

Standards Met in Health Education Today's High School Health Curriculum

<p>National Standards for High School</p> <p>National Consensus for School Health Education. Model Guidance for Curriculum and Instruction (3rd Edition) https://www.schoolhealtheducation.org/</p>	
Standard 1	Students comprehend functional health knowledge to enhance health.
Standard 2	Students analyze the influence of family, peers, culture, social media, technology, and other determinants on health behaviors.
Standard 3	Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.
Standard 4	Students demonstrate effective interpersonal communication skills to enhance health.
Standard 5	Students demonstrate effective decision-making skills to enhance health.
Standard 6	Students demonstrate effective goal-setting skills to enhance health.
Standard 7	Students demonstrate observable health and safety practices.
Standard 8	Students advocate for behaviors that support personal, family, peer, school, and community health.
<p>Standard 1</p> <p>Students comprehend functional health knowledge to enhance health.</p>	
1.12.1	1.12.1 Analyze interrelationships among physical, social, emotional, intellectual health, and well-being.
1.12.2	1.12.2 Predict how health behaviors affect the health status of self and others.
1.12.3	1.12.3 Compare and contrast benefits and barriers to practicing health behaviors.
1.12.4	1.12.4 Evaluate the effectiveness of personal practices and behaviors to reduce or prevent health risks.

1.12.5	1.12.5 Analyze how individual responsibility enhances personal, family, peer, school, and community health.
1.12.6	1.12.6 Predict how risk behaviors can affect injury, illness, or death.
1.12.7	1.12.7 Assess the risk of situations that can contribute to unhealthy behaviors and outcomes.
1.12.8	1.12.8 Analyze health promotion and disease prevention guidelines and recommendations for healthy behaviors from credible federal, professional, and voluntary health organizations (e.g., guidelines to prevent the spread of infectious diseases).
1.12.9	1.12.9 Analyze the likelihood of personal injury or illness if engaging in unsafe and unhealthy behaviors.
1.12.10	1.12.10 Evaluate how family history, genetics, education level, employment, and income can affect personal health status.

Standard 2

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

2.12.1	2.12.1 Analyze how personal attitudes, values, and beliefs influence health behaviors.
2.12.2	2.12.2 Analyze the influence of family and culture on health beliefs, practices, and behaviors.
2.12.3	2.12.3 Analyze how peers and perceptions of norms influence health behaviors.
2.12.4	2.12.4 Analyze how the availability of information and health services in school and community settings influence personal health behaviors.
2.12.5	2.12.5 Analyze how laws, rules, policies, and regulations influence health promotion and disease prevention.
2.12.6	2.12.6 Evaluate messages conveyed in media, social media, and technology (e.g., television, movies, video games, advertisements, apps, and other screen time) to determine their influence on health behaviors.
2.12.7	2.12.7 Analyze how determinants of health (e.g., education level, employment, housing and income) influence health behaviors.

2.12.8	2.12.8 Analyze the factors that influence opportunities to obtain safe, accessible, equitable, culturally appropriate, and affordable products and services that support health behaviors for themselves and others.
2.12.9	2.12.9 Describe how societal issues of inequity, discrimination, and injustice influence the ability to engage in healthy behavior.
Standard 3	
Students demonstrate health literacy by accessing valid and reliable health information, products, and services to enhance health.	
3.12.1	3.12.1 Demonstrate functional health literacy (e.g., reading, writing, and speaking) to evaluate valid and reliable health information about a health behavior.
3.12.2	3.12.2 Interpret signs and symptoms including symbols (i.e., numerical expressions, letters, abbreviations) that prevent disease and promote health.
3.12.3	3.12.3 Access valid and reliable health information from print and electronic materials that are available from credible health organizations (e.g., federal, professional, voluntary).
3.12.4	3.12.4 Write about a health-related issue using valid and reliable sources of information.
3.12.5	3.12.5 Use written, gestural, and/or spoken language to practice interactive health literacy with a trusted person or health professional.
3.12.6	3.12.6 Make inferences from a valid and reliable written document to comprehend health-related information that supports a health decision.
3.12.7	3.12.7 Read textual or digital information to support healthy behaviors.
3.12.8	3.12.8 Use technology to access multiple sources of valid and reliable health information to locate a health-related product or health care provider.
3.12.9	3.12.9 Analyze written documents to determine validity and reliability of health information or health products using established criteria (e.g., written by a current and credible source).
3.12.10	3.12.10 Analyze why health literacy is a determinant of health that can reduce health inequities.
3.12.11	3.12.11 Access healthcare professionals, providers, and insurance websites to be a proactive, well-informed patient.

