

How “High School Health Education Today” Meets Washingtons’ Standards for Health Education

Washington Standards: <http://www.k12.wa.us/healthfitness/Standards.aspx>

- 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.

Washington State Health Education K-12 Core Ideas:

Wellness, Safety, Nutrition, Sexual Health, Social Emotional Health, Substance Use and Abuse

Wellness

1. Dimensions of Health	Analyze personal dimensions of health and design a plan to balance health. H1.W1.HS	<p><u>Units:</u> All Healthy development includes “Physical, Mental, Emotional, and Social Skills” in each unit to promote healthy development.</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 10 Write a personal food log and use</p>
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		“MyFitnessPal” to analyze food consumption and exercise calories burned.
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	<u>Unit:</u> Diseases <u>Day:</u> All “Cancer Warning Signs, understanding “Communicable and Non-Communicable Diseases,” and prevention and treatment of diseases.”
3. Analyzing Influences	Analyze how a variety of factors impact personal and community health. H2.W3.HS	<u>Unit:</u> Cultural Diversity <u>Day:</u> 3 + 4 For “My Uniqueness Project” students find racial heritage and cultural information. This could include genetic or personal health topics.
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	Units: Stress, Nutrition, Alcohol, and Sex Ed. and Drugs Units have activity where teachers posts, and students copy onto their “Resource Sheet” local, state, and national helping resources.
5. Communication	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. H4.W5.HS	<u>Unit:</u> Violence Unit <u>Day:</u> All “Risk Factors for Violence Survey,” “Anger Survey,” discussion about internal and external triggers, “In Prison for Life Assignment” and more.
6. Decision-Making	Predict potential short and long-term outcomes of a personal health-related decision. H5.W6.HS	<u>Unit:</u> Dangerous Decisions <u>Day:</u> All Reading true story articles about dangerous teen decisions, and personally identifying risk factors.
7. Goal-Setting	Implement strategies to achieve a personal health goal. H6.W7.HS	<u>Units:</u> All Healthy development includes “Physical, Mental, Emotional, and Social Skills” included in each unit to promote healthy development.
Safety		
1. Injury Prevention	Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety. H5.Sa1.HS	<u>Unit:</u> Dangerous Decisions <u>Day:</u> All Reading true story articles about

	<p>Describe how to prevent occupational injuries. H1.Sa1.HS</p> <p>Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.HS</p>	<p>dangerous teen decisions, including water safety.</p> <p><u>Unit:</u> Environmental Health <u>Day:</u> All “Environmental Protection Agency EPA Project,” “Workplace Hazard Reports” and more.</p> <p><u>Unit:</u> Community Health <u>Day:</u> All 21 “Community Health Projects” include a report on a hazardous condition, disaster evacuation, medical health conditions and more.</p>
2. First Aid	<p>Apply basic first aid skills. H7.Sa2.HSa</p> <p>Demonstrate CPR and AED procedures. H7.Sa2.HSb</p>	<p><u>Unit:</u> First Aid <u>Day:</u> 1 to 4, and C.P.R., and AED lessons.</p> <p><u>Unit:</u> First Aid <u>Day:</u> All “First aid skills, C.P.R., AED,” and “Evacuation Plan Homework.”</p> <p><u>Unit:</u> First Aid <u>Day:</u> 8 “First Aid Heroes Advocacy Project.”</p>
3. Violence Prevention	<p>Evaluate societal influences on violence. H2.Sa3.HS</p> <p>Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations. H7.Sa3.HS</p> <p>Advocate for violence prevention. H8.Sa3.HS</p> <p>Analyze potential dangers of sharing personal information through electronic media. H1.Sa3.HS</p>	<p><u>Unit:</u> Violence Unit <u>Day:</u> All “Risk Factors for Violence Survey,” “Anger Survey,” Internal and External Triggers, “In Prison for Life Assignment” and more.</p> <p><u>Unit:</u> Empathy/Violence <u>Day:</u> All “Empathy Homework,” labels, stereotypes, prejudisms, bullying, forgiveness, and more.</p> <p><u>Unit:</u> Dangerous Decisions <u>Day:</u> All articles are taken from online on a variety of teen topics including relationships, sexting, suicide, substance use, and giving out personal info online.</p>

