety of scenarios to practice analyzing how influences impact their decisions; generating alternatives; identifying consequences associated with those alternatives; and evaluating the healthiest decision. Lastly, students at the high school level have more opportunities to advocate for healthy choices regarding ATOD. For example, high school students can advocate for staying drug free to junior high and elementary classrooms. Many high school students also drive and have the opportunity to promote drug free messages in their community. Students who advocate for healthy behaviors are more likely to practice those healthy behaviors. The supportive skills at the high school level can be addressed with additional time in health education. Standard 1 is also addressed as a supportive skill because additional functional knowledge would be needed to achieve the supportive skills. The skill of goal setting (Standard 6) is not focused upon in the ATOD unit because goal setting around negative behaviors is not good practice in health education. In addition, practicing healthy behaviors (Standard 7), is not best practice for the ATOD unit because we do not reinforce the skill to students “practice not using alcohol, tobacco and other drugs at home.”</p>
<b>Healthy Eating</b>	<p>Students in high school focus on the functional knowledge that enhances their ability to access valid, reliable nutrition resources. The valid and reliable information they access will assist with the setting of personal goals to maintain or improve their nutrition plan. For example, referring to valid and reliable information about key nutrients in foods will assist in setting a goal to consume a variety of foods that contain these key nutrients. The supportive skills at the high school level can be addressed with additional time in health education. Standard 1 is also addressed as a supportive skill because additional functional knowledge would be needed to achieve the supportive skills. Analyzing influences, interpersonal communication skills, decision-making, practicing behaviors, and advocacy skills are all possible to achieve with additional health education classes. Examples of how these skills can assist students include the understanding of influences on food choices; how to communicate nutrition needs to care givers by offering healthy food choices on the grocery list; making decisions about vegetarian or vegan food plans; putting food plans into practice at home; and advocating for healthy food choices in their school, community, or at home.</p>

<b>Healthy Relationships</b>	<p>Students in high school focus on the functional knowledge that continues the development of skills around analyzing influences and interpersonal communication, but also includes decision-making skills. Students at this developmental age have higher demands when developing relationships and additional practice analyzing influences and communication skills will increase student confidence. High school students also have more decisions to make in their relationships. Students need a variety of scenarios to practice analyzing how influences impact their decisions; generating alternatives; identifying consequences associated with those alternatives; and evaluating the healthiest decision. For example, students can be given the opportunity to think about healthy boundaries for teen dating relationships. The skill can then be enhanced with how to communicate healthy boundaries in a teen dating relationship and how to combat influences from peers and social media. The supportive skills at the high school level can be addressed with additional time in health education. Standard 1 is also addressed as a supportive skill because additional functional knowledge would be needed to achieve the supportive skills. The skill of goal setting (Standard 6) is not focused upon in the healthy relationships unit because goal setting around negative behaviors is not good practice in health education. Students would not be asked to make a goal to avoid unhealthy relationships. To help students develop healthy relationships, they would focus on the impact of influences on health behavior, interpersonal communication, and healthy decision-making skills.</p>
<b>Mental and Emotional Health</b>	<p>Students in high school focus on the functional knowledge that continues the development of accessing valid and reliable mental health information and practicing healthy mental emotional health behaviors, but also includes advocacy skills to give students the opportunity to persuade and support others to make positive mental and emotional health choices. Students at this developmental age have higher demands that require additional practice accessing valid, reliable resources, practicing healthy behaviors at home, and advocating for positive mental emotional health choices. Students can use valid and reliable information to support their advocacy efforts that can take place at home, in school, or in the community to enhance the mental emotional health for self or others. Students who advocate for healthy behaviors are more likely to practice those healthy behaviors. The supportive skills at the high school level can be addressed with additional time in health education. Standard 1 is also addressed as a supportive skill because additional functional knowledge would be needed to achieve the supportive skills. The Ohio Social-emotional standards for high school students has also been incorporated into the course of study. They have been highlighted in yellow and are cross-referenced by the standard number found in Ohio's Kindergarten through Grade 12 Social and Emotional Learning Standards.</p>

<b>Personal Health and Wellness</b>	<p>Students in high school focus on the functional knowledge that continues the development of skills for accessing valid, reliable resources to build health literacy and effective interpersonal communication skills. Students at this developmental age have higher demands that require additional health knowledge and communication skills. For example, older teens are driving to their own doctors' appointments and must rely on their interpersonal communication skills to express their personal health and wellness needs. Students in high school must also have the confidence to ask health care professionals questions and understand the health information that is given to them. Practicing healthy behaviors is another essential skill that is focused upon for this grade band. They must analyze the role of individual responsibility to enhance personal health, and evaluate personal practices and behaviors to prevent health risks. The supportive skills at the high school level can be addressed with additional time in health education. Standard 1 is also addressed as a supportive skill because additional functional knowledge would be needed to achieve the supportive skills.</p>
<b>Safety</b>	<p>Students in high school focus on the functional knowledge that continues the development of practicing healthy behaviors, but includes additional skill development in communication, decision-making, and goal setting. Students at this developmental age have higher demands that require additional practice in these skills. The review of the skill to evaluate personal practices and behaviors that reduce or prevent health risks is essential at the high school level because there are additional safety concerns such as teen driving. Practice with communication and decision-making skills can be done through scenarios. For example, if a student was in a car and the friend was driving recklessly how are they going to communicate their concern? Will they say anything at all? What are the possible consequences if they say or do nothing? How will they handle this situation? This grade band also includes goal setting skills. This allows students to assess their safety behaviors and set goals to decrease their risk of injury. The supportive skills at the high school level can be addressed with additional time in health education. Standard 1 is also addressed as a supportive skill because additional functional knowledge would be needed to achieve the supportive skills.</p>
<b>Violence Prevention</b>	<p>Students in high school focus on the functional knowledge that continues the development of analyzing influences and interpersonal communication skills. Students at this developmental age have higher demands that require additional practice in the analysis of influences and communication skills. Students take a closer look at how the influence of culture supports and challenges violence prevention beliefs, practices, and behaviors. Other influences include, peers and perceptions of norms; personal attitudes, values, and beliefs; alcohol and other drug use; and media and technology. Students also enhance their interpersonal communication skills by practicing strategies to prevent, manage, or resolve interpersonal conflict to prevent violence. They will also demonstrate how to effectively ask for assistance to prevent violence; and effectively offer assistance to help others prevent violence. The supportive skills at the high school level can be addressed with additional time in health education. Standard 1 is also addressed as a supportive skill because additional functional knowledge would be needed to achieve the supportive skills.</p>

## High School

### Alcohol, Tobacco, And Other Drug Prevention (ATOD)

<b>Standard 1: Functional Knowledge</b>	
Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
<b>Benchmark</b>	<b>Indicators</b>
HS.1.1 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs.	<p>HS.ATOD.1.1. Differentiate between proper use, misuse, and abuse of over-the-counter and prescription medicines.</p> <p>HS.ATOD.1.2. Describe the dangers of drug use, including touching or ingesting dangerous substances.</p> <p>HS.ATOD.1.3. Describe the harmful effects of binge drinking.</p> <p>HS.ATOD.1.4. Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, tobacco, and other drugs.</p> <p>HS.ATOD.1.5. Describe the effects of using alcohol, tobacco, and other drugs on school performance, future career goals, and relationships with others.</p> <p>HS.ATOD.1.6. Analyze why individuals choose to use or not to use alcohol, tobacco, marijuana, and other drugs.</p> <p>HS.ATOD.1.7. Analyze short-term and long-term benefits of remaining drug free from alcohol, tobacco, marijuana, and other drugs.</p> <p>HS.ATOD.1.8. Analyze the relationship between using alcohol, marijuana, and other drugs and other health risks such as unintentional injuries, violence, suicide, risk behaviors, and disease transmission.</p> <p>HS.ATOD.1.9. Analyze the dangers of driving or riding with a driver who is under the influence of alcohol, marijuana, and/or other drugs.</p> <p>HS.ATOD.1.10. Evaluate the financial costs of alcohol, tobacco, marijuana, and other drug use on the individual and society.</p> <p>HS.ATOD.1.11. Describe the stages and consequences of addiction.</p> <p>HS.ATOD.1.12. Describe the importance of and identify resource for receiving help for alcohol, tobacco, marijuana, and other drug addiction.</p>

