

Ohio Health Education Model Curriculum Advisory Committee

Meeting Two Agenda

Wednesday, December 12, 2018

1:00-3:00pm

10 W. Broad Street, 5th floor conference room

Columbus, Ohio 43215

Dial-in information: (669) 224-3412; Access code: 825-477-477

Background and purpose of Advisory Committee

The Ohio Association of Health, Physical Education, Recreation and Dance (OAHPERD) will lead development of Ohio's Health Education Model Curriculum. The objective of this K-12 standards-based model curriculum is to guide Ohio's schools to adopt a skill-based approach to health education. It will be drafted by expert writing teams during the 2018-2019 academic year.

OAHPERD has partnered with the Health Policy Institute of Ohio (HPIO) to convene the Ohio Health Education Model Curriculum Advisory Committee to provide input on the creation, components and structure of the model curriculum.

Meeting objectives

By the end of this meeting, we will:

- Understand the current status of Ohio's Health Education Model Curriculum and the project logic model
- Provide feedback on decisions related to key aspects of the model curriculum
- Understand next steps

Welcome, introductions and agenda overview (1:00-1:10)

Kevin Lorson, OAHPERD

Amy Bush Stevens, HPIO

Project logic model (1:10-1:20)

Amy Bush Stevens, HPIO

Current status of Ohio's Health Education Model Curriculum (1:20-1:50)

Kevin Lorson, OAHPERD; Tina Dake, Whitmer High School Health Education Teacher; Judy Jagger-Mescher, Wright State University; Joe Dake, University of Toledo; Sue Telljohann, University of Toledo

- Project overview
- Roles and responsibilities
- Guidelines, organization and terminology
- Learning outcomes – Standards, benchmarks, indicators
- Topic areas and content frameworks

Group discussions (1:50-2:25)

1. Review of learning outcomes
 - Comprehensive
 - Developmentally appropriate
 - Culturally sensitivity and equity
 - Meet the needs of students, schools, and communities, respects local control
2. Thoughts on the principles, guidelines, terminology, and content frameworks
3. Potential impact on your work, state initiatives, and our schools

Report out and large group discussion (2:25-2:55)

Next steps (2:55-3:00)

Kevin Lorson, OAHPERD

- Content module teams
- Feedback and public comment

OAHPERD Model Curriculum Principles, Guidelines, & Terms

Principles & Guidelines

Curriculum Organization

- Standards aligned with the National Health Education Standards (NHES)
- Benchmarks aligned with the knowledge and skill expectations from the Health Education Curriculum Analysis Tool (HECAT).
- Skills-focused versus content or topic focus.
 - Address skills across grade levels and grade bands
 - Facilitate mastery of skills by providing multiple opportunities for students to practice skills in a variety of topics and across multiple grades.
- Time – considered current allocated time for health education and best practice when creating indicators.
 - Expectation is for schools to meet standards and benchmarks
 - Address indicators based on available resources.
- Outcomes provided for each grade K-8 and High School 1 and High School 2
 - High School 1 required course for graduation
 - Aligned more with developmental expectations for Grades 9-10
 - High School 2 could be useful for additional local health education requirements, elective course, or to support other school-based programs/activities.
 - Aligned with developmental expectations for Grades 11-12.
- Topics within Content Frameworks and Indicators are designed to address the ORC requirements as well as current areas of need (e.g. Mental Health).

Topics

- Topics identified in the indicators and content frameworks reflect those present in the HECAT.
- Venereal Disease
 - Reference the term from ORC but use the term sexually transmitted disease.
- Sexual Health

- Can be found in the topic areas of Human Growth & Development (HGD), Personal Health & Wellness (PHW), Violence Prevention (VP), and Healthy Relationships (HR).
- Physical Activity
 - Prioritized in physical education
 - Topic is not addressed as a separate topic but addressed within healthy eating.
- ATOD – Combine tobacco within alcohol and other drugs.
 - Added indicators to reflect new areas such as vaping, synthetic drugs.
 - Includes opioids
- Human Trafficking – found in “Violence Prevention.”
- Anatomical Gifts - found in “Safety” in high school.

Miscellaneous Items

- Importance of ODE reinforcing expectations for health education
 - Prescribed curriculum
 - Graduation Requirements
 - Middle School for High School Credit
 - Online Health Education
 - Credit Flexibility
 - College Credit +

Key Terms

- *Standard* – Overall goal for the K-12 curriculum.
- *Benchmark* – a learning outcome achieved by the end of the grade band.
 - Grade bands = K-2, 3-5, 6-8, 9-12
- *Indicator* – grade level outcome
 - Associated with specific content or topic
- *Content Framework* - Detailed explanation of the knowledge and skills represented in the learning standards.
- *Nomenclature*
 - 3.1.3ATOD1
= Grade 3.Standard 1.Benchmark 3.Alcohol Tobacco Other Drugs Indicator 1.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.

Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:

1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Safety, Violence Prevention.

Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:

1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.

Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:

1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.

Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:

1. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:

1. Identify relevant influences of family on health practices and behaviors.
2. Identify relevant influences of school on health practices and behaviors.
3. Identify relevant influences of media and technology on health practices and behaviors.
4. Describe positive influences on personal health practices and behaviors.
5. Describe negative influences on personal health practices and behaviors.

Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:

1. Identify relevant influences of culture on health practices and behaviors.
2. Identify relevant influences of peers on health practices and behaviors.
3. Identify relevant influences of community on health practices and behaviors.
4. Describe how relevant influences of family and culture affect personal health practices and behaviors.
5. Describe how relevant influences of school and community affect personal health practices and behaviors.
6. Describe how relevant influences of media and technology affect personal health practices and behaviors.
7. Describe how relevant influences of peers affect personal health practices and behaviors.

Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:

1. Explain the influence of school rules and community laws on health practices and behaviors.
2. Explain how perceptions of norms influence healthy and unhealthy practices and behaviors.
3. Explain how social expectations influence healthy and unhealthy practices and behaviors.
4. Explain how personal values and beliefs influence personal health practices and behaviors.
5. Describe how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors (e.g., how alcohol use influences sexual risk behavior).
6. Analyze how relevant influences of family and culture affect personal health practices and behaviors.
7. Analyze how relevant influences of school and community affect personal health practices and behaviors.
8. Analyze how relevant influences of media and technology affect personal health practices and behaviors.
9. Analyze how relevant influences of peers affect personal health practices and behaviors.

Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:

1. Explain the influence of public health policies on health practices and behaviors.
2. Analyze how culture supports and challenges health beliefs, practices, and behaviors.
3. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.
4. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.
5. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.
6. Analyze how laws, rules, and regulations influence health promotion and disease prevention.
7. Analyze how school and community affect personal health practices and behaviors.

8. Analyze the effect of media and technology on personal, family, and community health.
9. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health practices and behaviors.
10. Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable
11. products and services that support health practices and behaviors for oneself and others.

Standard 3: Students will be able to demonstrate the ability to access valid information and products and services to enhance health.

Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:

1. Identify trusted adults at home who can help promote health.
2. Identify trusted adults and professionals in school who can help promote health (e.g., school nurse, school counselor).
3. Identify trusted adults and professionals in the community who can help promote health (e.g., healthcare provider, police officer).
4. Explain how to locate school health helpers (e.g., school nurse).
5. Explain how to locate community health helpers (e.g., police officer, paramedic).
6. Demonstrate how to locate school or community health helpers to enhance health.

Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:

1. Describe characteristics of accurate health information.
2. Describe characteristics of appropriate and reliable health products.
3. Describe characteristics of appropriate and trustworthy health services
4. Demonstrate how to locate sources of accurate health information.

Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:

1. Analyze the validity and reliability of health information.
2. Analyze the validity and reliability of health products.
3. Analyze the validity and reliability of health services.
4. Describe situations that call for professional health services.
5. Determine the availability of valid and reliable health products
6. Access valid and reliable health information from home, school or community.
7. Locate valid and reliable health products.
8. Locate valid and reliable health services.

Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:

1. Evaluate the validity and reliability of health information.
2. Evaluate the validity and reliability of health products
3. Evaluate the validity and reliability of health services.
4. Determine the accessibility of valid and reliable health products.
5. Determine when professional health services may be required.
6. Determine the accessibility of valid and reliable health services
7. Use resources that provide valid and reliable health information.
8. Use valid and reliable health products.

9. Use valid and reliable health services.

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

Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:

1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways.
2. Demonstrate effective active listening skills including paying attention, and verbal and nonverbal feedback.
3. Demonstrate effective refusal skills including firmly saying “no” and getting away.
4. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.
5. Identify how to communicate care and concern for others.

Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:

1. Demonstrate effective verbal and nonverbal communication skills.
2. Explain how to be empathetic and compassionate toward others.
3. Demonstrate effective peer resistance skills to avoid or reduce health risk
4. Demonstrate healthy ways to manage or resolve conflict
5. Demonstrate how to effectively ask for help to improve personal health.
6. Demonstrate how to effectively communicate support for others.

Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:

1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance health.
2. Demonstrate how to manage personal information in electronic communications and when using
3. social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the
4. personal health and safety of oneself and others.
5. Demonstrate effective peer resistance skills to avoid or reduce health risks
6. Demonstrate effective negotiation skills to avoid or reduce health risks.
7. Demonstrate healthy ways to manage or resolve conflict
8. Demonstrate how to effectively ask for assistance to improve personal health.
9. Demonstrate how to effectively communicate empathy and support for others.

Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:

1. Demonstrate effective communication skills to enhance health.
2. Demonstrate how to manage personal information in electronic communications and when using
3. social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the
4. personal health and safety of oneself and others.
5. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in
6. unhealthy behaviors.
7. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.
8. Demonstrate how to effectively ask for assistance to improve personal health.
9. Demonstrate how to effectively offer assistance to improve the health of others.

Standard 5: Students will be able to demonstrate the ability to use decision-making skills to enhance health.

Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:

1. Identify situations which need a health-related decision.
2. Identify how family, peers or media influence a health-related decision
3. Explain the potential positive and negative outcomes from health-related decisions.
4. Describe when help is needed and when it is not needed to make a healthy decision.

Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:

1. Identify situations which need a health-related decision.
2. Decide when help is needed and when it is not needed to make a healthy decision
3. Explain how family, culture, peers or media influence a health-related decision.
4. Identify options and their potential outcomes when making a health-related decision
5. Choose a healthy option when making a decision.
6. Describe the final outcome of a health-related decision.

Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:

1. Identify circumstances that help or hinder healthy decision making.
2. Determine when situations require a health-related decision
3. Distinguish when health-related decisions should be made individually or with the help of others.
4. Explain how family, culture, media, peers, and personal beliefs affect a health-related decision.
5. Distinguish between healthy and unhealthy alternatives of a health-related decision
6. Predict the potential outcomes of healthy and unhealthy alternatives to a health-related decision.
7. Choose a healthy alternative when making a health-related decision.
8. Analyze the effectiveness of a final outcome of a health-related decision.

Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:

1. Examine barriers to healthy decision making.
2. Determine the value of applying thoughtful decision making.
3. Justify when individual or collaborative decision making is appropriate.
4. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision
5. Generate alternatives when making a health-related decision
6. Predict potential short-term and long-term consequences of alternatives to health-related decisions.
7. Choose a healthy alternative when making a health-related decision
8. Evaluate the effectiveness of health-related decisions.

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

Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:

1. Identify a realistic personal short-term health goal.
2. Take steps to achieve the personal health goal.
3. Identify people who can help achieve a personal health goal.

Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:

1. Set a realistic personal health goal.
2. Track progress toward achieving a personal health goal.
3. Identify resources that can help achieve a personal health goal.

Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:

1. Assess personal health practices
2. Set a realistic personal health goal.
3. Assess the barriers to achieving a personal health goal
4. Apply strategies to overcome barriers to achieving a personal health goal.
5. Use strategies and skills to achieve a personal health goal.

Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:

1. Assess personal health practices and behaviors.
2. Set a realistic personal health goal.
3. Assess the barriers to achieving a personal health goal
4. Develop a plan to attain a personal health goal.
5. Implement strategies, including self monitoring, to achieve a personal health goal.
6. Use strategies to overcome barriers to achieving a personal health goal.
7. Formulate an effective long-term plan to achieve a health goal.

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

Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:

1. Identify practices that reduce or prevent health risks.
2. Demonstrate healthy practices.
3. Make a commitment to practice healthy behaviors.

Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:

1. Describe practices and behaviors that reduce or prevent health risks.
2. Demonstrate healthy practices and behaviors.
3. Make a commitment to practice healthy behaviors.

Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:

1. Explain the importance of being responsible for personal health behaviors.
2. Analyze personal practices and behaviors that reduce or prevent health risks
3. Demonstrate healthy practices and behaviors to improve the health of oneself and others.
4. Make a commitment to practice healthy behaviors.

Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:

1. Analyze the role of individual responsibility in enhancing personal health.
2. Evaluate personal practices and behaviors that reduce or prevent health risks.
3. Demonstrate healthy practices and behaviors to improve the health of oneself and others
4. Make a commitment to practice healthy behaviors.

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

Grades Pre-K–2. By the end of Grade 2, students will be able to meet the following skill expectations:

1. Make requests to others to promote personal health practices.
2. Demonstrate how to encourage peers to make healthy choices.

Grades 3–5. By the end of Grade 5, students will be able to meet the following skill expectations:

1. Give factual information to improve the health of others.
2. State personal beliefs to improve the health of others.
3. Demonstrate how to persuade others to make positive health choices.

Grades 6–8. By the end of Grade 8, students will be able to meet the following skill expectations:

1. State a health-enhancing position, supported with accurate information, to improve the health of others.
2. others.
3. Persuade others to make positive health choices.
4. Collaborate with others to advocate for healthy individuals, families and schools.
5. Demonstrate how to adapt positive health-related messages for different audiences.

Grades 9–12. By the end of Grade 12, students will be able to meet the following skill expectations:

1. Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.
2. messages.
3. Persuade and support others to make positive health choices.
4. Collaborate with others to advocate for improving personal, family and community health.
5. Encourage school and community environments to promote the health of others.
6. Adapt health messages and communication techniques for a specific target audience.
7. Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.
8. and affordable opportunities, products, and services to improve the health of oneself and others.

Ohio Model Health Education Curriculum (K-5)

Content Area Key

ATOD	Alcohol, Tobacco, and other Drug Prevention	MEH	Mental and Emotional Health
HE	Healthy Eating	PHW	Personal Health and Wellness
HGD	Human Growth and Development	S	Safety
HR	Healthy Relationships	VP	Violence Prevention

Grades K-2

Alcohol, Tobacco, And Other Drug Prevention (ATOD)

Grade K	Standard (NHES #/ description)	Content Area Indicator
K ATOD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Identify family rules about medicine use. 2. Describe how to use medicines correctly.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources <ol style="list-style-type: none"> 1. Identify trusted adults at home who can help with taking medicines.

