Vermont Health

Grades 9, 10, 11, 12

Adopted 2008

Alcohol, Tobacco, and Other Drugs (ATOD)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., alcohol and other drug use).

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Describe the signs and symptoms of alcohol and other drug use, including the progression from non-use through addiction.

b. Evaluate the short and long-term effects of alcohol, tobacco, and other drugs on health.

c. Analyze the impact of personal health behaviors on body systems (e.g., alcohol and drug affects on brain function; alcohol, tobacco and other drug use during pregnancy).

d. Analyze how public health policies and laws influence health promotion, injury and disease prevention (e.g., DUI laws, alcohol and tobacco-free environments, media, funding, taxation).

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Analyze the impact of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peers, social norms) factors that impact use, abuse, and non-use of tobacco, alcohol, and other drugs.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Demonstrate the ability to access appropriate sources of support and treatment available in the school, community, and state for health issues related to alcohol, tobacco, and other drugs.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Demonstrate effective verbal and nonverbal communication skills to counter influences and pressures to use alcohol, tobacco, and other drugs.

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b. Demonstrate the ability to advocate for and support people who are abstaining, and/or trying to quit alcohol, tobacco or other drug use.

HE6: Goal Setting - Students will demonstrate the ability to set personal goals to enhance health.

a. Implement a goal setting plan and evaluating the process in sustaining a drug-free (e.g., alcohol, tobacco, and other illegal drugs) lifestyle.

HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.

a. Apply the decision-making process to realistic situations to take action that protects self and others from alcohol, tobacco, and other drugs.

b. Evaluate the internal and social pressures that influence decisions to use, including the data relevant to youth alcohol and other drug use.

Family, Social and Sexual Health (FSSH)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies (e.g., relationship violence, sexual pressures).

b. Demonstrate strategies to promote acceptance and respect for all individuals (e.g., mental and physical illness, disabilities, culture, race/ethnicity, sexual orientation).

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Identify physical, emotional, intellectual, and social patterns of development and change that occur at various stages in the life cycle.

b. Describe the benefits of abstaining/postponing sexual activity and setting sexual limits.

c. Differentiate between respectful and disrespectful relationships.

d. Discuss the effects of stereotyping and ways to counteract negative effects.

e. Analyze how behavior can impact health maintenance and disease prevention (e.g., sexually transmitted infections, pregnancy).

f. Describe the process of human reproduction including conception, prenatal development and birth.

g. Evaluate effective methods of HIV, STI, and pregnancy prevention, including abstinence and contraception.

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Analyze the impacts of internal (e.g., experiences perceptions, self-respect) and external (e.g., media, peer, community) factors on family, social and sexual health and behaviors.

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b. Describe how community and social norms influence health choices.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Demonstrate the ability to access appropriate sources of support and treatment available for a variety of health issues.

b. Provide evidence to support the validity of health information, products, and services.

c. Demonstrate the ability to evaluate resources from home, school, and/or community that provide valid health information.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Demonstrate skills for communicating effectively with family, peers and others (e.g., clear, organized, "I" messages, assertive, active listening, body language).

b. Demonstrate effective verbal and nonverbal communication skills to enhance health and build and maintain healthy relationships (e.g., positive peer support, assertive, "I" messages).

c. Demonstrate the ability to advocate for health promoting opportunities for self and others.

HE6: Goal Setting - Students will demonstrate the ability to set personal goals to enhance health.

a. Implement a goal-setting plan and evaluating the progress in attaining personal health goals.

b. Identify barriers and supports to achieving goals and strategies to overcome barriers and enhance supports.

HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.

a. Demonstrate a logical progression through a decision-making process that result in health-enhancing behaviors consistent with personal and family values.

b. Analyze the immediate and long-term impact of health decisions on the individual, family and community.

c. Evaluate the internal and social pressures that influence decisions.

Mental and Emotional Health (MEH)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Demonstrate positive ways to cope with emotions, including strong feelings like anger, rejection, social isolation.

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b. Design, implement and evaluate a plan of healthy stress management.

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Describe the interrelationship of physical, mental, emotional and social health (e.g., fight or flight response to stress).

b. Describe signs, symptoms of depression, suicide, and mental health issues (e.g., obsessive-compulsive disorder, autism).

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Analyze internal and external factors that influence a positive self-image.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Demonstrate the ability to evaluate and access resources from a variety of sources, including school, community, and the Internet for information and services regarding mental and emotional health issues.

b. Evaluate factors that influence access to resources and support for mental and emotional health issues, including denial.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Demonstrate skills for communicating effectively with family, peers, and others (e.g., clear refusal, assertiveness, active listening, and supportive body language).

b. Develop strategies to support others and ask for help around issues of depression and suicide.

HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.

a. Demonstrate a logical progression through a decision-making process that result in appropriate solutions regarding situations that could result in harm to self or others.

b. Analyze the immediate and long-term impact of decisions on the individual, family, and community.

Nutrition and Physical Activity (NPA)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Demonstrate the ability to use information on food labels to choose nutrient-dense foods, avoid or limit low-nutrient foods, and avoid foods that result in adverse conditions.

b. Analyze their personal eating patterns for nutritional adequacy according to the United States Recommended Dietary Allowances.

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HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Analyze how eating and exercise behavior can impact health maintenance and disease prevention (e.g., nutritional practices and levels of physical activity can affect long-term risks for certain diseases).

b. Evaluate the short and long-term effects of daily physical activity and healthy eating (e.g., athletic or academic performance, body weight, stress relief).

c. Analyze how public health policies and laws influence health promotion and disease prevention (e.g., food additives and preservatives affect food choices).

d. Distinguish between unhealthy and healthy ways to manage weight.

e. Analyze the impact of technology on health (e.g., use of pedometers and heart monitors for enhancing physical activity; television, video games, and computers hindering physical activity).