**Standard 4: Interpersonal Communication Skills****Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.4.1. Demonstrate effective communication skills to enhance health.</p> <p>HS.4.3. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p>	<p>HS.ATOD.4.1. Demonstrate effective communication skills to avoid taking others' prescription medication.</p> <p>HS.ATOD.4.2. Demonstrate effective communication skills to being drug free from alcohol, tobacco, marijuana, and other drugs.</p> <p>HS.ATOD.4.3. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid alcohol, tobacco, marijuana, and other drug use.</p>

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.5.4. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>HS.5.5. Generate alternatives when making a health-related decision.</p> <p>HS.5.6. Predict potential short-term and long-term consequences of alternatives to health-related decisions.</p> <p>HS.5.7. Choose a healthy alternative when making a health-related decision.</p> <p>HS.5.8. Evaluate the effectiveness of health-related decisions.</p>	<p>HS.ATOD.5.1. Analyze how family, culture, media, peers, and personal beliefs affect a decision related to alcohol, tobacco, and other drug use.</p> <p>HS.ATOD.5.2. Generate alternatives when making a decision related to alcohol, tobacco, and other drug use.</p> <p>HS.ATOD.5.3. Predict the potential short-term and long-term consequences of alternatives when making a decision related to alcohol, tobacco, and other drug use.</p> <p>HS.ATOD.5.4. Choose a healthy alternative when making a decision related to alcohol, tobacco, and other drug use.</p> <p>HS.ATOD.5.5. Choose a healthy alternative when making a decision related to riding in a motor vehicle with a driver who has been drinking alcohol or using drugs.</p> <p>HS.ATOD.5.6. Evaluate the effectiveness of decisions related to alcohol, tobacco, and other drug use.</p>

**Standard 8: Advocacy Skills****Students will demonstrate the ability to advocate for personal, family, and community health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.8.1. Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.</p> <p>HS.8.2. Persuade and support others to make positive health choices.</p>	<p>HS.ATOD.8.1. Use peer and societal norms, based on accurate health information, to formulate a message that promotes being drug free from alcohol, tobacco, marijuana, and other drugs.</p> <p>HS.ATOD.8.2. Persuade and support others to avoid driving or riding with a driver who is under the influence of alcohol, marijuana, or other drugs.</p>

***SUPPORTIVE SKILLS***– To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## **(ATOD) - Supportive**

### **Standard 1: Functional Knowledge**

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.</p> <p><b>*Additional functional knowledge is needed to develop these supportive skills.</b></p>	<p>HS.ATOD.1.13. Explain the effects of alcohol, tobacco, and other drug use during pregnancy.</p> <p>HS.ATOD.1.14. Evaluate situations that could lead to the use of alcohol, tobacco, marijuana, and other drug use.</p> <p>HS.ATOD.1.15. Summarize long-term health benefits of abstaining from or discontinuing use of alcohol, tobacco, marijuana, or other drugs.</p> <p>HS.ATOD.1.16. Analyze how the addiction to the use of alcohol or other drugs can be treated.</p> <p>HS.ATOD.1.17. Evaluate community laws and policies related to the sale and use of alcohol and tobacco including e-cigarettes.</p> <p>HS.ATOD.1.18. Distinguish appropriate ways to support family and friends who are trying to stop using tobacco.</p>

### **Standard 2: Analyzing Influences**

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

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.2.2. Analyze how culture supports and challenges health beliefs, practices, and behaviors. S2.3.HS. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.</p> <p>HS.2.4. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.</p> <p>HS.2.5. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p>HS.2.6. Analyze how laws, rules, and regulations influence health promotion and disease prevention. S2.8.HS. Analyze the effect of media and technology on personal, family, and community health.</p>	<p>HS.ATOD.2.1. Analyze how culture supports and challenges alcohol, tobacco, and other drug use beliefs, practices, and behaviors.</p> <p>HS.ATOD.2.2. Analyze how peers and perceptions of norms influence healthy and unhealthy alcohol, tobacco, and other drug related behaviors.</p> <p>HS.ATOD.2.3. Analyze how personal attitudes, values, and beliefs influence health and unhealthy alcohol, tobacco, and other drug use behaviors.</p> <p>HS.ATOD.2.4. Analyze how alcohol, tobacco, and other drug use can influence the likelihood of engaging in other unhealthy behaviors.</p> <p>HS.ATOD.2.5. Analyze how laws, rules, and regulations influence behaviors related to alcohol, tobacco, and other drug use.</p> <p>HS.ATOD.2.6. Analyze the effect of media and technology on personal, family, and community behaviors related to alcohol, tobacco, and other drug use.</p>



**Standard 3: Accessing Resources****Students will demonstrate the ability to access valid information, products, and services to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
HS.3.1. Evaluate the validity and reliability of health information. HS.3.2. Evaluate the validity and reliability of health products. HS.3.3. Evaluate the validity and reliability of health services.	HS.ATOD.3.1. Evaluate the validity and reliability of information for over-the-counter and prescription medicines. HS.ATOD.3.2. Evaluate the validity and reliability of alcohol- and other drug-use prevention and cessation products. HS.ATOD.3.3. Evaluate the validity and reliability of information for alcohol-and other drug-use prevention.

## Healthy Eating (HE)

### (HE) - Essential

#### Standard 1: Functional Knowledge

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark	Indicators
HS.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Healthy Eating.	<p>HS.HE.1.1. Describe the recommendations of the U.S. Dietary Guidelines for Americans.</p> <p>HS.HE.1.2. Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.</p> <p>HS.HE.1.3. Explain how the U.S. Dietary Guidelines for Americans and MyPlate are useful in planning a healthy diet.</p> <p>HS.HE.1.4. Distinguish food sources that provide key nutrients. HS.HE.5.HS. Describe the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs.</p> <p>HS.HE.1.6. Summarize the relationship between access to healthy foods and personal food choices.</p> <p>HS.HE.1.7. Analyze the benefits of healthy eating.</p> <p>HS.HE.1.8. Investigate and summarize how to make healthy food selections when dining out.</p> <p>HS.HE.1.9. Summarize the importance of healthy eating and physical activity in maintaining a healthy weight.</p> <p>HS.HE.1.10. Analyze healthy and risky approaches to weight management.</p> <p>HS.HE.1.11. Explain the effects of eating disorders on healthy growth and development.</p>

#### Standard 3: Accessing Resources

Students will demonstrate the ability to access valid information, products, and services to enhance health.