Grade 1	Standard (NHES #/ description)	Content Area Indicator
1 ATOD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Describe family rules about medicine use. 2. Explain the harmful effects of medicines when used incorrectly. 3. Identify school rules about medicine use.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources <ol style="list-style-type: none"> 1. Identify trusted adults at home and at school (e.g., school nurse) who can help with taking medicines.
	5: Decision-Making Skill Students will demonstrate the ability to use decision-making skills to enhance health.	5: Decision-Making Skill <ol style="list-style-type: none"> 1. Identify healthy, safe choices involving medicine. (<i>e.g., What help do you need with making a decision to take medicine/other substances? What is the safe decision?</i>)

Grade 2	Standard (NHES #/ description)	Content Area Indicator
2	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Explain the harmful effects of medicines when used incorrectly. 2. Identify school rules about the use of medicine.
	3: Accessing Resources	3: Accessing Resources

ATOD	Students will demonstrate the ability to access valid information, products, and services to enhance health.	<ol style="list-style-type: none"> 1. Identify trusted adults and professionals in school who can help with taking prescription and over-the-counter medicines. (e.g., school nurse) 2. Explain how to locate school health helpers who can help with information about prescriptions and over-the-counter medicines. (<i>i.e., Students know where and how to locate these trusted adults.</i>)
	5: Decision-Making Skills Students will demonstrate the ability to use decision-making skills to enhance health.	5: Decision-Making Skills <ol style="list-style-type: none"> 1. Identify healthy, safe choices involving medicines or other substances. (<i>e.g., What help do you need with making a decision to take medicine/other substances? What is the safe decision?</i>)

Healthy Eating (HE)

Grade K	Standard (NHES #/ description)	Content Area Indicator
K HE	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Name a variety of healthy foods. 2. Explain the importance of trying new foods. 3. Identify healthy foods (e.g. Whoa, Slow, Go foods) 4. Identify the benefits of drinking plenty of water.
	7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Healthy Behaviors <ol style="list-style-type: none"> 1. Express intention to drink plenty of water.
	8: Advocacy Skill Students will demonstrate the ability to advocate for personal, family, and community health.	8: Advocacy Skill <ol style="list-style-type: none"> 1. Make requests to others (e.g., family members) about preferences for healthy eating. (<i>e.g., "Could we please have (insert name of a healthy food)? It is a healthy food."</i>) 2. Demonstrate how to encourage peers to make healthy food and beverage choices. (<i>e.g., "Would you like to have an orange instead of candy?", etc.</i>)

Grade 1	Standard (NHES #/ description)	Content Area Indicator
1 HE	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Explain the importance/ benefits of choosing healthy foods and beverages. 2. Identify a healthy food from each food group (e.g. My Plate). 3. Identify a variety of healthy snacks. 4. Describe the benefits of eating breakfast every day.
	6: Goal Setting Skill Students will demonstrate the ability to use goal-setting skills to enhance health.	6: Goal Setting Skill <ol style="list-style-type: none"> 1. Identify a realistic personal short-term goal to improve healthy eating. 2. Take steps to achieve a personal goal to improve healthy eating. 3. Identify people who can help achieve a personal goal to improve healthy eating.

	7. Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7. Practicing Healthy Behaviors 1. Express the intention of eating healthy breakfast daily.
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Grade 2	Standard (NHES #/ description)	Content Area Indicator
2 HE	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1. Describe the types of foods and beverages that should be limited (e.g., greasy, salty, sugary foods). 2. Identify healthy eating patterns that provide energy and help the body grow and develop (e.g. My Plate). 3. Explain how to use MyPlate to create a healthy meal. (e.g., outline a healthy lunch)
	2: Analyzing Influences Students will analyze the influence of family, peers, culture, media , technology and other factors on health behaviors.	2: Analyzing Influences 1. Describe how advertising influences food choices (e.g., <i>toys inside package, cartoon characters, colorful packaging or product, happy kids in ad, fun, etc.</i>). 2. Identify relevant influences of family on food choices and other eating practices and behaviors.
	6: Goal Setting Students will demonstrate the ability to use goal-setting skills to enhance health.	6: Goal Setting 1. Identify a realistic personal short-term goal to improve healthy eating. 2. Take steps to achieve a personal goal to improve healthy eating. 3. Identify people who can help achieve a personal goal to improve healthy eating.

- **Human Growth and Development Indicators are not present in K-2**

- **Health Relationship Indicators are not present in K-2**

Mental and Emotional Health (MEH)

Grade K	Standard (NHES #/ description)	Content Area Indicator
K MEH	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Identify a variety of feelings. 2. Explain the importance of talking with parents and other trusted adults about feelings. 3. Identify appropriate ways to express and deal with feelings.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate how to effectively tell a trusted adult when feeling strong emotions or when being threatened/ harmed. (Ex.: <i>I need help with _____ . Could you please help me?</i>) [e.g., Use a respectful, polite tone; and eye contact; body language and words match; explaining why they feel the way they do) 2. Demonstrate how to listen attentively. (e.g., eye contact, lips closed, body still, brain focused, no interrupting)

Grade 1	Standard (NHES #/ description)	Content Area Indicator
1 MEH	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Explain the relationship between feelings and behavior. 2. Identify characteristics of a responsible friend. (e.g., <i>polite, sharing, caring, etc.</i>) 3. Describe the difference between bullying and teasing. 4. Explain why it is wrong to bully or tease others.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. (e.g., <i>asking for help with a bullying situation, responding to teasing and bullying in healthy ways, using "I" statements</i>).
	7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Healthy Behaviors <ol style="list-style-type: none"> 1. Demonstrate healthy coping skills to manage strong feelings (e.g., <i>drawing, writing, exercising, breathing exercises, talking to a trusted adult, etc.</i>)

Grade 2	Standard (NHES #/ description)	Content Area Indicator
<p style="text-align: center; font-size: 2em; font-weight: bold;">2</p> <p style="text-align: center; font-size: 1.5em; font-weight: bold;">MEH</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Explain the importance of respecting the personal space and boundaries of others. 2. Identify the benefits of healthy family relationships. 3. Identify the benefits of healthy peer relationships.
	<p>4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication</p> <ol style="list-style-type: none"> 1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways. (<i>e.g., effective asking a peer to stop standing too close or to stop touching you.</i>) 2. Describe how to effectively communicate respect for others. (<i>e.g., feelings, rights, and property of others.</i>) 3. Demonstrate healthy ways to manage or resolve interpersonal conflict.
	<p>7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>7: Practicing Healthy Behaviors</p> <ol style="list-style-type: none"> 1. Demonstrate healthy mental and emotional health practices. (<i>e.g., self-control strategies or anger management strategies</i>)

Personal Health and Wellness (PHW)

Grade K	Standard (NHES #/ description)	Content Area Indicator
K PHW	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Identify the benefits of personal health care practices such as washing hair and bathing regularly. 2. State the steps for proper hand washing.
	7: Practicing Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Behaviors <ol style="list-style-type: none"> 1. Identify personal health and wellness-related practices that reduce or prevent health risks. (e.g., personal health care practices such as washing hair, bathing regularly) 2. Demonstrate positive personal health and wellness practices. (e.g., proper hand washing steps, coughing/sneezing into elbow)

Grade 1	Standard (NHES #/ description)	Content Area Indicator
1 PHW	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Identify the proper steps for daily brushing and flossing of teeth. 2. Describe what it means to be healthy. 3. State why hygiene is important to good health. 4. Explain importance of regular visits to doctor and dentist.
	7: Practicing Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Behaviors <ol style="list-style-type: none"> 1. Demonstrate positive personal health and wellness practices. (Focus: hygiene including brushing and flossing teeth) 2. Make a commitment to practice positive personal health and wellness-related behaviors. (e.g., make a pledge to brush and floss teeth two times a day)

