

Grades 9, 10, 11, 12

Adopted 2011

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

1-H-1. Predict and analyze how healthy behaviors can affect health status, disease prevention, and potential severity of injury. 1-H-1

1. Explain the impact of personal health behavior on the function of body systems. 1-H-1.1
2. Design a plan for maintaining good personal hygiene, oral hygiene and getting adequate sleep and rest. 1-H-1.2
3. Research the possible consequences of risky hygiene and health behavior and fads (e.g., tattooing, piercing of body or mouth, sun exposure, and sound volume). 1-H-1.3
4. Justify why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, STDs/STIs, and pregnancy. 1-H-1.4
5. Summarize the importance of setting personal limits to avoid risky sexual behavior. 1-H-1.5
6. Describe the importance of maintaining healthy dating relationships to one's long term physical and emotional health. 1-H-1.6

1-H-2. Analyze how genetics, family history, and environmental influences can impact personal health. 1-H-2

1. Chart a family health tree. 1-H-2.1
2. Interview family members regarding health conditions. 1-H-2.2
3. Research environmental factors that impact health. 1-H-2.3
4. Determine how the home and community environments affect health. 1-H-2.4

1-H-3. Describe the interrelationship(s) of mental, emotional, social, and physical health throughout the life span. 1-H-3

1. Provide examples of how physical, mental, emotional, and social health affect one's overall well-being. 1-H-3.1
2. Define victimization in dating relationships (the effects of abuse on a victim). 1-H-3.2
3. Keep a journal to illustrate how emotions change over a period of time. 1-H-3.3
4. Research the resources or services available to assist people with mental, emotional, or social health conditions. 1-H-3.4
5. Summarize healthy and appropriate ways to express feelings. 1-H-3.5
6. Summarize healthy ways to express affection, love, and friendship. 1-H-3.6

1-H-4. Identify the causes, symptoms, treatment and prevention of various diseases and disorders. 1-H-4

1. Compile a list of disorders, their causes and their effects on the body (e.g., eating and genetic disorders). 1-H-4.1
2. Describe the relationship between poor eating habits and chronic diseases (e.g., heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis). 1-H-4.2
3. Identify major infectious diseases; methods of transmission; their signs and symptoms, prevention and control (e.g., HIV and other common sexually transmitted diseases/infections). 1-H-4.3

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

2-H-1. Analyze how family, peers, and the perception of norms influence healthy and unhealthy behaviors. 2-H-1

1. Describe positive choices involving family members that influence healthy behavior. 2-H-1.1
2. Discuss the influences of healthy and unhealthy behavior of family and peers. 2-H-1.2
3. Interview peers to determine perceptions of normal health behaviors. 2-H-1.3
4. Summarize a variety of external influences, such as parents, the media, culture, peers and society, on sexual decision-making. 2-H-1.4
5. Describe the influences of family, peers, and community on personal health. 2-H-1.5
6. Describe the role of family, peers and community on influencing decisions surrounding personal and sexual health. 2-H-1.6
7. Identify factors that influence personal selection of health products and services. 2-H-1.7

2-H-2. Investigate how personal values and the economy influence and challenge health behaviors. 2-H-2

1. Report how personal values influence and challenge health behaviors. 2-H-2.1
2. Research the influence of brand names' and generic medicines' cost on consumer decisions. 2-H-2.2
3. Analyze the relationship between income and health behaviors. 2-H-2.3
4. Examine personal values and how these influence relationships and sexual decision-making. 2-H-2.4
5. Analyze the cost of medicines to treat HIV and other STDs/STIs and how these illnesses affect a person's ability to attend school or maintain employment. 2-H-2.5

2-H-3. Analyze how public health policies and government can influence health promotion and disease prevention. 2-H-3

1. Research public agencies (local, state, national) dedicated to health promotion and disease prevention. 2-H-3.1
2. Describe government policies dedicated to health promotion and disease prevention. 2-H-3.2
3. Describe federal laws and rights of individuals infected and affected by HIV and AIDS. 2-H-3.3