Benchmark	Indicators
<p>HS.3.1. Evaluate the validity and reliability of health information.</p> <p>HS.3.7. Use resources that provide valid and reliable health information.</p>	<p>HS.HE.3.1. Evaluate the validity and reliability of nutrition information and products.</p> <p>HS.HE.3.7. Use resources that provide valid and reliable nutrition information.</p>

<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
HS.6.1. Assess personal health practices and behaviors. HS.6.2. Set a realistic personal health goal. HS.6.3. Assess the barriers to achieving a personal health goal. HS.6.4. Develop a plan to attain a personal health goal. HS.6.6. Use strategies to overcome barriers to achieving a personal health goal.	HS.HE.6.1. Assess personal eating practices and energy expenditure to maintain healthy weight. HS.HE.6.2. Set a realistic personal goal related to improving healthy eating behaviors. HS.HE.6.3. Assess the barriers to achieving a personal goal to improve healthy eating behaviors. HS.HE.6.4. Develop a plan to attain a personal goal to improve healthy eating behaviors. HS.HE.6.5. Use strategies to overcome barriers to achieve a personal goal to improve healthy eating behaviors.

***SUPPORTIVE SKILLS** – To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **(HE) - Supportive**

### **Standard 1: Functional Knowledge**

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
HS.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Healthy Eating.	HS.HE.1.12. Summarize the physical, mental, social, and academic benefits of eating breakfast every day. HS.HE.1.13. Explain how to incorporate foods that are high in fiber into a healthy daily diet. HS.HE.1.14. Explain how to incorporate an adequate amount of calcium and iron into a healthy daily diet. HS.HE.1.15. Describe how to incorporate the US Dietary guidelines when planning a vegetarian diet. HS.HE.1.16. Summarize food preparation methods that add less fat, sugar, and sodium to food. HS.HE.1.17. Describe the benefits of limiting the consumption of energy drinks. HS.HE.1.18. Summarize food safety strategies that can control germs that cause foodborne illnesses. HS.HE.1.19. Describe the relationship between nutrition and overall health.

<b>Standard 2: Analyzing Influences</b> <b>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
HS.2.5. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors. HS.2.6. Analyze how laws, rules, and regulations influence health promotion and disease prevention. HS.2.7. Analyze how school and community affect personal health practices and behaviors. HS.2.9. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health practices and behaviors. HS.2.10. 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.	HS.HE.2.1. Analyze how some health risk behaviors influence the likelihood of engaging in unhealthy eating practices and behaviors. HS.HE.2.2. Analyze how laws, rules, and regulations influence personal food choices and other eating practices and behaviors. HS.HE.2.3. Analyze how school and community affect personal food choices and other eating practices and behaviors. HS.HE.2.4. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on personal food choices and other eating behaviors. HS.HE.2.5. Analyze the factors that influence opportunities to obtain safe, accessible and affordable opportunities for healthy eating practices and behaviors for oneself and others.
<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
HS.4.3. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors. HS.4.5. Demonstrate how to effectively ask for assistance to improve personal health. HS.4.6. Demonstrate how to effectively offer assistance to improve the health of others.	HS.HE.4.1. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid unhealthy food choices. HS.HE.4.2. Demonstrate how to effectively ask for assistance to improve personal food choices, eating behaviors, and weight management. HS.HE.4.3. Demonstrate how to effectively offer assistance to improve the food choices and healthy eating behaviors of others.

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.5.1. Examine barriers to healthy decision making.</p> <p>HS.5.3 Justify when individual or collaborative decision making is appropriate.</p> <p>HS.5.4. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>HS.5.5. Generate alternatives when making a health-related decision.</p> <p>HS.5.6. Predict potential short-term and long term consequences of alternatives to health-related decisions.</p> <p>HS.5.7. Choose a healthy alternative when making a health-related decision.</p> <p>HS.5.8. Evaluate the effectiveness of health related decisions.</p>	<p>HS.HE.5.1. Examine barriers to making a decision related to healthy eating behaviors.</p> <p>HS.HE.5.2. Justify when individual or collaborative decision making related to health eating behaviors is appropriate.</p> <p>HS.HE.5.3. Analyze how family, culture, media, peers, and personal beliefs affect a decision related to healthy eating behaviors.</p> <p>HS.HE.5.4. Generate alternatives when making a decision related to healthy eating behaviors.</p> <p>HS.HE.5.5. Predict the potential short-term and long-term consequences of alternatives to decisions related to healthy eating behaviors.</p> <p>HS.HE.5.6. Choose a healthy alternative when making a decision related to healthy eating behaviors.</p> <p>HS.HE.5.7. Evaluate the effectiveness of decisions related to healthy eating behaviors.</p>

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

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p> <p>HS.7.4 Make a commitment to practice healthy behaviors.</p>	<p>HS.HE.7.1 Demonstrate healthy eating practices and behaviors to improve the health of oneself and others.</p> <p>HS.HE.7.2. Make a commitment to practice healthy eating behaviors.</p>

**Standard 8: Advocacy Skills****Students will demonstrate the ability to advocate for personal, family, and community health.**

<b>Benchmark</b>	<b>Indicators</b>
HS.8.1. Use peer and societal norms, based on accurate health information, to formulate health enhancing messages. HS.8.2. Persuade and support others to make positive health choices. HS.8.4. school and community environments to promote the health of others.	HS.HE.8.1. Use peer and societal norms, based on accurate health information, to formulate a message that promotes healthy eating. HS.HE8.2. Persuade and support others to make positive choices related to healthy eating. HS.HE.8.3. Encourage school and community environments to promote healthy eating.

## Healthy Relationships (HR)

High School HR- Essential	
Standard 1: Functional Knowledge	
Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Benchmark	Indicators
HS.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	<p>HS.HR.1.1. Analyze characteristics of healthy relationships.</p> <p>HS.HR.1.2. Summarize positive ways to express emotions in order to maintain healthy relationships.</p> <p>S1.1.HR.3.HS. Summarize the qualities of a healthy dating relationship.</p> <p>HS.HR.1.4. Identify warning signs of dating violence and resources for help.</p> <p>HS.HR.1.7. Explain why it is wrong to trick, threaten or coerce another person into having sex.</p> <p>HS.HR.1.8. Justify why abstinence from sex and drugs are the safest most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy.</p> <p>HS1.1.HR.9.HS. Analyze the factors that contribute to engaging in risk behaviors.</p> <p>HS.HR.1.10. Analyze the factors that protect one against engaging in risk behaviors.</p> <p>HS.HR.1.11. Summarize the importance of setting personal limits to avoid risky behavior leading to parenthood.</p> <p>HS.HR.1.13. Analyze the emotional, social, physical, and financial effects of risky behaviors leading to teen parenthood.</p> <p>HS.1.14.HR. Analyze the mental and emotional effects of being in a teen relationship.</p> <p>HS.HR.1.15. Summarize ways to show courtesy and respect for others whose values are different from yours.</p>



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

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.2.2. Analyze how culture supports and challenges health beliefs, practices, and behaviors. S2.3.HS. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors. S2.4.HS. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.</p> <p>HS.2.5. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p>HS.2.8. Analyze the effect of media and technology on personal, family, and community health.</p>	<p>HS.HR.2.1. Analyze how culture supports and challenges health beliefs, practices, behaviors, and relationships.</p> <p>HS.HR.2.2. Analyze how peers and perceptions of norms influence healthy and unhealthy health practices, behaviors, and relationships.</p> <p>HS.HR.2.3. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy health practices, behaviors, and relationships.</p> <p>HS.HR.2.4. Analyze how some health risk behaviors influence the likelihood of engaging in risky behaviors.</p> <p>HS.HR.2.5. Analyze the effect of media and technology on personal, family, and community health practices, behaviors, and relationships.</p>