Grade 2	Standard (NHES #/ description)	Content Area Indicator
2 PHW	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. State why hygiene is important to good health. 2. Identify different ways that disease-causing germs are transmitted. 3. Identify ways to prevent the spread of germs that cause common infectious diseases. 4. Explain why sleep and rest are important for proper growth and good health. 5. List ways to prevent the harmful effects of the sun. (e.g., sunscreen, cover exposed areas; wear sunglasses)
	7: Practicing Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Behavior <ol style="list-style-type: none"> 1. Make a commitment to practice positive personal health and wellness-related behaviors. (e.g., pledge to sleep 9-10 hours per night)
	8: Advocacy Skills	8: Advocacy Skills

	Students will demonstrate the ability to advocate for personal, family, and community health.	1. Make requests of others to promote personal health and wellness related behaviors. <i>(Focus: proper amount of sleep and/ or sun protection)</i>
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Safety (S)

Grade K	Standard (NHES #/ description)	Content Area Indicator
K S	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Describe how to be a safe pedestrian. (e.g., <i>crossing streets, standing away from curb, etc.</i>) 2. Describe how to be a responsible bus rider. (e.g., <i>riding bus, loading and unloading bus</i>) 3. Identify safety rules for playing on playground.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources <ol style="list-style-type: none"> 1. Explain how to locate community health helpers who can help promote safety and injury prevention (e.g., <i>police officer, firefighter, doctor, school nurse</i>).
	7: Practicing Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Behaviors <ol style="list-style-type: none"> 1. Identify practices that promote safety and reduce or prevent injuries (e.g., <i>wearing seatbelts, fire escape plan, sports helmets and pads</i>). 2. Make a commitment to practice safety and injury prevention behaviors (e.g., <i>develop a class pledge for a specific safety practice</i>).

Grade 1	Standard (NHES #/ description)	Content Area Indicator
1 S	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Identify safety hazards in the home. (e.g., <i>poisons, guns, fires, etc.</i>) 2. Identify how household products are harmful if ingested, inhaled, or used improperly. 3. Identify safety rules for swimming and playing sports. 4. Identify safety rules around fire. 5. Identify people who can help when someone is injured or suddenly ill.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources <ol style="list-style-type: none"> 1. Demonstrate how to locate school or community health helpers to enhance safety and injury prevention (e.g., <i>how to call 911 or locate police, etc. to help with an emergency</i>).
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate what to say and how to respond when calling 911. (<i>"I need help"; describe what happened; listen attentively to instructions from 911 operator; do not hang up until told to do so</i>)
	8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	8: Advocacy Skills <ol style="list-style-type: none"> 1. Make requests of others to promote safety and reduce or prevent injuries. (e.g., <i>preventing while swimming or playing sports</i>) 2. Demonstrate how to encourage peers to be safe and avoid or reduce injury. (e.g., <i>fire safety advocacy: crawling low to floor and stop, drop, roll</i>)

Grade 2	Standard (NHES #/ description)	Content Area Indicator
<h1>2 S</h1>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Identify safety hazards in the home (e.g., matches, internet, weapons, unknown or dangerous substance, gun, etc.). 2. Describe how injuries can be prevented. 3. Describe what to do if an unsafe object or substance is found (e.g., matches, weapons, unknown or dangerous substance, gun, etc.). 4. Identify safety hazards in the community. 5. Identify people who can help when someone is injured or suddenly ill.
	<p>2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>2: Analyzing Influences</p> <ol style="list-style-type: none"> 1. Describe how family influences safety choices (e.g., practicing home fire drills, designing a family fire escape plan, locking up dangerous items, etc.) 2. Describe how peers can influence safety choices. (e.g., pressure to try risky behaviors, positive pressure to avoid risky behaviors, etc.)
	<p>5: Decision-making Skills Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-making Skills</p> <ol style="list-style-type: none"> 1. Identify situations which need a decision related to safety and injury prevention. (e.g., fire; gun and/or unknown substance found; unsafe playground behavior, etc. - could use scenarios or case studies) 2. Explain the potential positive and negative outcomes from a decision related to safety and injury prevention. 3. Describe when help is needed and when it is not needed to make a decision related to safety and injury prevention.

Violence Prevention (VP)

Grade K	Standard (NHES #/ description)	Content Area Indicator
K VP	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	Content Area Indicator 1. Identify “appropriate/safe” and “inappropriate/ unsafe” touches. 2. Explain why inappropriate touches should be reported to a trusted adult. 3. Explain that a child is not at fault if someone touches him or her in an inappropriate way.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources 1. Identify trusted adults at home who can help prevent violence. 2. Identify trusted adults and professionals in school who can help prevent violence (<i>e.g., school counselor, teacher, principal</i>). 3. Explain how to locate school health helpers who can help reduce or avoid violence (<i>e.g., school counselor, teacher, principal</i>). 4. Demonstrate how to locate school or community health helpers who can help reduce or avoid violence (<i>e.g., police officer, 911</i>)
	4: Interpersonal Communication Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication 1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to prevent violence. (<i>e.g., how to communicate personal boundaries</i>) 2. Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or prevent violence. 3. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed.

Grade 1	Standard (NHES #/ description)	Content Area Indicator
1 VP	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1. Distinguish “appropriate” and “inappropriate” or “safe” and “unsafe” touches or interactions. 2. Explain why inappropriate touches should be reported to a trusted adult.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills 1. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed. (<i>e.g., what to say or do if they are inappropriately touched or when they feel unsafe or uncomfortable</i>)

Grade 2	Standard (NHES #/ description)	Content Area Indicator
2 VP	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Explain why everyone has the right to tell others not to touch his or her body. 2: Explain that a child is not at fault if someone touches him or her in an inappropriate way. 3: Explain what to do if you and a friend have a strong disagreement.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources 1: Explain how to locate school health helpers who can help reduce or avoid violence (e.g., teacher, school counselor, principal, school nurse). 2: Explain how to locate community health helpers who can help reduce or avoid violence (e.g., police officer, mall security, 911, doctor). 3: Demonstrate how to locate school or community health helpers who can help reduce or avoid violence (e.g., police officer, 911, doctor)
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills 1. Demonstrate how to effectively communicate needs, wants, and feelings in healthy ways to prevent violence. (e.g., conflict management) Demonstrate healthy ways to manage or resolve conflict to prevent violence. 2: Demonstrate effective refusal skills, including firmly saying “no” and getting away, to avoid or prevent violence.