Nutrition		
1. Food Groups and Nutrients	<p>Predict impact of consuming adequate or inadequate amounts of 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>	<p><u>Unit:</u> Nutrition <u>Day:</u> 2 “Analyzing Fast Food Posters.”</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 14 “Is This Diet Healthy?” analyzing diet claims activity.</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 1 thru 20 “Harvard MyPlate Fill-In Packet with Nutrient Formulas.”</p>
2. Beverages	Analyze the impact of school rules and community and federal laws on beverage availability and choice. H2.N2.HS	<p><u>Unit:</u> Nutrition <u>Day:</u> 8 “Food Label Reading.”</p>
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>	<p><u>Unit:</u> Nutrition <u>Day:</u> 8 “Food Label Reading.”</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 6 Healthy and unhealthy carbohydrates, knowing how much sugar you should have, and “Sugar and Fat Science Lab Experiment.”</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	<p><u>Unit:</u> Nutrition <u>Day:</u> 1 thru 20 “Harvard MyPlate Fill-In Packet with Nutrient Formulas.”</p>
5. Disease Prevention	Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases. H1.N5.HS	<p><u>Unit:</u> Nutrition <u>Day:</u> 12 The benefits of exercise and “MyFitnessPal” activity.</p>
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</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 1 to 4 “Intro to Nutrition,” and “The Role of Nutrition and How Nutrition Affects the Body Research and Art Project.”</p>

	goal to improve healthy eating behaviors. H6.N6.HS	<u>Unit:</u> Nutrition <u>Day:</u> 13 “Eating Healthy for Life Survey” (What unhealthy habits do I have?) and then doing the “Doodle Notes Goal Setting Activity.”
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>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 1 to 3 Reproduction and human anatomy diagram and notes.</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> In “Extra Large Docs” full lessons and information on “Puberty.”</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 9 “What is Love? Worksheet,” and “What is Romance? Art Project.”</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 5 + 6 “Sexually Transmitted Infections Slideshow Presentation with Teacher Notes,” “HIV Quiz,” and research, true stories, and videos.</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 3 + 4 “Male Anatomy Notes,” including “Testicular Cancer Self-Exam.”</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>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> In “Extra Large Docs” full lessons and information on “Puberty.”</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 8 Link to “Sexual Development Through the Life Span” articles.</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	<u>Unit:</u> Sex Ed. <u>Day:</u> 4 “Gender Identity,” dealing with prejudisms, discussion and website articles.
4. Prevention	Evaluate the effectiveness of abstinence, condoms, and other contraceptives in preventing pregnancy and STDs/HIV. H1.Se4.HSa Demonstrate steps to using a condom correctly. H7.Se4.HS Identify local youth-friendly sexual health services. H3.Se4.HS Understand that people can choose abstinence at different times in their lives. H1.Se4.HSb Advocate for STD testing and treatment for sexually active youth. H8.Se4.HS Use a decision-making model to make a sexual health-related decision. H5.Se4.HS	<u>Unit:</u> Sex Ed. <u>Day:</u> 1 “Top 10 Reasons for Choosing Abstinence.” <u>Unit:</u> Sex Ed. <u>Day:</u> 10 “Birth Control Worksheet” information, and videos. <u>Unit:</u> Sex Ed. <u>Day:</u> 5 + 6 “Sexually Transmitted Infections Slideshow with Teacher Notes.” <u>Unit:</u> Sex Ed. <u>Day:</u> 5 + 6 “Sexually Transmitted Infections Slideshow with Teacher Notes.”
5. Healthy Relationships	Differentiate between affection, love, commitment, and sexual attraction. H1.Se5.HSa Compare and contrast characteristics of healthy and unhealthy romantic and sexual relationships. H1.Se5.HSb Demonstrate effective ways to communicate with a partner about healthy sexual decisions and consent. H4.Se5.HS Analyze factors that can affect the ability to give or recognize consent to sexual activity. H2.Se5.HS Identify ways to access accurate information and resources for survivors of sexual offenses. H3.Se5.HS	<u>Unit:</u> Sex Ed. <u>Day:</u> 11 “Healthy Relationships Homework.” <u>Day:</u> 11 to 13 Sexual abuse, assault, harassment, rape, laws, “Traits of Healthy Versus Unhealthy Relationships Activity,” dating violence, domestic violence and human trafficking information and poster project. <u>Unit:</u> Sex Ed. <u>Day:</u> 14 “Traits of Unhealthy Relationships Survey,” dating violence, safety online and “Self-Advocacy Project.” <u>Unit:</u> Sex Ed. <u>Day:</u> 12 “Consent” explained, and videos and discussions follow.