**Standard 4: Interpersonal Communication Skills****Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.4.1. Demonstrate effective communication skills to enhance health.</p> <p>HS.4.3. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p> <p>HS.4.4. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.</p>	<p>HS.HR.4.1. Demonstrate effective communication skills to abstain from sexual activity.</p> <p>S4.3.HR.2.HS. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal sexual health of oneself and others.</p> <p>HS.HR.4.3. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in sexually risky behaviors.</p> <p>HS.HR.4.4. Demonstrate effective communication skills to establish healthy boundaries in a dating relationship.</p>

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

Benchmark	Indicators
<p>HS.5.1. Examine barriers to healthy decision making.</p> <p>HS.5.2. Determine the value of applying thoughtful decision making.</p> <p>HS.5.3. Justify when individual or collaborative decision making is appropriate.</p> <p>HS.5.4. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>H.S.5.5. Generate alternatives when making a health-related decision.</p> <p>HS.5.6. Predict potential short-term and long-term consequences of alternatives to health-related decisions.</p> <p>HS.5.7. Choose a healthy alternative when making a health-related decision.</p>	<p>HS.HR.5.1. Examine barriers to making a decision related to relationships.</p> <p>HS.HR.5.2. Determine the value of applying thoughtful decision making regarding a potentially health-related decision.</p> <p>HS.HR.5.3 Justify when individual or collaborative decision making is appropriate regarding a potentially risky situation.</p> <p>HS.HR.5.4 Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>HS.HR.5.5. Generate healthy alternatives when making a decision related to relationships.</p> <p>HS.HR.5.6 Predict potential short- and long-term consequences of health-related decisions.</p> <p>HS.HR.5.7 Choose a healthy alternative and identify the benefits when evaluating a health-related decision.</p>

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **(HS) - Supportive**

### **Standard 1: Functional Knowledge**

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>H.S.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.</p> <p><i><b>*Additional functional knowledge is needed to develop these supportive skills.</b></i></p>	<p>HS.HR.1.6. Evaluate effective strategies for dealing with difficult relationships with family members, peers and significant others.</p> <p>HS.HR.1.19. Summarize why it is wrong to tease or bully others.</p> <p>HS.HR.1.20. Summarize how intolerance of differences in beliefs or values can affect others.</p>

### **Standard 3: Accessing Resources**

**Students will demonstrate the ability to access valid information, products, and services to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.3.4. Determine the accessibility of valid and reliable health products.</p> <p>HS.3.7. Use resources that provide valid and reliable health information.</p> <p>HS.3.8. Use valid and reliable health products. S3.9.HS. Use valid and reliable health services.</p>	<p>HS.HR.3.1. Determine the validity and reliability of healthcare products.</p> <p>HS.HR.3.2. Use resources that provide valid and reliable health information.</p> <p>HS.HR.3.3. Use valid and reliable healthcare products.</p> <p>HS.HR.3.4. Use valid and reliable healthcare services that align to Catholic teaching.</p>

### **Standard 7: Practicing Healthy Behaviors**

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

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.7.2. Evaluate personal practices and behaviors that reduce or prevent health risks.</p> <p>HS.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p>	<p>HS.HR.7.1. Evaluate personal practices and behaviors that reduce or prevent risk behaviors.</p> <p>HS.HR.7.2. Demonstrate practices and behaviors to improve the health of oneself and others.</p>

**Standard 8: Advocacy Skills****Students will demonstrate the ability to advocate for personal, family, and community health.**

<b>Benchmark</b>	<b>Indicators</b>
HS.8.1. Use peer and societal norms, based on accurate health information, to formulate health- enhancing messages. HS.8.2. Persuade and support others to make positive health choices.	HS.HR.8.1. Use accurate health information to formulate a health- enhancing message about avoiding or reducing risky behaviors. HS.HR.8. 2.. Persuade and support others to avoid or reduce risky behaviors.

## Mental and Emotional Health (MEH)

<b>High School MEH- Essential</b>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
HS.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Mental and Emotional Health.	HS.MEH.1.1. Analyze the interrelationship of physical, mental, emotional, social, and spiritual health. HS.MEH.1.2. Analyze characteristics of a mentally and emotionally healthy person. HS.MEH.1.3. Analyze how mental and emotional health can affect health-related behaviors. HS.MEH.1.4. Summarize strategies for coping with loss and grief. HS.MEH.1.5. Analyze strategies for managing and reducing interpersonal conflicts. HS.MEH.1.6. Evaluate effective strategies for dealing with stress. HS.MEH.1.7. Summarize characteristics of someone who has self-respect and self-control. HS.MEH.1.8. Analyze how pro-social behaviors can benefit overall health. HS.MEH.1.9. Explain the body's physical and psychological responses to stressful situations. HS.MEH.1.10. Summarize impulsive behaviors and strategies for controlling them. HS.MEH.1.11. Recognize the signs and symptoms of a person who may be considering suicide. HS.MEH.1.12. Determine when to seek help for mental and emotional health problems. HS.MEH.1.13. Describe how to connect a person who is experiencing signs and symptoms of suicide to a health professional. HS.MEH.1.14 Identify complex emotions as an indicator of personal state of well-being (SEL A1. 1.d) HS.MEH.1.15 Analyze ways emotions impact the social environment (SEL A1. 2.d) HS.MEH.1.16 Analyze why current events may trigger an emotional reaction and identify ways to regulate a response. (SEL A1. 4.d)

	<p>HS.MEH.1.17 Evaluate how emotions expressed in different settings impact the outcome of a situation (SEL B1. 2.d)</p> <p>HS.MEH.1.18 Evaluate how societal and cultural norms influence personal interactions (SEL C4. 1.d)</p>
<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>HS.3.1. Evaluate the validity and reliability of health information.</p> <p>HS.3.5. Determine when professional health services may be required.</p> <p>HS.3.7. Use resources that provide valid and reliable health information.</p>	<p>HS.MEH.3.1. Evaluate the validity and reliability of mental and emotional health information.</p> <p>HS.MEH.3.2. Determine when professional mental and emotional health services may be required.</p> <p>HS.MEH.3.3. Locate valid and reliable mental health services.</p> <p>HS.MEH.3.4. Access community resources and safety networks for self or others. (SEL A3. 3.d)</p>
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>HS.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p> <p>HS.7.4. Make a commitment to practice healthy behaviors.</p>	<p>HS.MEH.7.1. Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others.</p> <p>HS.MEH.7.2. Make a commitment to practice healthy mental and emotional health behaviors.</p> <p>HS.MEH.7.3 Utilize appropriate time, place or support systems to reflect on personal emotions, independently, with a trusted adult or with peers (SEL A1. 3.d)</p> <p>HS.MEH.7.4. Practice using personal strengths in pursuit of post-secondary goals (SEL A2. 1.d)</p> <p>HS.MEH.7.5. Take proactive steps toward implementing a plan for post-secondary goals by building on personal strengths and addressing challenges (SEL A2. 2.d)</p> <p>HS.MEH.7.6. Set post-secondary and life goals with confidence in the ability to be successful, while positively addressing challenges (SEL A4. 2.d)</p> <p>HS.MEH.7.7. Utilize self-management strategies to regulate thoughts, emotions and behaviors within the context of the situation. (SEL B1.1d)</p> <p>HS.MEH.7.8. Apply productive self-monitoring strategies to process emotions and reframe thoughts and behaviors (SEL B1. 3.d)</p> <p>HS.MEH.7.9. Demonstrate the ability to persevere through challenges for long-term rewards or success (SEL B3. 1.d)</p>

HS.MEH.7.10 Reframe a current challenge or setback, by reflecting on successes (SEL B3. 2.d)

HS.MEH.7.11. Demonstrate ways to encourage mutual respect across all settings when viewpoints or perceptions differ (SEL C1. 2.d).