GRADES 3-5

Content Area Key

ATOD	Alcohol, Tobacco, and other Drug Prevention	MEH	Mental and Emotional Health
HE	Healthy Eating	PHW	Personal Health and Wellness
HGD	Human Growth and Development	S	Safety
HR	Healthy Relationships	VP	Violence Prevention

Alcohol, Tobacco, and other Drug Prevention (ATOD)

Grade 3	Standard (NHES #/ description)	Content Area Indicator
3 ATOD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Explain the benefits of medicines when used correctly. 2. Explain how to use medicines correctly. 3. Describe potential risks associated with inappropriate use of over-the-counter medicines. 4. Identify negative short- and long-term physical, social, emotional effects of using tobacco or other nicotine products (vaping). 5. Describe the benefits of abstaining from tobacco use or other nicotine products (vaping). 6. Explain the short- and long-term physical effects of being exposed to others' tobacco use.
	2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	2: Analyzing Influences <ol style="list-style-type: none"> 1. Identify relevant influences of community on nicotine/tobacco-related practices and behaviors. (<i>e.g., laws, etc.</i>) 2. Describe how relevant influences of family affect nicotine/tobacco-related practices and behaviors. (<i>e.g., family smoker, family non-smokers, etc.</i>) 3. Describe how relevant influences of peers affect nicotine/tobacco-related practices and behaviors. (<i>e.g., peer pressure, group norms that enhance healthy behaviors</i>)

Grade 4	Standard (NHES #/ description)	Content Area Indicator
4 ATOD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Explain the potential risks associated with inappropriate use and abuse of prescription medicines. 2. Identify negative short- and long-term physical, social, emotional effects of alcohol use.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate effective refusal skills to avoid alcohol and other drug use. (<i>e.g., Say, "No" firmly, repeat: give reason, excuse or state the probable consequences; change the subject or suggest an alternative</i>)

Grade 5	Standard (NHES #/ description)	Content Area Indicator
<p style="text-align: center; font-size: 2em; font-weight: bold;">5</p> <p style="text-align: center; font-weight: bold;">ATOD</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Explain the potential risks associated with inappropriate use and abuse of prescription medicines. 2. Explain the difference between medicines and illicit drugs. 3. Describe how to support family and friends who are trying to stop misuse and abuse of drugs.
	<p>4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who has been drinking alcohol. 2. Explain how to be empathetic and compassionate towards a family member who is trying to quit alcohol or other drug use. 3. Demonstrate how to effectively ask for help to avoid exposure to others who use alcohol or other drugs.
	<p>8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>8: Advocacy Skills</p> <ol style="list-style-type: none"> 1. Give factual information about the benefits of being alcohol- and other drug-free. 2. State personal beliefs about the dangers related to alcohol and other drug use. 3. Demonstrate how to persuade others to be alcohol- and other drug-free.

Healthy Eating

Grade	Standard (NHES #/ description)	Content Area Indicator
3 HE	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health	<ol style="list-style-type: none"> 1. Name the food groups and variety of nutritious food choices for each food group. 2. Identify the amount of food from each food group that a child needs daily. 3. Explain the importance of eating a variety of foods from all the food groups. 4. Describe the benefits of eating plenty of fruits and vegetables.
	7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	7: Practicing Healthy Behaviors <ol style="list-style-type: none"> 1. Describe practices that encourage healthy eating behaviors (e.g. eat a variety of healthy foods, eat plenty of fruits and vegetables). 2. Make a commitment to practice healthy eating behaviors.

Grade 4	Standard (NHES #/ description)	Content Area Indicator
4 HE	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health	<ol style="list-style-type: none"> 1. Describe the benefits of drinking plenty of water. 2. Identify alternate sources of fat (e.g., unsaturated fats and oils.) 3. Identify foods that are high in added sugars. 4. Identify foods that are high in sodium. 5. Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium.
	2: Analyze Influences Students will analyze the influence of family, peers, culture , media, technology and other factors on health behaviors.	2: Analyze Influences <ol style="list-style-type: none"> 1. Describe how relevant influences of family, peers and culture affect personal food choices and other eating practices and behaviors.
	3: Accessing Valid Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Valid Resources <ol style="list-style-type: none"> 1. Describe characteristics of accurate nutrition information. (e.g., <i>food nutrition labels</i>) 2. Describe characteristics of appropriate and reliable nutrition information. (e.g. <i>identify validity [truthfulness]; locate resources; analyze for validity {Is source truthful?}</i>)
	7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	7: Practicing Healthy Behaviors <ol style="list-style-type: none"> 1. Design and justify a healthy lunch and dinner using MyPlate guidelines and food label information.

Grade 5	Standard (NHES #/ description)	Content Area Indicator
5 HE	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health	<ol style="list-style-type: none"> 1. Describe the benefits of healthy eating. 2. Describe the benefits of limiting the consumption of solid fat, added sugar, and sodium. 3. Explain the benefits of eating breakfast every day. 4. Describe methods to keep food safe from harmful germs (Washing hands, washing fresh fruits and vegetables, no contamination of raw meats, no double dipping, etc.). 5. Explain the concept of eating in moderation.
	6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.	6: Goal Setting Skills <ol style="list-style-type: none"> 1. Set a realistic personal goal related to improve healthy eating behaviors. 2. Identify resources that can help achieve a personal goal to improve healthy eating behaviors. (<i>e.g., who can help you; what you need to achieve the goal</i>) 3. Track progress toward achieving a personal goal to improve healthy eating behaviors.

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Healthy Relationships (HR)

Grade 3	Standard (NHES #/ description)	Content Area Indicator
3 HR	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1. Identify characteristics of healthy relationships. 2. Describe the benefits of healthy family relationships. 3. Identify characteristics of a responsible family member.
	2: Analyze Influences Students will analyze the influence of family, peers, culture , media, technology and other factors on health behaviors.	2: Analyze Influences 1. Identify relevant influences of peers on relationships. 2. Identify relevant influences of culture on relationships. 3. Analyze the positive and negative effects of peers and culture on relationships.
Grade 4	Standard (NHES #/ description)	Content Area Indicator
4 HR	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1. Describe characteristics of healthy relationships. 2. Describe the benefits of healthy peer relationships.
	2: Analyze Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	2: Analyze Influences 1. Describe how relevant influences of media and technology affect personal relationships. 2. Analyze the positive and negative effects of media and technology on healthy relationships.
Grade 5	Standard (NHES #/ description)	Content Area Indicator
5 HR	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1. Analyze the characteristics of healthy vs. unhealthy relationships. 2. Describe personal characteristics related to gender expression and gender roles that make people different from one another. 3. Summarize why it is wrong to tease or bully others based on personal characteristics (such as appearance, mannerisms)
	2: Analyze Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	2: Analyze Influences 1. Describe how relevant influences of media, peers, and technology affect personal relationships. 2. Analyze the positive and negative effects of media, peers, and technology on healthy relationships.
	5: Decision-making Skills Students will demonstrate the ability to use decision-making skills to enhance health.	5: Decision-making Skills 1. Identify situations which need a health-related decision related to relationships. 2. Decide when help is needed and when it is not needed to make a healthy decision related to relationships. 3. Identify options/possible choices and their potential outcomes when making a health-related decision related to relationships. (e.g., Is it safe, legal and respectful of others?) 4. Choose a healthy option when making a healthy decision about relationships.

		5. Describe the potential final outcome of a health-related decision about relationships.
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Human Growth and Development (HGD)

Grade 3	Standard (NHES #/ description)	Content Area Indicator
3 HGD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Explain how the body is changing physically and emotionally. 2. Describe how individuals develop physically at different rates.

Grade 4	Standard (NHES #/ description)	Content Area Indicator
4 HGD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Describe basic male and female reproductive body parts and their functions. 2. Describe the physical, social, and emotional changes that occur during puberty. 3. Explain how puberty and development can vary greatly and still be normal.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate effective verbal and nonverbal communication skills to promote healthy family and peer relationships. (<i>e.g., Asking for help with puberty changes and how to begin conversations about puberty with trusted adults.</i>)

Grade 5	Standard (NHES #/ description)	Content Area Indicator
5 HGD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Describe hygiene practices related to puberty. 2. Describe the physical, social, and emotional differences related to puberty.
	3: Accessing Valid Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Valid Resources <ol style="list-style-type: none"> 1. Demonstrate how to locate sources of accurate health information and products related to hygiene.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate how to be empathetic and compassionate toward others who are at a different stage of puberty from oneself.