Standard 4

Students demonstrate effective interpersonal communication skills to enhance health.

4.12.1	4.12.1 Analyze how effective interpersonal communication can benefit personal health and well-being.
4.12.2	4.12.2 Demonstrate the use of verbal and nonverbal communication skills that enhance health and well-being.
4.12.3	4.12.3 Demonstrate how to effectively identify and communicate needs, wants, and feelings in healthy ways.
4.12.4	4.12.4 Demonstrate asking for assistance to improve the health of self and others.
4.12.5	4.12.5 Demonstrate refusal skills to avoid or reduce health risks.
4.12.6	4.12.6 Demonstrate how to effectively communicate kindness, empathy, compassion, and care for others.
4.12.7	4.12.7 Demonstrate effective ways to show respect for another person's consent or non-consent.
4.12.8	4.12.8 Demonstrate effective collaboration and negotiation skills that support healthy behaviors and relationships.
4.12.9	4.12.9 Demonstrate effective interpersonal communication strategies to prevent, manage, or resolve conflict.

Standard 5

Students demonstrate effective decision-making skills to enhance health.

5.12.1	5.12.1 Analyze situations when the procedural steps of decision making are needed.
5.12.2	5.12.2 Discuss the consequences of being indecisive when making a health decision.
5.12.3	5.12.3 Justify when individual or collaborative decision making is appropriate.
5.12.4	5.12.4 Summarize people, organizations, and resources in the community when making a health decision.

5.12.5	5.12.5 Analyze how family, peers, culture, media, technology, and other factors influence personal beliefs when making a health decision.
5.12.6	5.12.6 Generate alternatives to risky behaviors or stressful situations when making a health decision for self or others.
5.12.7	5.12.7 Predict potential healthy and unhealthy consequences for each alternative.
5.12.8	5.12.8 Choose a health-promoting option when making an effective decision.
5.12.9	5.12.9 Evaluate the consequences of an effective health decision.

Standard 6

Students demonstrate effective goal-setting skills to enhance health.

6.12.1	6.12.1 Assess personal health practices and behaviors.
6.12.2	6.12.2 Set a SMART personal health goal.
6.12.3	6.12.3 Predict the health and life benefits of reaching a personal health goal.
6.12.4	6.12.4 Develop a detailed plan, with a timeline, for achieving a personal health goal.
6.12.5	6.12.5 Assess the barriers to achieving a personal health goal.
6.12.6	6.12.6 Apply strategies to overcome barriers to achieving a personal health goal.
6.12.7	6.12.7 Implement strategies toward achieving a personal health goal (e.g., tracking progress, setting reminders, taking small steps, overcoming barriers, and revising the goal based on life circumstances).
6.12.8	6.12.8 Apply effort, determination, and resilience toward achieving a personal health goal.
6.12.9	6.12.9 Formulate an effective long-term plan to improve health and other life outcomes (e.g., exercise plan, stress management plan, healthy eating plan).

Standard 7

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Students demonstrate observable health and safety practices.	
7.12.1	7.12.1 Demonstrate age and developmentally appropriate health and safety practices that prevent or reduce the risk of disease and injury and improve quality of life.
7.12.2	7.12.2 Assess the ability to perform observable health and safety practices.
7.12.3	7.12.3 Document personal health and safety practices in a variety of settings and situations.
7.12.4	7.12.4 Compare the advantages and disadvantages of making health and safety practices into routine and consistent habits.
Standard 8	
Students advocate for behaviors that support personal, family, peer, school, and community health.	
8.12.1	8.12.1 Use valid and reliable information to identify advocacy positions that meet personal, family, peer, school, and community health needs.
8.12.2	8.12.2 Create an action plan with advocacy strategies related to a position that promotes personal, family, peer, school, and community health.
8.12.3	8.12.3 Create a persuasive advocacy message about a position using peer and societal norms, supported by valid and reliable sources, that influence the health of self and others.
8.12.4	8.12.4 Adapt health messages and advocacy strategies that meet the needs and interests of specific audiences.
8.12.5	8.12.5 Demonstrate confidence (e.g., strong voice, body language) when using advocacy messages and strategies to persuade others to engage in actions that enhance quality of life and promote equitable health opportunities for all.
8.12.6	8.12.6 Collaborate with others to advocate for personal, family, peer, school, and community health.