HS.MEH.7.12. Engage in civic duties and opportunities within the broader community (SEL C2. 2.d)

HS.MEH.7.13. Implement a strategy to address a need in the broader community or world as change agents (SEL C2. 3.d).

HS.MEH.7.14. Participate in cross-cultural activities, identify unique contributions and perspectives of various groups, and how the experience may change personal perspective (SEL C3. 2.d).

HS.MEH.7.15. Apply constructive feedback to strengthen connections and achieve common goals (SEL D1. 2.d)

HS.MEH.7.16. Demonstrate responsible use of social and digital media and understand the potential impact on post-secondary goals (SEL D1. 3.d)

HS.MEH.7.17. Establish and actively participate in a healthy network of personal, school and community relationships (SEL D2. 1.d).

HS.MEH.7.18. Develop techniques to empower, encourage and affirm oneself and others, maintaining positive, healthy relationships (SEL D2. 3.d).

HS.MEH.7.19. Implement strategies for reducing influence of stressors that limit your ability to make the most-informed decisions when at school, at home or in the community with peers (SEL E2. 1.d)

HS.MEH.7.20. Independently seek reliable adult mentors in various settings (SEL E2. 2.d)

HS.MEH.7.21. Engage in safe practices in my personal behavior choices and habits for self and toward others (SEL E3. 2.d)

HS.MEH.7.22. Actively seek out new opportunities to expand personal knowledge and experiences (SEL E4. 1.d)

HS.MEH.7.23. Embrace productive struggle as an opportunity for personal growth (SEL E4. 2.d)

HS.MEH.7.24. Anticipate and plan for transitions in post-secondary life (SEL E4. 3.d).

**Standard 8: Advocacy Skills****Students will demonstrate the ability to advocate for personal, family, and community health.**

Benchmark	Indicators
HS.8.1. Use peer and societal norms, based on accurate health information, to formulate health- enhancing messages. HS.8.2. Persuade and support others to make positive health choices. HS.8.4. Encourage school and community environments to promote the health of others.	HS.MEH.8.1. Use positive peer and societal norms, based on accurate health information, to formulate mental and emotional health-enhancing messages. HS.MEH.8.2. Persuade and support others to make positive mental and emotional health choices. HS.MEH.8.3. Encourage school and community environments to promote the mental and emotional health of others. HS.MEH.8.4. Demonstrate self-advocacy in context-specific situations (SEL A4.3d) HS.MEH.8.5. Demonstrate an awareness of responsibilities as an involved citizen in a democratic society. (SEL C2.1.d) HS.MEH.8.6. Evaluate the impact of personal involvement in an activity to improve school, home, community and world. (SEL C2. 4.d) HS.MEH.8.7. Seek and engage in civic-minded activities that contribute to the larger community. (SEL E3. 3.d)



***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **(HS) - Supportive**

### **Standard 1: Functional Knowledge**

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.1.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Mental and Emotional Health.</p> <p><i><b>*Additional functional knowledge is needed to develop these supportive skills.</b></i></p>	<p>HS.MEH.1.19. Analyze the personal physical, emotional, mental, and social health; educational; and vocational performance benefits of rest and sleep.</p> <p>HS.MEH.1.20. Analyze the causes, symptoms, and effects of depression and anxiety.</p> <p>HS.MEH.1.21. Justify why people with eating disorders need professional help.</p> <p>HS.MEH.1.22. Describe personal characteristics that make people unique.</p> <p>HS.MEH.1.23. Explain how to build and maintain healthy family and peer relationships.</p> <p>HS.MEH.1.24. Evaluate effective strategies for dealing with difficult relationships with family members, peers, and significant others.</p>

### **Standard 2: Analyzing Influences**

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

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.2.1. Explain the influence of public health policies on health practices and behaviors.</p> <p>HS.2.2. Analyze how culture supports and challenges health beliefs, practices, and behaviors. S2.7.HS. Analyze how school and community affect personal health practices and behaviors.</p> <p>HS.2.9. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health practices and behaviors.</p> <p>HS.2.10. 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.</p>	<p>HS.MEH.2.1. Explain the influences of public health policies on mental and emotional health practices and behaviors.</p> <p>HS.MEH.2.2. Analyze how laws, rules, and regulations influence mental and emotional health promotion and disease prevention.</p> <p>HS.MEH.2.3. Analyze how school and community affect mental and emotional health practices and behaviors.</p> <p>HS.MEH.2.4. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies, on mental and emotional health practices and behaviors.</p> <p>HS.MEH.2.5. Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support mental and emotional health for oneself and others.</p> <p><b>HS.MEH.2.6. Respond to social cues that differ depending on the societal and cultural norms of the environment. (SEL C4. 2.d)</b></p>

**Standard 4: Interpersonal Communication Skills****Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

Benchmark	Indicators
<p>HS.4.1. Demonstrate effective communication skills to enhance health.</p> <p>HS.4.3. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p> <p>HS.4.4. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.</p> <p>HS.4.5. Demonstrate how to effectively ask for assistance to improve personal health.</p>	<p>HS.MEH.4.1. Demonstrate effective communication skills to enhance mental and emotional health.</p> <p>HS.MEH.4.2. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in mentally and emotionally unhealthy behaviors.</p> <p>HS.MEH.4.3. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.</p> <p>HS.MEH.4.4. Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.</p> <p>HS.MEH.4.5. Utilize support from trusted adults, as well as resources and agencies that provide academic, social, emotional or health-related support. (SEL A3. 1.d).</p> <p>HS.MEH.4.6. Evaluate verbal, behavioral, environmental and situational cues that may influence the feelings of others. (SEL C1. 1.d).</p> <p>HS.MEH.4.7. Demonstrate empathy through compassion in self and encourage in others. (SEL C1. 3.d)</p> <p>HS.MEH.4.8. Examine and address explicit or implicit personal biases toward an individual or group (SEL C3. 1.d)</p> <p>HS.MEH.4.9. Analyze how one can build community that respects all human dignity virtually and in-person. (SEL C3. 3.d)</p> <p>HS.MEH.4.10. Use positive problem-solving skills to balance personal and group needs and foster respectful group interactions. (SEL C4. 3.d)</p> <p>HS.MEH.4.11. Actively engage in positive interactions to make connections with peers, adults and community to support and achieve common goals. (SEL D1. 1.d)</p> <p>HS.MEH.4.12. Incorporate compassionate and inclusive practices in relationships. (SEL D2. 2.d)</p> <p>HS.MEH.4.13. Demonstrate an ability to co-exist in civility in the face of differing perspectives to prevent conflict. (SEL D3. 1.d)</p> <p>HS.MEH.4.14. Utilize problem solving resources and supports to facilitate conflict resolution, recognizing that seeking help is a strength. (SEL D3. 3.d)</p>

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

Benchmark	Indicators
<p>HS.5.2. Determine the value of applying thoughtful decision making.</p> <p>HS.5.3. Justify when individual or collaborative decision making is appropriate.</p>	<p>HS.MEH.5.1. Determine the value of applying thoughtful decision making regarding a mental and emotional health problem.</p> <p>HS.MEH.5.2. Justify when individual or collaborative decision making is appropriate regarding an emotional or mental health problem.</p> <p>HS.MEH.5.3. Demonstrate internalization of personal responsibility and being accountable as one prepares for post-secondary life. (SEL A4. 1.d)</p> <p>HS.MEH.5.4. Demonstrate critical thinking skills to select an appropriate decision-making process, recognizing there are multiple perspectives. (SEL E1. 1.d)</p> <p>HS.MEH.5.5. Implement a decision-making process to solve complex situations including academic and social challenges. (SEL E1. 2.d)</p> <p>HS.MEH.5.6. Integrate prior experience and knowledge of outcomes to inform future decisions. (SEL E2. 3.d)</p> <p>HS.MEH.5.7. Demonstrate respect and integrity in all settings during the decision-making process. (SEL E3. 1.d)</p>