Mental and Emotional Health (MEH)

Grade 3	Standard (NHES #/ description)	Content Area Indicator
3 MEH	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Identify characteristics of a mentally and emotionally healthy person. 2. Give examples of pro-social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). 3. Describe the relationship between feelings and behavior. 4. Identify role models who demonstrate positive emotional health. 5. Describe appropriate ways to express and deal with emotions.
	3: Accessing Valid Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Valid Resources <ol style="list-style-type: none"> 2. Explain how to locate school and community resources to help with mental and emotional health. (e.g., <i>school counselor, etc.</i>)
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate how to effectively tell a trusted adult when feeling threatened or harmed. (e.g., <i>basic communication skills: clearly state situation; culturally appropriate eye contact; body language matches words; listen attentively to adult's response, etc.</i>) 2. Describe how to effectively communicate care and concern for others. (e.g., <i>empathy, kindness, etc.</i>)

Grade 4	Standard (NHES #/ description)	Content Area Indicator
4 MEH	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Describe short-term and long-term effects of stress. 2. Identify personal stressors at home, in school, and with friends. 3. Explain positive and negative ways of dealing with stress and anxiety. 4. Identify characteristics of someone who has self-respect. 5. Explain the importance of talking with parents and other trusted adults about feelings.
	3: Accessing Valid Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Valid Resources <ol style="list-style-type: none"> 1. Describe characteristics of accurate mental and emotional health resources. (e.g., <i>compare differences in: .com, .org, and .gov; how to identify fact from opinion; is resource current; are claims realistic; do other sources have same information</i>) 2. Demonstrate how to locate accessible sources of accurate mental and emotional health information. (e.g., <i>give specific, age-appropriate mental and emotional websites for them to evaluate, using characteristics of accurate resources.</i>)
	7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	7: Practicing Healthy Behaviors <ol style="list-style-type: none"> 1. Demonstrate healthy stress management skills. (e.g., <i>time management; listening to relaxing music; muscle isolation exercises, etc.</i>)

Grade 5	Standard (NHES #/ description)	Content Area Indicator
5 MEH	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Identify feelings and emotions associated with loss and grief. 2. Describe healthy ways to express friendship and concern. 3. Identify feelings of depression, sadness, and hopelessness for which someone should seek help. 4. Describe the importance of being aware of one’s own feelings and of being sensitive to the feelings of others.
	3: Accessing Valid Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Valid Resources <ol style="list-style-type: none"> 1. Describe characteristics of accurate mental and emotional health information. 2. Describe characteristics of appropriate and reliable mental and emotional health products. 3. Describe characteristics of appropriate and trustworthy mental and emotional health services. 4. Demonstrate how to locate sources of accurate mental and emotional health resources.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate how to be empathetic and compassionate toward others. (e.g., <i>Listen and observe feelings; Connect with the person by recalling a moment where you experienced a similar situation or felt the same emotion; Put yourself in other people’s shoes and think about how you would feel in that situation; Ask the person, “How are you feeling?”; Demonstrate your support through encouraging words or simple actions.</i>) 2. Demonstrate active listening skills. (e.g., <i>stop what you are doing; look at speaker; attentive body language; no interrupting; paraphrase what you heard</i>)

Personal Health and Wellness

Grade 3	Standard (NHES #/ description)	Content Area Indicator
<p style="text-align: center; font-size: 2em; font-weight: bold;">3</p> <p style="text-align: center; font-size: 1.5em; font-weight: bold;">PHW</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Explain the difference between infectious diseases and non-infectious diseases. 2. Describe ways that common infectious diseases are transmitted. 3. Describe ways to prevent the spread of germs that cause infectious diseases. (<i>e.g., hand washing and covering a cough and sneeze</i>) 4. Explain how hand washing and covering a cough and sneeze are effective ways to prevent many infectious diseases. 5. Describe the symptoms of someone who is seriously ill and needs immediate medical attention. 6. Describe the importance of seeking help and treatment for common infectious diseases.
	<p>6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>6: Goal Setting Skills</p> <ol style="list-style-type: none"> 1. Set a realistic goal to improve or maintain physical health and wellness. 2. Track progress to achieving the goal to improve or maintain physical health and wellness. 3. Identify resources that can help achieve a goal to improve or maintain physical health and wellness.
	<p>8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>8: Advocacy Skills</p> <ol style="list-style-type: none"> 1. Give factual information to improve or maintain physical health and wellness. (<i>e.g., a physical health & wellness behavior related to their goal; washing hands and/or cough and sneeze.</i>) 2. State personal beliefs to improve or maintain physical health and wellness of others. 3. Demonstrate how to persuade others to make positive physical health and wellness choices.

Grade 4	Standard (NHES #/ description)	Content Area Indicator
4 PHW	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Explain why sleep and rest are important for proper growth and good health. 2. Explain how hearing can be damaged by loud sounds. 3. Explain how vision can be damaged. 4. Describe ways to prevent vision or hearing damage. 5. Describe ways to prevent harmful effects of the sun.
	6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.	6: Goal Setting Skills <ol style="list-style-type: none"> 1. Set a realistic goal to improve or maintain positive mental and emotional health. (<i>e.g., vision protection, hearing protection, sun protection</i>) 2. Track progress to achieving the goal to improve or maintain positive mental and emotional health. 3. Identify resources that can help achieve a goal to improve or maintain positive mental and emotional health.
	8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	8: Advocacy Skills <ol style="list-style-type: none"> 1. Give factual information to improve or maintain physical health and wellness. (<i>e.g., a physical health & wellness behavior related to their goal</i>) 2. State personal beliefs to improve or maintain physical health and wellness of others. 3. Demonstrate how to persuade others to make positive physical health and wellness choices.

Grade 5	Standard (NHES #/ description)	Content Area Indicator
5 PHW	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Explain the difference between infectious diseases and non-infectious diseases. 2. Explain how health is an individual's personal responsibility. 3. Identify health problems associated with common childhood chronic diseases or conditions such as asthma, allergies, diabetes, and epilepsy. 4. Explain that HIV is not easily transmitted like other common infectious diseases. 5. Summarize the ways HIV can be transmitted.
	2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	2: Analyzing Influences <ol style="list-style-type: none"> 1. Describe how relevant influences of media and technology affect physical health and wellness practices and behaviors. (Focus: Advertising)
	8: Advocacy Skills	8: Advocacy Skills <ol style="list-style-type: none"> 1. Give factual information in a school campaign to prevent an infectious disease. (<i>e.g., flu prevention campaign, etc.</i>)

	Students will demonstrate the ability to advocate for personal, family, and community health.	<ol style="list-style-type: none"> 2. State personal beliefs to improve the mental and emotional health of others. 3. Demonstrate how to persuade others to make positive mental and emotional health choices.
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Safety (S)

Grade 3	Standard (NHES #/ description)	Content Area Indicator
3 S	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Identify ways to reduce risk of injuries while riding in a motor vehicle. 2. Describe how to ride a bike, skateboard, ride a scooter, and/or inline skate safely. 3. Identify ways to reduce risk of injuries in case of a fire. 4. Identify ways to reduce risk of injuries around water. 5. Explain why household products are harmful if ingested or inhaled.
	2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	2: Analyzing Influences <ol style="list-style-type: none"> 1. Identify relevant influences of culture on safety and injury prevention practices and behaviors. 2. Identify relevant influences of peers on safety and injury prevention practices and behaviors.
	5: Decision-making Skills Students will demonstrate the ability to use decision-making skills to enhance health.	5: Decision-making Skills <ol style="list-style-type: none"> 1. Identify situations which need a decision related to safety and injury prevention. 2. Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention. 3. Explain how family, culture, peers or media influence a decision related to safety and injury prevention. 4. Identify options and their potential outcomes when making a decision related to safety and injury prevention. 5. Choose a healthy option when making a decision related to safety and injury prevention. 6. Describe the final outcome of a decision related to safety and injury prevention.