<p>6. State Laws</p>	<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>	<p><u>Unit:</u> Sex Ed. <u>Day:</u> 10 “Birth Control Worksheet,” information, and videos.</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 14 “Traits of Unhealthy Relationships Survey” “Dating Violence,” safety online and “Self-Advocacy Project.”</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 12 “Consent” explained, and videos and discussions follow.</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 11 to 13 “Dangers of Sexual Assault,” and “Rape-How to prevent it and what to do if it happens,” and dangers of sexting.</p> <p><u>Unit:</u> Sex Ed. <u>Day:</u> 13: “Sexual Assault Escape Room.”</p>
<p>Social Emotional Health</p>		
<p>1. Self-Esteem</p>	<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>	<p><u>Unit:</u> Empathy <u>Day:</u> 7 and 15 “Self-Esteem and Bullying” are covered, including a “Stop Bullying: Make Yourself Heard Small Group Activity.”</p> <p><u>Unit:</u> Self-Esteem <u>Day:</u> All lessons.</p> <p><u>Unit:</u> Empathy <u>Day:</u> 7 and 15 “Self-Esteem Survey” and bullying activities.</p>
<p>2. Body Image and</p>	<p>Explain why people with eating disorders need support</p>	<p><u>Unit:</u> Nutrition <u>Day:</u> 14 “Eating Disorders Survey, videos, and</p>

Eating Disorders	<p>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>	<p>resources.</p> <p><u>Unit:</u> Nutrition <u>Day:</u> 15 “Positive Body Image Activities” and media distortion.</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>	<p><u>Unit:</u> Stress <u>Day:</u> 1 + 2: Relieving stress, importance of sleep, and the “Time Out, Work Out and Reach Out Stress Reliever Model.”</p> <p><u>Unit:</u> Stress <u>Day:</u> 8 “Student-Parent Teen Communicator Homework.”</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>	<p><u>Unit:</u> Mental Health <u>Day:</u> All Understanding mental and emotional health and illness, and “Problem-Solving Activity.”</p> <p><u>Unit:</u> Conflict Resolution <u>Day:</u> All “I” Statements” and “SO-QUIC’ Resolution Model.”</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>	<p><u>Unit:</u> Empathy <u>Day:</u> All “Empathy Homework,” labels, stereotypes, prejudices, bullying, forgiveness, and more.</p> <p><u>Unit:</u> Empathy <u>Day:</u> 7 and 15 “Self-Esteem and Bullying” are covered, including a “Stop Bullying: Make Yourself Heard Small Group Activity.”</p> <p><u>Unit:</u> Empathy/Violence <u>Day:</u> 15 “Bullying and Empathy Digital Escape Room.”</p>

		<p><u>Unit:</u> Cultural Diversity <u>Day:</u> 1 to 4 “Identity, Racism, and Social Justice” topics, articles, videos, and art projects.</p> <p><u>Unit:</u> Cultural Diversity <u>Day:</u> 10 to 12 “Say Our Names Project.”</p>
6. Emotional, Mental, and Behavioral Health	<p>Compare and contrast emotional and mental and behavioral illness, mental well-being, and concurrent disorders. H1.So6.HSa</p> <p>Describe how self-harm or suicide impacts other people. H1.So6.HSb</p> <p>Explain how to help someone who is thinking about attempting suicide.</p> <p>H1.So6.HSc Identify school and community resources that can help a person with emotional and mental and behavioral health concerns.</p> <p>H3.So6.HSa Describe laws related to minors accessing mental health care. H3.So6.HSb</p> <p>Advocate for reducing stigma associated with emotional and mental and behavioral health. H8.So6.HS</p>	<p><u>Unit:</u> Mental Health <u>Day:</u> All Understanding mental and emotional health and illness, and “Problem-Solving Activity.”</p> <p><u>Unit:</u> Mental Health <u>Day:</u> “The 5 Dimensions of Health” and “Mental Health Doodles,” and “Recourses for Help “(No stigma if you need professional help.)</p> <p><u>Unit:</u> Stress <u>Day:</u> 7 “Show You Care-Helping Someone Who is Talking About Suicide.”</p> <p><u>Unit:</u> Stress <u>Day:</u> 6+ “Online Stress and Depression and Suicide Interactive Google Slideshow.”</p> <p><u>Unit:</u> Stress <u>Day:</u> 6 “Online Stress and Depression and Suicide Escape Room.”</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><u>Unit:</u> Drug <u>Day:</u> Optional “Drug Research Project” and Posters.”</p> <p><u>Unit:</u> Drug <u>Day:</u> Optional: “Drug Role-Plays.”</p>