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

Benchmark	Indicators
<p>HS.6.6. Use strategies to overcome barriers to achieving a personal health goal.</p> <p>HS.6.7. Formulate an effective long-term plan to achieve a health goal.</p>	<p>HS.MEH.6.1. Use strategies to overcome barriers to achieve a goal to improve or maintain positive mental and emotional health.</p> <p>HS.MEH.6.2. Formulate an effective long-term personal health plan to achieve a goal to improve or maintain positive mental and emotional health.</p> <p>HS.MEH.6.3. Reflect on actions that are based on constructive feedback, address personal challenges and build on personal strengths. (SEL A3. 2.d)</p> <p>HS.MEH.6.4. Develop a plan that demonstrates an understanding of how to set and reach goals that contribute to lifelong success. (SEL B2. 1.d)</p> <p>HS.MEH.6.5. Utilize school, family and community or varied resources that may assist in achieving a goal. (SEL B2. 2.d)</p> <p>HS.MEH.6.6. Set a post-secondary life goal with action steps, timeframes and criteria for evaluating achievement. (SEL B2. 3.d)</p> <p>HS.MEH.6.7. Evaluate progress toward achieving a specified goal and re-evaluate or adapt the plan or action steps, as needed. (SEL B2. 4.d)</p>

## Personal Health and Wellness (PHW)

### (PHW) - Essential

#### Standard 1: Functional Knowledge

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

##### Benchmark

HS.1.1 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Personal Health and Wellness.

##### Indicators

HS.PHW.1.1. Summarize how common infectious diseases are transmitted by indirect contact and person-to-person contact.  
HS.PHW.1.2. Explain the relationship between intravenous drug use and transmission of blood borne diseases such as HIV and hepatitis.  
HS.PHW.1.3. Summarize ways to prevent the spread of germs that cause infectious diseases, such as HIV, by not having sex, not touching blood, and not touching used hypodermic or tattoo needles.  
HS.PHW.1.4. Summarize ways to prevent the spread of sexually transmitted diseases (STDs) by avoiding behaviors that transmit blood, semen, and vaginal secretions.  
HS.PHW.1.5. Analyze the relationship between using alcohol and other drugs and sexual risk behaviors.  
HS.PHW.1.6. Summarize the signs and symptoms of common STD's, including HIV.  
HS.PHW.1.7. Summarize the problems associated with asymptomatic STDs and HIV.  
HS.PHW.1.8. Summarize the short- and long-term consequences of common STDs, including HIV.  
HS.PHW.1.9. Explain the importance of immunizations, checkups, examinations and self-examinations such as, breast and testicular self-examinations, and health screenings such as, mammograms and Pap smears necessary to maintain sexual and reproductive health

<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
HS.3.1. Evaluate the validity and reliability of health information. HS.3.5. Determine when professional health services may be required. HS.3.7. Use resources that provide valid and reliable health information.	HS.PHW.3.1. Evaluate the validity and reliability of personal health and wellness information. HS.PHW.3.2. Determine when professional personal health and wellness services may be required. HS.PHW.3.3. Use resources that provide valid and reliable personal health and wellness information.
<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
HS.4.5. Demonstrate how to effectively ask for assistance to improve personal health.	HS.PHW.4.1. Demonstrate how to effectively ask for assistance to improve personal health and wellness.
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks</b>	
<b>Benchmark</b>	<b>Indicators</b>
HS.7.1. Analyze the role of individual responsibility in enhancing personal health. HS.7.4. Make a commitment to practice healthy behaviors.	HS.PHW.7.1. Analyze the role of individual responsibility in enhancing personal health and wellness. HS.PHW.7.2. Make a commitment to practice positive personal health and wellness-related behaviors.

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **(PHW) - Supportive**

### **Standard 1: Functional Knowledge**

**Students will comprehend concepts related to health promotion and disease prevention to enhance health**

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in Personal Health and Wellness.</p> <p>*Additional functional knowledge is needed to develop these supportive skills.</p>	<p>HS.PHW.1.12. Analyze the behavioral and environmental factors that contribute to the major chronic diseases.</p> <p>HS.PHW.1.13. Describe the relationship between poor personal health and wellness habits and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.</p> <p>HS.PHW.1.14. Summarize the potential health and social consequences of popular fads or trends such as body piercing and tattooing.</p>

### **Standard 2: Analyzing Influences**

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

<b>Benchmark</b>	<b>Indicators</b>
<p>HS2.2. Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>HS.2.3. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.</p> <p>HS.2.4. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.</p> <p>HS.2.5. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p>HS.2.8. Analyze the effect of media and technology on personal, family, and community health.</p>	<p>HS.PHW.2.1. Analyze how culture supports and challenges health and wellness-related beliefs, practices, and behaviors.</p> <p>HS.PHW.2.2. Analyze how peers and perceptions of norms influence healthy and unhealthy personal health and wellness-related behaviors.</p> <p>HS.PHW.2.3. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy personal health and wellness-related behaviors.</p> <p>HS.PHW.2.4. Analyze how some health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.</p> <p>HS.PHW.2.5. Analyze the effect of media and technology on personal, family, and community health and wellness.</p>

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
HS.5.1. Examine barriers to healthy decision making. HS.5.2. Determine the value of applying thoughtful decision making. HS.5.3. Justify when individual or collaborative decision making is appropriate. HS.5.4. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision. HS.5.5. Generate alternatives when making a health-related decision. HS.5.6. Predict potential short-term and long-term consequences of alternatives to health-related decisions. HS.5.7. Choose a healthy alternative when making a health-related decision. HS.5.8. Evaluate the effectiveness of health-related decisions.	HS.PHW.5.1. Examine barriers that can hinder choosing healthy alternatives in making a personal health and wellness-related decision. HS.PHW.5.2. Determine the value of applying thoughtful decision making regarding a personal health and wellness-related problem. HS.PHW.5.3. Justify when individual or collaborative decision making is appropriate for a personal health and wellness-related problem. HS.PHW.5.4. Analyze how family, culture, media, peers, and personal beliefs affect a personal health and wellness-related decision. HS.PHW.5.5. Generate alternatives when making a decision related to personal health and wellness. HS.PHW.5.6. Predict potential short-term and long-term consequences of alternatives to a health and wellness-related decision. HS.PHW.5.7. Choose a healthy alternative when making a personal health and wellness-related decision. HS.PHW.5.8. Evaluate the effectiveness of personal health and wellness-related decisions.