Grade 4	Standard (NHES #/ description)	Content Area Indicator
4 S	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1: Functional Knowledge 1. Explain how injuries can be prevented. 2. List examples of dangerous or risky behaviors that might lead to injuries. (<i>e.g., finding a gun, weapon, unknown or dangerous substance, and other risky behaviors</i>) 3. Describe how to ride a bike, skateboard, scooter, and/or inline skate safely.
	2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	2: Analyzing Influences 1. Identify relevant influences of peers on safety and injury prevention practices and behaviors. 2. Identify relevant influences of media and technology on safety and injury prevention practices and behaviors. 3. Explain the positives and negatives of the influences on safety and injury prevention practices and behaviors.
	5: Decision-making Skills Students will demonstrate the ability to use decision-making skills to enhance health.	5: Decision-making Skills 1. Identify situations which need a decision related to safety and injury prevention. 2. Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention. 3. Identify options and their potential outcomes when making a decision related to safety and injury prevention. (<i>e.g., safe, healthy, respectful of self and others, etc.</i>) 4. Choose a healthy option when making a decision related to safety and injury prevention. 5. Describe the final outcome of a decision related to safety and injury prevention.

Grade 5	Standard (NHES #/ description)	Content Area Indicator
5 S	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Explain why household products are harmful if ingested or inhaled. 2. Explain what to do if someone is poisoned or injured and needs help. 3. Analyze examples of dangerous or risky behaviors that might lead to injuries. 4. Explain the potential safety risks associated with the internet.
	2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	2: Analyzing Influences <ol style="list-style-type: none"> 1. Identify relevant influences of peers on safety and injury prevention practices and behaviors. 2. Identify relevant influences of media and technology on safety and injury prevention practices and behaviors. 3. Explain the positives and negatives of the influences on safety and injury prevention practices and behaviors.
	5: Decision-making Skills Students will demonstrate the ability to use decision-making skills to enhance health.	<ol style="list-style-type: none"> 1. Identify situations which need a decision related to safety and injury prevention. 2. Decide when help is needed and when it is not needed to make a decision related to safety and injury prevention. 3. Identify options and their potential outcomes when making a decision related to safety and injury prevention. (<i>e.g., safe, healthy, respectful of self and others, etc.</i>) 4. Choose a healthy option when making a decision related to safety and injury prevention. 5. Describe the potential final outcome of a decision related to safety and injury prevention.

Violence Prevention (VP)

Grade 3	Standard (NHES #/ description)	Content Area Indicator
3 VP	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Explain that anger is a normal emotion. 2. Identify nonviolent ways to manage anger. 3. Describe the difference between bullying and teasing. 4. Describe the benefits of using non-violent means to solve interpersonal conflict. 5. Identify examples of self-control.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources <ol style="list-style-type: none"> 1. Describe characteristics of accurate mental and emotional health information. 2. Describe characteristics of appropriate and reliable mental and emotional health products. 3. Describe characteristics of appropriate and trustworthy mental and emotional health services. 4. Demonstrate how to locate sources of accurate mental and emotional health information.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate communicate assertively to prevent violence. (<i>e.g., assertiveness skills</i>) 2. Demonstrate effective peer resistance skills to avoid or reduce violence.

Grade 4	Standard (NHES #/ description)	Content Area Indicator
4 VP Grade 4	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Define prejudice, discrimination and bias. 2. Describe examples of pro-social behaviors that help prevent violence. 3. Explain the difference between tattling and reporting aggression, bullying or violence. 4. Identify short- and long-term consequences of violence to perpetrators, victims, and bystanders. 5. Describe what to do if oneself or someone else is being bullied.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate how to effectively communicate support for others to avoid or prevent violence. 2. Demonstrate effect Identify strategies to avoid physical fighting and violence. 3. Demonstrate effective peer resistance skills to avoid or reduce violence.

Grade 5	Standard (NHES #/ description)	Content Area Indicator
<h1>5</h1> <h2>VP</h2>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health</p>	<ol style="list-style-type: none"> 1. Distinguish between “appropriate” and “inappropriate” touch. 2. Explain that inappropriate touches should be reported to a trusted adult. 3. Explain why it is not the child’s fault if someone touches him or her in an inappropriate way. 4. Explain that everyone has the right to tell others not to touch his or her body. 5. Explain the importance of telling an adult if someone is in danger of hurting themselves or others. 6. Identify strategies to avoid physical fighting and violence.
	<p>4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate healthy ways to manage or resolve conflict to prevent violence. <i>(e.g., Identify the conflict; Defuse the conflict [remain calm; use appropriate facial expression aligned with word and actions; use respectful tone of voice; use I-messages)</i>
	<p>5: Decision-making Skills Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-making Skills</p> <ol style="list-style-type: none"> 1. Identify situations that need a decision to prevent violence. 2. Decide when help is needed and when it is not needed to make a decision that could lead to violence. 3. Explain how family, culture, peers, or medial influence a decision that could lead to violence. 4. Identify options and their potential outcomes when making a decision related to violence prevention. <i>(e.g., safe; legal; respectful to self and others; follows guidelines of responsible adults)</i> 5. Choose a healthy option when making a decision related to violence prevention. 6. Describe the potential final outcome of a decision related to violence prevention.

Ohio Model Health Education Curriculum (6-8)

Content Area Key

ATOD	Alcohol, Tobacco, and other Drug Prevention	MEH	Mental and Emotional Health
HE	Healthy Eating	PHW	Personal Health and Wellness
HGD	Human Growth and Development	S	Safety
HR	Healthy Relationships	VP	Violence Prevention

Grades 6

Alcohol, Tobacco, and Other Drugs

Grade 6	Standard (NHES #/ description)	Content Area Indicator
6 ATOD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Explain the addictive nature of substances. 2. Describe the dangers of experimentation with tobacco 3. Distinguish between proper use and abuse of over-the-counter and prescription medicines. 4. Describe short- and long- term physical effects of using tobacco (including vaping/e-cigarettes). 5. Describe situations that could lead to the use of tobacco (including vaping/e-cigarettes). 6. Describe how tobacco (including vaping/e-cigarettes) can be gateways to other drug use. 7. Summarize the benefits of being tobacco-free. 8. Summarize the negative short and long-term physical, mental, social, and economic consequences of using tobacco (including vaping/e-cigarettes) (including consequences of secondhand smoke).
	2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	2: Analyzing Influences <ol style="list-style-type: none"> 1. Explain the influence of school rules and community laws on tobacco use (including vaping/e-cigarettes). 2. Explain how perceptions of norms can influence tobacco use. 3. Explain how social expectations can influence tobacco use. 4. Explain how personal values and beliefs can influence tobacco use. 5. Analyze how relevant influences of family and culture can affect tobacco use. 6. Analyze how relevant influences of peers can affect tobacco use.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate the use of effective verbal and nonverbal communication to avoid taking another’s prescription medication. 2. Demonstrate the use of effective verbal and nonverbal communication skills to avoid experimenting with or using tobacco products (including vaping/e-cigarettes). 3. Demonstrate effective peer resistance skills to avoid experimenting with or using tobacco products (including vaping/e-cigarettes). 4. Demonstrate the use of effective verbal and nonverbal communication skills to avoid exposure to second-hand smoke.
	5: Decision-Making Skill	5: Decision-Making Skill