	Describe laws related to minors accessing substance abuse treatment. H3.Su1.5b	<u>Unit:</u> Alcohol and Drug Units <u>Day:</u> Varies. "WWWWH Decision-Making Homework." <u>Unit:</u> Drug Unit <u>Day:</u> 10 "Substance Use Student-Parent Teen Communicator Homework."
2. Effects	Summarize short and long-term effects of substance abuse on dimensions of health. H1.Su2.HSa Analyze how addiction and dependency impact individuals, families, and society. H1.Su2.HSb	<u>Unit:</u> Tobacco <u>Day:</u> 1 to 5 Tobacco dangers, e-cigarette risks, money spent on tobacco, habits and addictions. <u>Unit:</u> Alcohol <u>Day:</u> 1 to 7 "How Alcohol Affects all Body Organs Activity," "Refusal Skills Lesson," "Alcoholism Discussion," "Drinking and Driving Laws Quiz."
3. Prevention	Predict how a drug-free lifestyle will support achievement of short and long-term goals. H6.Su3.HS Design a drug-free message for a community beyond school. H8.Su3.HS	<u>Unit:</u> Alcohol and Drug <u>Day:</u> Varies "WWWWH Decision-Making Homework," and "Drug Posters Project." <u>Unit:</u> Drug <u>Day:</u> 9 "Dangers of Synthetic Drugs." <u>Unit:</u> Drug <u>Day:</u> 8+ Fentanyl dangers video and article.
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	<u>Unit:</u> Drugs <u>Day:</u> 1 to 12 "Addiction Risk Factors Intervention Lesson," "Pharm Party Activity," "Synthetic Drugs Interactive Quiz" and poster, "Top 10 Heroin Risks."
5. Legal Consequences	Compare and contrast school, local, state, and federal laws related to substance possession and use. H1.Su5.HS	<u>Unit:</u> Alcohol <u>Day:</u> 3 Using a "National Website" to see "State Alcohol Laws" and complete the "Alcohol Laws Worksheet."

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

Washington State High School Health Education Learning Standards

<http://www.k12.wa.us/HealthFitness/Standards.aspx>

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.

Washington State Health Education K-12 Core Ideas:

Wellness, Safety, Nutrition, Sexual Health, Social Emotional Health, Substance Use and Abuse

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.

	<p>H2.W2.HSa</p> <p>Assess personal risk factors and predict future health status. H2.W2.HSb</p>
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	<p>Analyze impact of decisions related to bicycle, pedestrian, traffic, water, and recreation safety. H5.Sa1.HS</p> <p>Describe how to prevent occupational injuries. H1.Sa1.HS</p> <p>Compare how family, peers, culture, media, technology, and other factors influence safety and injury prevention practices and behaviors. H2.Sa1.HS</p>
2. First Aid	<p>Apply basic first aid skills. H7.Sa2.HSa</p> <p>Demonstrate CPR and AED procedures. H7.Sa2.HSb</p>
3. Violence Prevention	<p>Evaluate societal influences on violence. H2.Sa3.HS</p> <p>Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid potentially violent situations. H7.Sa3.HS</p> <p>Advocate for violence prevention. H8.Sa3.HS</p> <p>Analyze potential dangers of sharing personal information through electronic media. H1.Sa3.HS</p>

Nutrition

1. Food Groups and Nutrients	<p>Predict impact of consuming adequate or inadequate amounts of 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	<p>Analyze the impact of school rules and community and federal laws on beverage availability and choice. H2.N2.HS</p>
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	<p>Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. H7.N4.HS</p>
5. Disease Prevention	<p>Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases. H1.N5.HS</p>
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>
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	<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	<p>Evaluate how culture, media, society, and other people influence our perceptions of gender roles, sexuality, relationships, and sexual orientation. H2.Se3.HS</p>
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>
6. Emotional, Mental, and Behavioral Health	<p>Compare and contrast emotional and mental and behavioral illness, mental well-being, and concurrent disorders. H1.So6.HSa</p> <p>Describe how self-harm or suicide impacts other people. H1.So6.HSb</p> <p>Explain how to help someone who is thinking about attempting suicide. H1.So6.HSc</p> <p>Identify school and community resources that can help a person with emotional and mental and behavioral health concerns. H3.So6.HSa</p> <p>Describe laws related to minors accessing mental health care. H3.So6.HSb</p> <p>Advocate for reducing stigma associated with emotional and mental and behavioral health. H8.So6.HS</p>

Substance Use and Abuse

1. Use and Abuse	Analyze why individuals choose to use or not use substances. H1.Su1.HSa Differentiate classifications of substances. H1.Su1.HSb Analyze validity of information on substance use. H3.Su1.HSa Describe laws related to minors accessing substance abuse treatment. H3.Su1.5b
2. Effects	Summarize short and long-term effects of substance abuse on dimensions of health. H1.Su2.HSa Analyze how addiction and dependency impact individuals, families, and society. H1.Su2.HSb
3. Prevention	Predict how a drug-free lifestyle will support achievement of short and long-term goals. H6.Su3.HS Design a drug-free message for a community beyond school. H8.Su3.HS
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