2-H-4. Evaluate the impact of technology and media on personal, family, community, and world health. 2-H-4

1. Analyze product advertising campaigns that promote good health and disease prevention to determine their validity. 2-H-4.1
 2. Use technology to compile a list of health statistics of other countries compared to the United States (e.g., infant mortality rate, obesity statistics, teen birth rates). 2-H-4.2
 3. Investigate health-related websites to determine the usefulness of the health content. 2-H-4.3
 4. Provide examples of how advanced technology has improved diagnostics and treatment. 2-H-4.4
 5. Analyze the influence of the Internet and other media on sexual decision-making. 2-H-4.5
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Students will demonstrate the ability to access valid information, products and services to enhance health.

3-H-1. Use resources from home, school and community that provide valid health information. 3-H-1

1. Identify local wellness centers or clinics that provide health treatment and resources. 3-H-1.1
 2. Organize a health fair or presentation to provide valid information regarding a health issue. 3-H-1.2
 3. Demonstrate the ability to access a trusted adult who can provide accurate information about sexual health (e.g., contraception, dating abuse). 3-H-1.3
 4. Demonstrate the ability to assess accurate data on sexual behaviors among young people. 3-H-1.4
 5. Identify key information and processes related to the Safe Haven relinquishment law. 3-H-1.5
 6. Using technology, compare health care systems of other countries to the United States health care system. 3-H-1.6
 7. Present websites that provide self health assessment tools to peers. 3-H-1.7
 8. Investigate and compare legal options for adoption proceedings. 3-H-1.8
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3-H-2. Evaluate the validity of health information, products, and services using a variety of resources. 3-H-2

1. Identify criteria for evaluating the validity of health claims of products in advertisements. 3-H-2.1
 2. Evaluate the validity of health claims in advertisements found in various media (e.g., websites, magazines, television). 3-H-2.2
 3. Evaluate the cost effectiveness of alternative health products. 3-H-2.3
 4. Evaluate the accuracy of sources of information on sexual health. 3-H-2.4
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Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

4-H-1. Analyze the short-term and long-term consequences of choices and behaviors throughout the life span. 4-H-1

1. Describe a healthy life-style by comparing and contrasting healthy and unhealthy choices. 4-H-1.1
2. Explain the relationship between health choices and short- and long-term health goals and outcomes. 4-H-1.2

4-H-2. Utilize skills for communicating effectively with family, peers, and others to enhance health. 4-H-2

1. Practice effective communication techniques through role playing. 4-H-2.1
2. Compose a script for communicating on a health related topic. 4-H-2.2
3. Demonstrate refusal, negotiation, and collaboration skills to avoid potentially harmful situations (e.g., avoiding sexual risk behaviors). 4-H-2.3
4. Demonstrate the communication skills necessary to maintain healthy relationships. 4-H-2.4
5. Describe methods to help someone who is in an abusive relationship. 4-H-2.5

4-H-3. Demonstrate ways to reduce threatening situations to avoid violence. 4-H-3

1. Identify effective strategies for avoiding violence. 4-H-3.1
2. Demonstrate effective negotiation skills that can be used to avoid dangerous situations. 4-H-3.2
3. Present a media presentation on bullying and violence awareness. 4-H-3.3
4. Demonstrate how to set clear expectations, boundaries, and personal safety strategies related to sexual health and abusive behavior. 4-H-3.4

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

5-H-1. Describe the short- and long-term health impact of decision-making on health-related issues and problems. 5-H-1

1. Identify a variety of situations (e.g., group drinking, car racing) where personal decisions can result in avoidance of health risks to self and others. 5-H-1.1
2. Debate the pros and cons of various social issues and factors that affect decision-making. 5-H-1.2
3. Analyze the possible consequences of sexual behavior and the emotional, social and physical benefits of delaying sexual behavior. 5-H-1.3

5-H-2. Discuss barriers that can hinder healthy decision-making and how to apply thoughtful decision-making to health-related situations. 5-H-2