State Health Education Standards Met

Washington State High School Health Education Learning Standards* http://www.k12.wa.us/HealthFitness/Standards.aspx	
	Washington State Health Education K-12 Core Ideas: Wellness, Safety, Nutrition, Sexual Health, Social Emotional Health, Substance Use and Abuse.
Standard 1	Students will comprehend concepts related to health promotion and disease prevention to enhance health.
Standard 2	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
Standard 3	Students will demonstrate the ability to access valid information and products and services to enhance health.
Standard 4	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
Standard 5	Students will demonstrate the ability to use decision-making skills to enhance health.
Standard 6	Students will demonstrate the ability to use goal-setting skills to enhance health.
Standard 7	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
Standard 8	Students will demonstrate the ability to advocate for personal, family, and community health.
Wellness	
1. Dimensions of Health	Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS

2. Disease Prevention	Analyze prevention, lifestyle factors, and treatment of communicable and non-communicable diseases. H2.W2.HSa Assess personal risk factors and predict future health status. H2.W2.HSb
3. Analyzing Influences	Analyze how a variety of factors impact personal and community health. H2.W3.HS
4. Access Valid Information	Create a resource that outlines where and how students can access valid and reliable health information, products, and services. H3.W4.HS
5. Communication	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. H4.W5.HS
6. Decision-Making	Predict potential short- and long-term outcomes of a personal health-related decision. H5.W6.HS
7. Goal-Setting	Implement strategies to achieve a personal health goal. H6.W7.HS
Safety	
1. Injury Prevention	Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety. H5.Sa1.HS Describe how to prevent occupational injuries. H1.Sa1.HS Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.HS
2. First Aid	Apply basic first aid skills. H7.Sa2.HSa Demonstrate CPR and AED procedures. H7.Sa2.HSb
3. Violence Prevention	Evaluate societal influences on violence. H2.Sa3.HS Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations. H7.Sa3.HS Advocate for violence prevention. H8.Sa3.HS Analyze potential dangers of sharing personal information through electronic media. H1.Sa3.HS
Nutrition	
1. Food Groups	Predict impact of consuming adequate or inadequate amounts of

and Nutrients	<p>nutrients. H1.N1.HS</p> <p>Evaluate resources for accessing valid and reliable information, products, and services for healthy eating. H3.N1.HS</p> <p>Collaborate with others to advocate for healthy eating at home, in school, or in the community. H8.N1.HS</p>
2. Beverages	Analyze the impact of school rules and community and federal laws on beverage availability and choice. H2.N2.HS
3. Label Literacy	<p>Cite evidence from Nutrition Facts labels useful for making informed and healthy choices. H5.N3.HS</p> <p>Analyze trends in portion size as compared to recommended serving sizes. H3.N3.HS</p>
4. Caloric Intake and Expenditure	Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.HS
5. Disease Prevention	Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases. H1.N5.HS
6. Nutritional Planning	<p>Design, monitor, and adjust a personal nutrition plan, considering cost, availability, access, nutritional value, balance, freshness, and culture. H7.N6.HS</p> <p>Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. H6.N6.HS</p>
Sexual Health	
1. Anatomy, Reproduction, and Pregnancy	<p>Summarize fertilization, fetal development, and childbirth. H1.Se1.HSa</p> <p>Explain the role hormones play in sexual behavior and decision-making. H5.Se1.HS</p> <p>Describe emotional, social, physical, and financial effects of being a teen or young adult parent. H1.Se1.HSb</p> <p>Describe behaviors that impact reproductive health. H1.Se1.HSc</p> <p>Describe steps of testicular self-exam and the importance of breast self-awareness. H7.Se1.HS</p>
2. Puberty and Development	<p>Explain the physical, social, mental, and emotional changes associated with being a young adult. H1.Se2.HSa</p> <p>Describe how sexuality and sexual expression change throughout the life span. H1.Se2.HSb</p>