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Analyze internal and external factors on eating and exercise behaviors.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Demonstrate the ability to access appropriate sources of support and treatment available in the community for a variety of nutrition and exercise issues.

b. Provide evidence to support the validity of nutrition and physical activity information, products, and services.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Demonstrate effective verbal and nonverbal communications skills to enhance healthy eating and physical activity.

b. Demonstrate the ability to advocate for healthy eating and physical activity.

HE6: Goal Setting - Students will demonstrate the ability to set personal goals to enhance health.

a. Assess one's nutritional intake, physical activity levels, and health status.

b. Develop a goal setting plan to achieve a state of well-being; reflecting on barriers and supports; identifying strategies to overcome barriers and enhance supports; and evaluating progress in attaining goals for healthy eating and physical activity.

HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.

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a. Demonstrate a decision-making process that results in healthy food choices and daily physical activity.

b. Evaluate the internal and social pressures that influence decisions.

Personal Health and Wellness (PHW)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Analyze a personal health history to determine strategies and practices for reducing risks and enhancing health.

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Analyze how behavior can impact health maintenance and disease prevention, including the short and long-term consequences of safe, risky, and harmful behaviors.

b. Analyze the impact of personal health behaviors on body systems (e.g., regular health examinations and screenings, importance of rest and sleep, sun safety, self-examinations, early treatment of diseases).

c. Analyze how the environment affects personal health (e.g., UV light, lead, asbestos, pesticides, unclean air and water).

d. Analyze how public health policies and laws influence health promotion and disease prevention.

e. Analyze personal health needs in regards to reproduction, contraception and abortion.

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Analyze the impacts of internal (e.g., experiences, perceptions, self-respect) and external (e.g., technology, media, peer community) factors on personal health behavior.

b. Evaluate how community and social norms influence health choices.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Demonstrate the ability to access appropriate sources of support and treatment available in the community for a variety of health issues.

b. Provide evidence to support the validity of health information, products, and services.

c. Demonstrate the ability to evaluate resources from home, school, and/or community that provide valid health information.

d. Evaluate factors that influence a personal selection of health products and services.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

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a. Demonstrate the ability to advocate for health promoting opportunities for self and others (e.g., assisting in the development of public health policies and laws, becoming actively engaged in issues that affect health).

HE6: Goal Setting - Students will demonstrate the ability to set personal goals to enhance health.

a. Implement a goal-setting plan and evaluate the progress in attaining personal health goals.

b. Identify barriers and supports to achieve goals and strategies.

c. Identify strategies to overcome barriers and enhance supports.

HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.

a. Demonstrate a logical progression through a decision-making process that results in health-enhancing behaviors.

b. Analyze the immediate and long-term impact of health decisions on the individual, family, and community, including environmental issues, public health policies, and government regulations.

Violence and Injury Prevention (VIP)

HE1: Self Management - Students will understand how to reduce their health risks through the practice of healthy behaviors.

a. Demonstrate accepted procedures for emergency care and life-threatening situations, including Heimlich maneuver, rescue breathing, CPR, bleeding control, and universal precautions.

b. Demonstrate strategies for dealing with situations that involve personal risk, danger or emergencies.

c. Recognize and avoiding situations and persons that can increase risk of assault, acquaintance or date rape.

d. Demonstrate strategies to diffuse potentially violent situations (e.g., fighting, bullying, hazing, and harassment).

HE2: Core Concepts - Students will show an understanding of health promotion and disease prevention concepts.

a. Explain ways to reduce risks associated with transportation safety (e.g., seat belts, road emergency safety practices, and using protective equipment for biking, ATV, snowmobiling, skateboarding).

b. Analyze situations that could lead to different types of violence (e.g., bullying, verbal abuse, hazing, fighting, dating violence, acquaintance rape, sexual assault, family violence).

c. Describe the importance and use of protective equipment and safety strategies for sports and leisure activities, occupational settings/worksite settings, and in the home.

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d. Analyze the extent to which individuals are responsible for enhancing safety in the school, community and workplace.

HE3: Analyzing Influences - Students will show understanding of how culture, media, peers, family, and other factors influence healthy behaviors.

a. Analyze internal and external influences on behaviors that could lead to injuries or violence.

HE4: Accessing Information - Students will demonstrate the ability to access valid information and/or resources about health issues, services and products.

a. Demonstrate the ability to access reliable school and community resources to assist with problems related to injury and violence prevention.

HE5: Interpersonal Communication - Students will demonstrate use of skillful communication to contribute to better health for themselves, their families, and the community.

a. Demonstrate effective verbal and nonverbal communication skills to enhance safety and to avoid or get out of situations that are unsafe, including how to report situations that could lead to violence or injury.

b. Analyze personal conflict styles and demonstrating effective strategies for resolving conflicts.

c. Demonstrate strategies for dealing with hazing, harassment, and to avoid or escape a potentially violent dating situation.

d. Demonstrate the ability to advocate for a safe, respectful school and social environment, including how to influence others to report situations involving safety or violence.

HE6: Goal Setting - Students will demonstrate the ability to set personal goals to enhance health.

a. Analyze a personal health assessment to determine strategies for reducing risk behaviors and enhancing health and safety.

b. Implement a goal setting plan related to avoiding situations that could lead to injuries or violence.

HE7: Decision Making - Students demonstrate the ability to make decisions that lead to better health.

a. Apply a decision-making process that results in reducing risks of injury or violence.

b. Analyze positive and negative consequences of decisions related to safety and violence.

c. Analyze safety concerns that require collaborative decision making.