<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
Benchmark	Indicators
HS.6.1. Assess personal health practices and behaviors. HS.6.2. Set a realistic personal health goal. HS.6.3. Assess the barriers to achieving a personal health goal. HS.6.4. Develop a plan to attain a personal health goal. HS.6.5. Implement strategies, including self-monitoring, to achieve a personal health goal. HS.6.6. Use strategies to overcome barriers to achieving a personal health goal. S6.7.HS. Formulate an effective long-term plan to achieve a health goal.	HS.PHW.6.1. Assess personal health and wellness related practices and behaviors. HS.PHW.6.2. Set a realistic goal to improve a personal health and wellness-related practice. HS.PHW.6.3. Assess the barriers to achieving a personal health and wellness-related goal. HS.PHW.6.4. Develop a plan to attain a personal health and wellness-related goal. HS.PHW.6.5. Implement strategies, including self-monitoring, to achieve a personal health and wellness-related goal. HS.PHW.6.6. Use strategies to overcome barriers to achieve a personal health and wellness-related goal. HS.PHW.6.7. Formulate an effective long-term plan to achieve a personal health and wellness related goal.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
Benchmark	Indicators
HS.8.4. Encourage school and community environments to promote the health of others. HS.8.5. Adapt health messages and communication techniques for a specific target audience. HS.8.6. 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.	HS.PHW.8.1. Encourage school and community environments to promote the health and wellness of others. HS.PHW.8.2. Adapt personal health and wellness messages and communication techniques for a specific target audience. HS.PHW.8.3. Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable personal health and wellness opportunities, products, and services to improve the health of oneself and others.



## Safety (SAFE)

### (SAFE) – Essential

#### Standard 1: Functional Knowledge

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark	Indicators
HS.1.1 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors as it relates to Safety.	<p>HS.SAFE.1.1. Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.</p> <p>HS.SAFE.1.2. Analyze the dangers of driving or riding in a car while the driver is distracted (e.g. texting, talking on the phone, friends in the car, use of GPS, etc.).</p> <p>HS.SAFE.1.3. Explain ways to reduce the risk of injuries around water, while playing sports, at home, in the community, or at school. HS.SAFE.1.4. Summarize ways to reduce the risk of injuries from firearms or injuries due to poisoning.</p> <p>HS.SAFE.1.5. Analyze the benefits of reducing the risks of injury. HS.SAFE.1.6. Explain the life-saving and life enhancing process of organ and tissue donation (anatomical gifts).</p>

#### Standard 4: Interpersonal Communication Skills

Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Benchmark	Indicators
<p>HS.4.2. 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.</p> <p>HS.4.3. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p> <p>HS.4.5. Demonstrate how to effectively ask for assistance to improve personal health.</p> <p>HS.4.6. Demonstrate how to effectively offer assistance to improve the health of others.</p>	<p>HS.SAFE.4.1. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal safety of oneself and others.</p> <p>HS.SAFE.4.2. Demonstrate effective communication skills to avoid riding in a motor vehicle with a driver who is under the influence of alcohol, marijuana, or other drugs.</p> <p>HS.SAFE.4.3. Demonstrate how to effectively ask for assistance to improve personal safety and injury prevention.</p> <p>HS.SAFE.4.4. Demonstrate how to effectively offer assistance to improve the safety and injury prevention of others.</p>

**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.5.1. Examine barriers to healthy decision making.</p> <p>HS.5.2. Determine the value of applying thoughtful decision making.</p> <p>HS.5.3. Justify when individual or collaborative decision making is appropriate.</p> <p>HS.5.4. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>HS.5.5. Generate alternatives when making a health-related decision.</p> <p>HS.5.6. Predict potential short-term and long-term consequences of alternatives to health-related decisions.</p> <p>HS.5.7. Choose a healthy alternative when making a health-related decision.</p> <p>HS.5.8. Evaluate the effectiveness of health-related decisions.</p>	<p>HS.SAFE.5.1. Examine barriers to making a decision related to safety and injury prevention.</p> <p>HS.SAFE.5.2. Determine the value of applying thoughtful decision making regarding a situation related to safety and injury prevention.</p> <p>HS.SAFE.5.3. Justify when individual or collaborative decision making is appropriate regarding a situation related to safety and injury prevention.</p> <p>HS.SAFE.5.4. Analyze how family, culture, media, peers, and personal beliefs affect a decision related to safety and injury prevention.</p> <p>HS.SAFE.5.5. Generate alternatives when making a decision related to safety and injury prevention.</p> <p>HS.SAFE.5.6. Predict potential short-term and long-term consequences of alternatives to decisions related to safety and injury prevention.</p> <p>HS.SAFE.5.7. Choose a healthy alternative when making a decision related to safety and injury prevention.</p> <p>HS.SAFE.5.8. Evaluate the effectiveness of decisions related to safety and injury prevention.</p>

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

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.6.1. Assess personal health practices and behaviors.</p> <p>HS.6.2. Set a realistic personal health goal.</p> <p>HS.6.3. Assess the barriers to achieving a personal health goal.</p> <p>HS.6.4. Develop a plan to attain a personal health goal.</p> <p>HS.6.5. Implement strategies, including self-monitoring, to achieve a personal health goal.</p>	<p>HS.SAFE.6.1. Assess personal safety and injury prevention practices and behaviors.</p> <p>HS.SAFE.6.2. Set a realistic personal goal to avoid or reduce injury.</p> <p>HS.SAFE.6.3. Assess the barriers to achieving a personal goal to avoid or reduce injury.</p> <p>HS.SAFE.6.4. Develop a plan to attain a personal goal to avoid or reduce injuries.</p> <p>HS.SAFE.6.5. Implement strategies, including self-monitoring, to achieve a personal goal to avoid or reduce injuries.</p>

<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks</b>	
<b>Benchmark</b>	<b>Indicators</b>
HS.7.1. Analyze the role of individual responsibility in enhancing personal health. HS.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others. HS.7.4. Make a commitment to practice healthy behaviors	HS.SAFE.7.1. Analyze the role of individual responsibility in promoting safety and avoiding or reducing injury. HS.SAFE.7.2. Demonstrate lifesaving emergency car through the practice of CPR and AED skills. HS.SAFE.7.3. Demonstrate safety and injury prevention practices and behaviors to improve the health of oneself and others. HS.SAFE.7.4. Make a commitment to practice safety and injury prevention.

***SUPPORTIVE SKILLS** - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **(SAFE) – Supportive**

### **Standard 1: Functional Knowledge**

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in safety.</p> <p><b>*Additional functional knowledge is needed to develop these supportive skills.</b></p>	<p>HS.SAFE.1.7. Identify the necessary protective gear for biking, motorcycling, ATVs, snowmobiling, inline skating, riding a scooter, and/or skateboarding.</p> <p>HS.SAFE.1.8. Explain ways to reduce the risk of injuries when using tools or machinery.</p> <p>HS.SAFE.1.9. Analyze the relationship between unintentional injuries and using alcohol and other drug</p> <p>HS.SAFE.1.10. Prioritize actions to take to prevent injuries during severe weather.</p> <p>HS.SAFE.1.11. Describe appropriate actions to take in case of mass trauma</p>

### **Standard 2: Analyzing Influences**

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

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.2.6. Analyze how laws, rules, and regulations influence health promotion and disease prevention.</p> <p>HS.2.7. Analyze how school and community affect personal health practices and behaviors.</p> <p>HS.2.9. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health practices and behaviors</p> <p>HS.2.10. 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.</p>	<p>HS.SAFE.2.1. Analyze how laws, rules, and regulations influence safety and injury prevention behaviors.</p> <p>HS.SAFE.2.2. Analyze how school and community affect safety and injury prevention practices and behaviors.</p> <p>HS.SAFE.2.3. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on safety and injury prevention practices and behaviors.</p> <p>HS.SAFE.2.4. Analyze the factors that influence opportunities to obtain safe, accessible and affordable products and services that support safety and injury prevention practices and behaviors for oneself and others.</p>

<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health</b>	
<b>Benchmark</b>	<b>Indicators</b>
HS.3.1. Evaluate the validity and reliability of health information. HS.3.2. Evaluate the validity and reliability of health products. HS.3.3. Evaluate the validity and reliability of health services. HS.3.7. Use resources that provide valid and reliable health information. HS.3.8. Use valid and reliable health products. HS.3.9. Use valid and reliable health services.	HS.SAFE.3.1. Evaluate the validity and reliability of safety and injury prevention information, products, and services. HS.SAFE.3.2. Use resources that provide valid and reliable safety and injury prevention information. HS.SAFE.3.3. Use valid and reliable safety and injury prevention products and services.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
HS.8.1. Use peer and societal norms, based on accurate health information, to formulate health enhancing messages. HS.8.2. Persuade and support others to make positive health choices. HS.8.4. Encourage school and community environments to promote the health of others	HS.SAFE.8.1. Use peer and societal norms, based on accurate health information, to formulate messages about safety and injury prevention. HS.SAFE.8.2. Persuade and support others to prevent injuries. HS.SAFE.8.3. Encourage school and community environments to promote safety and injury prevention.