3. Self-Identity	Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS
4. Prevention	<p>Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa</p> <p>Demonstrate steps to using a condom correctly. H7.Se4.HS</p> <p>Identify local youth-friendly sexual health services. H3.Se4.HS</p> <p>Understand that people can choose abstinence at different times in their lives. H1.Se4.HSb</p> <p>Advocate for STD testing and treatment for sexually active youth. H8.Se4.HS</p> <p>Use a decision-making model to make a sexual health-related decision. H5.Se4.HS</p>
5. Healthy Relationships	<p>Differentiate between affection, love, commitment, and sexual attraction. H1.Se5.HSa</p> <p>Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb</p> <p>Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS</p> <p>Analyze factors that can affect the ability to give or recognize consent to sexual activity. H2.Se5.HS</p> <p>Identify ways to access accurate information and resources for survivors of sexual offenses. H3.Se5.HS</p>
6. State Laws	<p>Describe laws related to accessing sexual health care services. H3.Se6.HS</p> <p>Understand importance of personal and social responsibility for sexual decisions. H7.Se6.HS</p> <p>Examine laws and consequences related to sexual offenses, including when a minor is involved. H1.Se6.HSa</p> <p>Identify laws and concerns related to sending or posting sexually explicit pictures or messages. H1.Se6.HSb</p>
Social Emotional Health	
1. Self-Esteem	<p>Assess self-esteem and determine its impact on personal dimensions of health. H1.So1.HSa</p> <p>Understand changes in self-esteem can occur as people mature. H1.So1.HSb</p>

2. Body Image and Eating Disorders	<p>Explain why people with eating disorders need support services. H3.So2.HS</p> <p>Identify supportive services for people with eating disorders. H1.So2.HS</p> <p>Describe how to support someone who has symptoms of an eating disorder. H8.So2.HS</p>
3. Stress Management	<p>Identify physical and psychological responses to stressors. H1.So3.HS</p> <p>Develop a personal stress management plan. H7.So3.HS</p>
4. Expressing Emotions	<p>Advocate for ways to manage or resolve interpersonal conflict. H8.So4.HS</p> <p>Summarize strategies for coping with difficult emotions, including defense mechanisms. H1.So4.HS</p> <p>Demonstrate effective communication skills to express emotions. H4.So4.HS</p>
5. Harassment, Intimidation, and Bullying	<p>Analyze strategies to prevent and respond to different types of harassment, intimidation, and bullying. H1.So5.HS</p> <p>Compare and contrast the influence of family, peers, culture, media, technology, and other factors on harassment, intimidation, and bullying. H2.So5.HS</p>
Substance Use and Abuse	
1. Use and Abuse	<p>Analyze why individuals choose to use or not use substances. H1.Su1.HSa</p> <p>Differentiate classifications of substances. H1.Su1.HSb</p> <p>Analyze validity of information on substance use. H3.Su1.HSa</p> <p>Describe laws related to minors accessing substance abuse treatment. H3.Su1.5b</p>
2. Effects	<p>Summarize short- and long-term effects of substance abuse on dimensions of health. H1.Su2.HSa</p> <p>Analyze how addiction and dependency impact individuals, families, and society. H1.Su2.HSb</p>
3. Prevention	<p>Predict how a drug-free lifestyle will support achievement of short- and long-term goals. H6.Su3.HS</p> <p>Design a drug-free message for a community beyond school. H8.Su3.HS</p>

4. Treatment	Analyze valid and reliable information to prevent or treat substance dependency and addiction. H3.Su4.HS Understand how codependency relates to substance use and abuse. H1.Su4.HS
5. Legal Consequences	Compare and contrast school, local, state, and federal laws related to substance possession and use. H1.Su5.HS

Common Core Standards Met

Common Core State Standards for Science and Technical Subjects ELA College and Career Anchor Standards https://www.thecorestandards.org/ELA-Literacy/RST/		
Writing Grades 9/10		ELA College and Career Anchor Standards for Writing
1	Write arguments focused on discipline-specific content.	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

4	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8	Gather relevant information from multiple print and digital sources, using search terms electively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9	Draw evidence from informational texts to support analysis reflection, and research.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Reading Grades 6-8		

		ELA College and Career Anchor Standards for Reading
1	Cite specific textual evidence to support analysis of science and technical texts.	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6	Analyze the author’s purpose in providing an explanation, describing a procedure, procedure, or discussing an experiment in a text.	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10	By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.	Read and comprehend complex literary and informational texts independently and proficiently.

ELA College and Career Readiness for Speaking and Listening

1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.