

High School I

Students will comprehend concepts related to health promotion and disease prevention to enhance health, including: **1**

a Mental and Emotional Health **1A**

Wellness

- 1** Analyze how mental and emotional health can affect health-related behaviors. **1A.HS1.1**
- 2** Analyze the interrelationship of physical, mental, emotional, social, environmental, and spiritual health. **1A.HS1.2**

Emotions, feelings, and relationships

- 3** Analyze strategies for managing and reducing interpersonal conflicts. **1A.HS1.3**
- 4** Analyze characteristics of a mentally and emotionally healthy person. **1A.HS1.4**

Self and social awareness

- 5** Demonstrate respect for others who have different views and beliefs. **1A.HS1.5**
- 6** Identify how reflecting on personal interests, qualities, strengths, and beliefs can increase self-awareness, satisfaction, and empathy. **1A.HS1.6**
- 7** Identify strategies which lead to personal growth and persistence through challenges. **1A.HS1.7**

Trusted adults

- 8** Identify trusted adults and resources specific to a variety of needs. **1A.HS1.8**
- 9** Summarize the benefits of seeking a trusted adult or professional guidance related to one's dimensions of wellness. **1A.HS1.9**

Stress and anxiety

- 10** Analyze personal stressors at home, in school, and with friends. **1A.HS1.10**
- 11** Determine effective strategies for dealing with stress, anxiety, and anger. **1A.HS1.11**
- 12** Analyze impulsive behaviors and strategies for managing them. **1A.HS1.12**

Depression awareness

- 13** Analyze the causes, symptoms, and effects of depression. **1A.HS1.13**

Suicide prevention

- 14** Summarize the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult. **1A.HS1.14**
- 15** Defend the importance of telling an adult if there are people who are in danger of hurting themselves or others. **1A.HS1.15**

Social media

- 16 Analyze positive and negative effects of social media. 1A.HS1.16

Body image

- 17 Summarize the importance of a positive body image and its implications on mental and physical wellness. 1A.HS1.17

Disordered eating

Grief and loss

Stigma

- 18 Summarize the negative impact of stigma on health-seeking behaviors. 1A.HS1.18

Addiction

- 19 Identify the effects of addiction on self and others. 1A.HS1.19
- 20 Identify sources of support for people who suffer from addiction. 1A.HS1.20
- 21 Identify community services for addiction treatment. 1A.HS1.21

Self-harm

- 22 Recognize the indicators of self-harm and identify triggers that may lead to self-harm. 1A.HS1.22

Help seeking behaviors

- 23 Determine when to seek help for mental and emotional health challenges. 1A.HS1.23

b Substance Abuse Prevention 1B

Medicines

- 1 Differentiate between proper use and abuse of over-the-counter and prescription medicines. 1B.HS1.1

Alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances

- 2 Analyze situations that could lead to the use of alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. **1B.HS1.2**
- 3 Recognize the dangers of riding with a driver who has been using alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other trending drugs or substances. **1B.HS1.3**
- 4 Describe the dangers of using drugs or substances in combination. **1B.HS1.4**
- 5 Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, nicotine products, marijuana products, performance-enhancing substances, opioids (including the lethal effects of fentanyl), and other trending drugs or substances. **1B.HS1.5**
- 6 Describe the effects of using alcohol, opioids, nicotine products, marijuana products, and other trending drugs or substances on school performance, job performance, job absenteeism, and job loss. **1B.HS1.6**

Local support services

- 7 Identify community resources for substance use/abuse and how to help a person who is addicted. **1B.HS1.7**

Environmental Literacy

c Family Life and Human Sexuality 1C

Healthy relationships and consent

- 1 Compare and contrast characteristics of healthy and unhealthy relationships. **1C.HS1.1**
- 2 Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, sexual decision-making, and sexual health. **1C.HS1.2**
- 3 Justify the benefits of respecting individual differences in aspects of sexuality, growth and development, and physical appearance. **1C.HS1.3**
- 4 Describe what constitutes sexual consent, its importance, and legal consequences of sexual behavior without consent. **1C.HS1.4**
- 5 Identify factors that can influence the ability to give and receive sexual consent. **1C.HS1.5**

Gender identity and expression

- 6 Differentiate between sex assigned at birth, gender identity, and gender expression. **1C.HS1.6**