## Violence Prevention (VP)

### (VP) - Essential

#### Standard 1: Functional Knowledge

Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Benchmark	Indicators
HS.1.1 Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	<p>HS.VP.1.1. Describe ways to express anger non- violently.</p> <p>HS.VP.1.2. Analyze why it is important to understand the perspectives of others in resolving a conflict.</p> <p>HS.VP.1.3. Summarize impulsive behaviors that can lead to violence and strategies for controlling them.</p> <p>HS.VP.1.4. Analyze short- and long-term consequences of violence to perpetrators, victims, and bystanders.</p> <p>HS.VP.1.5. Explain how bystanders can help prevent violence by reporting dangerous situations or actions.</p> <p>HS.VP.1.6. Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes.</p> <p>HS.VP.1.7. Summarize the benefits of living in a diverse society.</p> <p>HS.VP.1.8. Summarize how intolerance can affect others.</p> <p>HS.VP.1.9. Analyze the relationship between using alcohol and other drugs and violence.</p> <p>HS.VP.1.10. Explain why a person who has been sexually assaulted or raped is not at fault.</p> <p>HS.VP.1.11. Explain why rape and sexual assault should be reported to a trusted adult.</p> <p>HS.VP.1.12. Explain why it is important to tell an adult if there are people in danger of hurting themselves or others.</p> <p>HS.VP.1.13. Explain when to seek help for mental health problems that result from and contribute to violence.</p> <p>HS.VP.1.14. Identify the warning signs of sex trafficking and resources to help prevent sex trafficking.</p>

<b>Standard 2: Analyzing Influences</b> <b>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
HS.2.2. Analyze how culture supports and challenges health beliefs, practices, and behaviors. HS.2.3. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors. HS.2.4. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors. HS.2.5. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors. HS.2.8. Analyze the effect of media and technology on personal, family, and community health.	HS.VP.2.1. Analyze how culture supports and challenges sexual health beliefs, practices, behaviors, and relationships. HS.VP.2.2. Analyze how peers and perceptions of norms influence healthy and unhealthy sexual health practices, behaviors, and relationships. HS.VP.2.3. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy sexual health practices, behaviors, and relationships. HS.VP.2.4. Analyze how some health risk behaviors influence the likelihood of engaging in risky sexual behaviors. HS.VP.2.5. Analyze the effect of media and technology on personal, family, and community sexual health practices, behaviors, and relationships.
<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
HS.4.1. Demonstrate effective communication skills to enhance health. HS.4.3. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors. HS.4.4. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict. HS.4.5. Demonstrate how to effectively ask for assistance to improve personal health. HS.4.6. Demonstrate how to effectively offer assistance to improve the health of others.	HS.VP.4.1. Demonstrate effective communication skills to prevent violence. HS.VP.4.2. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in violence. HS.VP.4.3. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict to prevent violence (SEL D3.2.d) HS.VP.4.4. Demonstrate how to effectively ask for assistance to prevent violence. HS.VP.4.5. Demonstrate how to effectively offer assistance to help others prevent violence.

***SUPPORTIVE SKILLS** – To enhance the health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## **(VP) – Supportive**

### **Standard 1: Functional Knowledge**

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.1.1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.</p> <p><b>*Additional functional knowledge is needed to develop these supportive skills.</b></p>	<p>HS.VP.1.15. Analyze why pro-social behaviors can help prevent violence.</p> <p>HS.VP.1.16. Analyze how power and control differences in relationships, peer dating, or family relationships can contribute to aggression and violence.</p> <p>HS.VP.1.17. Describe characteristics of the school or community that can increase or decrease the likelihood of violence.</p> <p>HS.VP.1.18. Analyze situations that could lead to different types of violence.</p> <p>HS.VP.1.19. Analyze how gang involvement can contribute to violence.</p> <p>HS.VP.1.20. Describe actions to take in case of a disaster emergency or act of terrorism.</p> <p>HS.VP.1.21. Explain that violence can be the result of the accumulations of multiple problems rather than just one incident.</p>

### **Standard 3: Accessing Resources**

**Students will demonstrate the ability to access valid information, products, and services to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
<p>HS.3.1. Evaluate the validity and reliability of health information.</p> <p>HS.3.3. Evaluate the validity and reliability of health services.</p> <p>HS.3.7. Use resources that provide valid and reliable health information.</p> <p>HS.3.9. Use valid and reliable health services.</p>	<p>HS.VP.3.1. Evaluate the validity and reliability of violence prevention information.</p> <p>HS.VP.3.2. Evaluate the validity and reliability of violence prevention or intervention services.</p> <p>HS.VP.3.3. Use resources that provide valid and reliable violence prevention information.</p> <p>HS.VP.3.4. Use valid and reliable violence prevention or intervention services.</p>



**Standard 5: Decision-Making Skills****Students will demonstrate the ability to use decision-making skills to enhance health.**

<b>Benchmark</b>	<b>Indicators</b>
HS.5.1. Examine barriers to healthy decision making. HS.5.3. Justify when individual or collaborative decision making is appropriate	HS.VP.5.1. Examine barriers to making a decision that could lead to violence. HS.VP.5.2. Justify when individual or collaborative decision making regarding a potentially violent situation is appropriate.

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

<b>Benchmark</b>	<b>Indicators</b>
HS.6.1. Assess personal health practices and behaviors. HS.6.7. Formulate an effective long-term plan to achieve a health goal.	HS.VP.6.1. Assess personal violent and non-violent health practices and behaviors. HS.VP.6.2. Formulate an effective long-term personal health plan to achieve a goal to prevent violence.

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

<b>Benchmark</b>	<b>Indicators</b>
HS.7.2. Evaluate personal practices and behaviors that reduce or prevent health risks. HS.7.3. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	HS.VP.7.1 Evaluate personal practices and behaviors that reduce or prevent violence. HS.VP.7.2. Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.

**Standard 8: Advocacy Skills****Students will demonstrate the ability to advocate for personal, family, and community health.**

<b>Benchmark</b>	<b>Indicators</b>
HS.8.2. Persuade and support others to make positive health choices. HS.8.3. Collaborate with others to advocate for improving personal, family and community health. S8.4.HS. Encourage school and community environments to promote the health of others. HS.8.6. 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.	HS.VP.8.1 Persuade and support others to prevent violence. HS.VP.8.2. Collaborate with others to advocate for preventing personal, family and community violence. S8.4.VP.3.HS. Encourage school and community environments to prevent violence. HS.VP.8.3. Persuade community leaders about the importance of ensuring safe, accessible, equitable, and affordable violence prevention opportunities, products and services to improve the health of oneself and others.