1. Develop and complete a survey/questionnaire to assess students' decision-making process (class project). 5-H-2.1
2. Identify barriers (e.g., peer pressure, misinformation, desire for acceptance) that hinder health decision-making. 5-H-2.2
3. Analyze the benefits of delaying romantic involvement. 5-H-2.3
4. Discuss the Cycle of Abuse and its effect on decision-making. 5-H-2.4
5. Model how to use decision-making skills to avoid violent situations. 5-H-2.5

5-H-3. Develop the ability to use critical thinking when making decisions related to health needs and risks typical of young adults. 5-H-3

1. Identify effective strategies for decision-making. 5-H-3.1
 2. Apply critical decision-making process to a personal health issue or problem. 5-H-3.2
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Students will demonstrate the ability to use goal setting skills to enhance health.

6-H-2. Develop a plan to address strengths and needs to attain one or more personal health goals. 6-H-2

1. Identify short- and long-term goals that are measurable. 6-H-2.1
 2. Describe desirable activities that are related to goal achievement. 6-H-2.2
 3. Implement strategies to monitor progress in achieving personal health goals. 6-H-2.3
 4. Formulate a long-term personal health plan based upon current health status. 6-H-2.4
 5. Evaluate appropriate strategies to promote well-being during adulthood. 6-H-2.5
 6. Make or renew a personal commitment to remain sexually abstinent. 6-H-2.6
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Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

7-H-1. Identify and describe risk reduction activities. 7-H-1

1. Brainstorm a list of common risk-taking behaviors and the reasons why people take risks. 7-H-1.1
 2. List ways that television and movie advertising influence risk-taking behavior. 7-H-1.2
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7-H-2. Describe the role of individual responsibility for enhancing health. 7-H-2

1. Describe how personal nutrition and physical activity early in life impact health during later years. 7-H-2.1
 2. Develop a log or food diary to compare personal diet to the dietary requirements. 7-H-2.2
 3. Examine the selection of healthcare providers and products such as physicians, hospitals, health and accident insurances, life insurance, day care centers, and nursing homes. 7-H-2.3
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7-H-3. Develop strategies to improve or maintain health and safety on community and world levels. 7-H-3

1. Develop a disaster preparedness plan for family and the community. 7-H-3.1
2. Describe a family plan to prevent injuries during emergencies and disasters. 7-H-3.2
3. Discuss the benefits of effective health policies (e.g., mandating use of seat belts, banning tobacco use in public places). 7-H-3.3

7-H-4. Demonstrate lifesaving techniques through CPR and first aid. 7-H-4

1. Perform the skills needed for adult, child, and infant CPR. 7-H-4.1
2. Demonstrate appropriate responses (e.g., application of bandages and splints) to emergency situations. 7-H-4.2
3. Demonstrate treatment for specific wounds. 7-H-4.3

7-H-5. Examine strategies to manage stress. 7-H-5

1. Identify ways and outlets to deal with stress. 7-H-5.1
2. Develop a plan of action for avoiding or managing the impact of stress. 7-H-5.2
3. Identify sources of information that are available for any stress-related problems that are the consequence of mental, emotional, or social problems. 7-H-5.3

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

8-H-1. Identify effective strategies to overcome barriers or attitudes when communicating about health issues. 8-H-1

1. Describe scenarios that demonstrate personal or group sensitivities around health issues. 8-H-1.1
2. Develop a checklist to differentiate between helpful and harmful strategies for coping with someone who is angry. 8-H-1.2
3. Demonstrate how effective communications skills strengthen family relationships and friendships. 8-H-1.3
4. Use a creative medium (e.g., poem, poster, song) to advocate to family and peers about good health choices by identifying positive health behaviors. 8-H-1.4

8-H-2. Demonstrate techniques that support others in obtaining quality healthcare. 8-H-2

1. Research the various types of health advocacy organizations (e.g., American Heart Association, American Cancer Society, American Diabetic Association) and their role. 8-H-2.1
2. Work cooperatively as an advocate for improving personal, family and community health. 8-H-2.2
3. Adopt health messages and communication techniques to support a health cause. 8-H-2.3