Sexual orientation and identity

- 7 Define sexual identity and explain a range of identities related to sexual orientation. **1C.HS1.7**
- 8 Identify how school and community programs and policies can promote dignity and respect for people of all sexual orientations and gender identities and expressions. **1C.HS1.8**

Anatomy and physiology

- 9 Summarize human reproductive systems including medically accurate names for internal and external genitalia and their functions. **1C.HS1.9**
- 10 Summarize the relationship between the menstrual cycle and conception. **1C.HS1.10**

Sexual health

- 11 Identify sexual behaviors, including solo, vaginal, oral, and anal sex, that impact the risk of unintended pregnancy and potential transmission of STIs, including HIV. **1C.HS1.11**
- 12 Identify how systemic oppression and intersectionality impact the sexual health of communities of color and other marginalized groups. **1C.HS1.12**
- 13 Describe common symptoms, or lack thereof, of and treatments for STIs, including HIV. **1C.HS1.13**
- 14 Explain the steps to using barrier methods correctly (e.g., external and internal condoms and dental dams). **1C.HS1.14**
- 15 Compare and contrast types of contraceptive and disease-prevention methods. **1C.HS1.15**

Sexual health

- 16 Evaluate community services and resources related to sexual and reproductive health. **1C.HS1.16**
- 17 Identify the laws related to reproductive and sexual health care services (e.g., contraception, pregnancy options, safe surrender policies, prenatal care). **1C.HS1.17**

Sexually explicit media

- 18 Explain the impact sexually explicit media can have on one's perceptions of, and expectations for, a healthy relationship. **1C.HS1.18**
- 19 Explain federal and state laws that prohibit the creation, sharing, and viewing of sexually explicit media that includes minors. **1C.HS1.19**

d Safety and Violence Prevention **1D**

Responding to emergencies

- 1 Explain accepted procedures for basic first aid and emergency care. **1D.HS1.1**
- 2 Practice hands-only cardiopulmonary resuscitation and the use of automated external defibrillators. **1D.HS1.2**

Technology safety

- 3 Describe strategies to use social media and technology safely and respectfully. **1D.HS1.3**
- 4 Describe examples of discrimination, implicit bias, intimidating behaviors, and harassment in media. **1D.HS1.4**
- 5 Differentiate between healthy and unhealthy use of technology including social media, messaging and phones as it relates to harassment and intimidating behaviors. **1D.HS1.5**

Discrimination and violence

- 6 Assess ways to deter bullying, sexual harassment, and racism. **1D.HS1.6**
- 7 Analyze how physical, social, cultural, and emotional environments may contribute to violence. **1D.HS1.7**
- 8 Practice effective communication to request that bullying, sexual harassment, and racism stop. **1D.HS1.8**
- 9 Examine the influence of peer groups as they relate to harassing and intimidating behaviors. **1D.HS1.9**

Consent

- 10 Define and identify affirmative consent, sexual coercion, boundary violations, and situations when an individual can and cannot give consent. **1D.HS1.10**

Abuse and assault

- 11 Summarize situations and behaviors that constitute sexual mistreatment, grooming, harassment, abuse, assault, exploitation, and trafficking. **1D.HS1.11**
- 12 Identify multiple ways to report bullying, sexual harassment, racism, and other violent behaviors. **1D.HS1.12**

Bystander intervention and compassion for victims

- 13 Demonstrate ways in which a positive bystander could respond to a situation when they or someone else is being sexually mistreated, groomed, harassed, abused, assaulted and/or exploited. **1D.HS1.13**
- 14 Analyze group norms and shared understandings that impact the role of a bystander. **1D.HS1.14**
- 15 Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault. **1D.HS1.15**

e Healthy Eating **1E**

Nutritious foods and beverages

- 1 Distinguish between foods and beverages that provide key nutrients versus those that contain few essential nutrients. **1E.HS1.1**

Sugar sweetened beverages

- 2 Describe the benefits of limiting the consumption of sugar-sweetened beverages. **1E.HS1.2**

Food Choices

- 3 Describe the relationship between personal eating behaviors and overall personal health. **1E.HS1.3**
- 4 Summarize how to make balanced food selections when dining out. **1E.HS1.4**
- 5 Analyze various eating patterns and their impact on personal health. **1E.HS1.5**
- 6 Examine the harmful effects of using certain weight-loss measures. **1E.HS1.6**

Nutrition facts labels

- 7 Demonstrate the ability to read and compare nutrition facts labels. **1E.HS1.7**

Environmental literacy

Food Access

- 8 Investigate how food access impacts food choices and health outcomes. **1E.HS1.8**

f Disease Prevention and Control 1F

Disease

- 1 Analyze the factors that contribute to the major chronic diseases such as heart disease, cancer, diabetes, hypertension, osteoporosis, and skin cancer. **1F.HS1.1**

Disease Prevention

- 2 Summarize personal strategies for reducing diseases that affect the health of adolescents. **1F.HS1.2**
- 3 Explain the importance of STI and HIV testing and counseling if one is sexually active. **1F.HS1.3**
- 4 Summarize common symptoms (or lack thereof) of STIs, including HIV, as well as treatments for these infections. **1F.HS1.4**
- 5 Summarize how infectious diseases, including HIV, STIs, foodborne illnesses, and common illnesses, are transmitted and prevented. **1F.HS1.5**

Sleep

- 6 Analyze the personal physical, emotional, mental, social, educational, and vocational performance benefits of rest and sleep. **1F.HS1.6**

Sun and fads

- 7 Summarize the symptoms and prevention of skin cancer. **1F.HS1.7**

Organ donation

Environmental literacy

- 8 Examine the impact of human-induced environmental change on health and wellbeing. **1F.HS1.8**

Students will analyze the influence of family, peers, culture, media,

a Analyze how family influences the health of individuals. 2.HS.1.A

technology, and other factors on health behaviors. 2

- b** Analyze how the culture supports and challenges health beliefs, practices, and behaviors. 2.HS.1.B
- c** Analyze how peers influence healthy and unhealthy behaviors. 2.HS.1.C
- d** Evaluate how the school and community can impact personal health practices and behaviors. 2.HS.1.D
- e** Evaluate the effect of media on personal and family health. 2.HS.1.E
- f** Evaluate the impact of technology on personal, family and community health. 2.HS.1.F
- g** Analyze how the perceptions of norms influence healthy and unhealthy behaviors. 2.HS.1.G
- h** Analyze the influence of personal values and beliefs on individual health practices and behaviors. 2.HS.1.H
- i** Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. 2.HS.1.I
- j** Analyze how public health policies and government regulations can influence health promotion and disease prevention. 2.HS.1.J

Students will demonstrate the ability to access valid information, products, and services to enhance health. 3

- a** Evaluate the validity of health information, products, and services. 3.HS.1.A
- b** Use resources from home, school, and community that provide valid health information. 3.HS.1.B
- c** Determine the accessibility of products and services that enhance health. 3.HS.1.C
- d** Determine when professional health services may be required. 3.HS.1.D
- e** Access valid and reliable health products and services. 3.HS.1.E

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

- a** Utilize skills for communicating effectively with family, peers, and others to enhance health. 4.HS.1.A
- b** Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. 4.HS.1.B
- c** Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. 4.HS.1.C
- d** Demonstrate how to ask for and offer assistance to enhance the health of self and others. 4.HS.1.D

Students will demonstrate the ability to use decision-making skills to enhance health. 5

- a Examine barriers that can hinder healthy decision-making. 5.HS.1.A
- b Determine the value of applying a thoughtful decision-making process in health-related situations. 5.HS.1.B
- c Justify when individual or collaborative decision-making is appropriate. 5.HS.1.C
- d Generate alternatives to health-related issues or problems. 5.HS.1.D
- e Predict the potential short and long-term impact of each alternative on self and others. 5.HS.1.E
- f Defend the healthy choice when making decisions. 5.HS.1.F
- g Evaluate the effectiveness of health-related decisions. 5.HS.1.G

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

- a Assess personal health practices and overall health status. 6.HS.1.A
- b Develop a plan to attain a personal health goal that addresses strengths, needs, and risks. 6.HS.1.B
- c Implement strategies and monitor progress in achieving a personal health goal. 6.HS.1.C
- d Formulate an effective long-term personal health plan. 6.HS.1.D

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

- a Analyze the role of individual responsibility in enhancing health. 7.HS.1.A
- b Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others. 7.HS.1.B
- c Demonstrate a variety of behaviors that avoid or reduce health risks to self and others. 7.HS.1.C

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

- a Utilize accurate peer and societal norms to formulate a health-enhancing message. 8.HS.1.A
- b Demonstrate how to influence and support others to make positive health choices. 8.HS.1.B
- c Work cooperatively as an advocate for improving personal, family, and community health. 8.HS.1.C
- d Adapt health messages and communication techniques to a specific target audience. 8.HS.1.D