	Students will demonstrate the ability to use decision-making skills to enhance health.	<ol style="list-style-type: none"> 1. Identify circumstances that help or hinder making a decision to be tobacco-free. 2. Determine when situations require a decision related to tobacco use (e.g., when offered a cigarette by a peer). 3. Distinguish when decisions related to tobacco use should be made individually or with help of others. 4. Distinguish between healthy and unhealthy alternatives of a decision related to tobacco use. 5. Explain how family, culture, media, peers, and personal beliefs affect a decision related to tobacco use. 6. Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to tobacco use. 7. Choose a healthy alternative when making a decision related to tobacco use. 8. Analyze the effectiveness of a final outcome of a decision related to tobacco use.
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Grade 7	Standard (NHES #/ description)	Content Area Indicator
<h1 style="font-size: 48px; margin: 0;">7</h1> <h2 style="font-size: 24px; margin: 0;">ATOD</h2>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Explain the addictive nature of substances. 2. Describe the dangers of experimentation with AOD 3. Distinguish between proper use and abuse of over-the-counter and prescription medicines. 4. Summarize the negative short and long-term physical, mental, social, and economic consequences of using alcohol and other drugs (including riding with a driver under the influence) 5. Describe the benefits of being alcohol and drug free. 6. Describe positive alternatives to using alcohol and other drugs. 7. Describe situations that could lead to the use of alcohol and other drugs. 8. Explain school policies and community laws about alcohol, tobacco/e-cigs, and other drugs.
	<p>2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>2: Analyzing Influences</p> <ol style="list-style-type: none"> 1. Explain the influence of school rules and community laws on alcohol- and other drug-use. 2. Explain how perceptions of norms can influence alcohol and other drug use 3. Explain how social expectations can influence alcohol and other drug use 4. Explain how personal values and beliefs can influence alcohol and other drug use 5. Analyze how media can influence alcohol and other drug use 6. Describe how alcohol and other drug use can influence the likelihood of engaging in other unhealthy behaviors.
	<p>4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate the use of effective verbal and nonverbal communication to avoid experimenting with or using alcohol or other drug use (including medications not prescribed for them). 2. Demonstrate the use of effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

		3. Demonstrate effective peer resistance skills to avoid experimenting with or using alcohol or other drug use (including medications not prescribed for them).
	8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	8: Advocacy Skills 1. State a health-enhancing position about being tobacco, alcohol- and other drug-free, supported with accurate information, to improve the health of others. 2. Persuade others to be tobacco (vaping/e-cig), marijuana, alcohol, or drug-free. 3. Persuade others to avoid riding in a motor vehicle with a driver who is under the influence of alcohol or other drugs.

Grade 8	Standard (NHES #/ description)	Content Area Indicator
8 ATOD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	1. Summarize the negative consequences of marijuana. 2. Determine reasons why people choose to use or not to use marijuana. 3. Describe situations that could lead to the use marijuana. 4. Explain why using marijuana is an unhealthy way to manage stress. 5. Explain school policies and community laws about marijuana. 6. Determine the benefits of being marijuana free. 7. Describe positive alternatives to using marijuana. 8. Summarize the dangers of experimenting with marijuana.
	2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	2: Analyzing Influences 1. Explain the influence of school rules and community laws on marijuana use. 2. Explain how perceptions of norms can influence marijuana use. 3. Explain how social expectations can influence marijuana use. 4. Explain how personal values and beliefs can influence marijuana use. 5. Describe how marijuana use can influence the likelihood of engaging in other unhealthy behaviors.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills 1. Demonstrate the use of effective verbal and nonverbal communication to avoid experimenting with marijuana. 2. Demonstrate the use of effective verbal and nonverbal communication to avoid riding in a motor vehicle with a driver who is under the influence of marijuana. 3. Demonstrate effective peer resistance skills to avoid experimenting with or using marijuana. 4. Demonstrate how to communicate empathy and support for a friend or family member trying to quit using marijuana. 5. Demonstrate how to seek help for a friend or family member to help them quit using marijuana.

	<p>5: Decision-Making Skill Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-Making Skill</p> <ol style="list-style-type: none"> 1. Identify circumstances that help or hinder making a decision to be marijuana free. 2. Determine when situations require a decision related to marijuana use (e.g., when offered an unknown pill by a peer). 3. Distinguish when decisions related to marijuana use should be made individually or with help of others. 4. Distinguish between healthy and unhealthy alternatives of a decision related to marijuana use. 5. Explain how family, culture, media, peers, and personal beliefs affect a decision related to marijuana use. 6. Predict the potential outcomes of healthy and unhealthy alternatives to a decision related to marijuana use. 7. Choose a healthy alternative when making a decision related to marijuana use. 8. Analyze the effectiveness of a final outcome of a decision related to marijuana use.
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Healthy Eating (HE)

Grade 6	Standard (NHES #/ description)	Content Area Indicator
<p style="text-align: center; font-size: 2em;">6</p> <p style="text-align: center;">HE</p>	<p>Not addressed in Grade 6</p>	

Grade 7	Standard (NHES #/ description)	Content Area Indicator
<p style="text-align: center; font-size: 2em;">7</p> <p style="text-align: center;">HE</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Classify the amount of food from each food group that a person needs each day. 2. Summarize a variety of nutritious food choices for each food group. 3. Describe the <i>U.S. Dietary Guidelines for Americans</i>. 4. Explain why the recommended amount of food a person needs each day may be different for each food group. 5. Summarize the benefits of eating plenty of fruits and vegetables. 6. Explain the similarities and differences among protein fats and carbohydrates regarding nutritional value and food sources. 7. Describe the benefits of consuming an adequate amount of calcium and a variety of foods high in calcium. 8. Identify foods that are high in fiber. 9. Summarize the benefits of drinking plenty of water. 10. Differentiate between nutritious and non-nutritious beverages. 11. Summarize the benefits of limiting the consumption of solid fat added sugar and sodium. 12. Describe the importance of eating breakfast every day. 13. Explain how to select healthy foods when dining out. 14. Analyze the benefits of healthy eating. 15. Identify healthy and risky approaches to weight management.

		16. Describe the benefits of eating in moderation.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources 1. Analyze the validity and reliability of nutrition information. 2. Access valid and reliable nutrition information (e.g., food label, menu, Myplate)
	6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.	6: Goal Setting Skills 1. Assess personal eating practices. 2. Set a realistic personal goal to improve healthy eating behaviors. 3. Assess the barriers to achieving a personal goal to improve healthy eating behaviors. 4. Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors. 5. behaviors. 6. Use strategies and skills to achieve a personal goal to improve healthy eating behaviors.

Grade 8	Standard (NHES #/ description)	Content Area Indicator
8 HE	Not addressed in Grade 8	

Mental and Emotional Health (MEH)

Grade 6	Standard (NHES #/ description)	Content Area Indicator
<h1>6</h1> <h2>MEH</h2>	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Describe what it means to be a responsible person. 2. Describe characteristics of a responsible family member. 3. Describe characteristics of a mentally and emotionally healthy person. 4. Explain the interrelationship of physical mental emotional social and spiritual health. 5. Discuss how emotions change during adolescence. 6. Explain appropriate ways to express needs wants emotions and feelings. 7. Describe role models that demonstrate positive mental and emotional health. 8. Summarize the benefits of talking with parents and other trusted adults about feelings. 9. Describe examples of situations that require self-control. 10. Analyze the risks of impulsive behaviors. 11. Explain how the expression of emotions or feelings can help or hurt oneself and others. 12. Examine the importance of being aware of one's own feelings and of being sensitive to the feelings of others.
	2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	2: Analyzing Influences <ol style="list-style-type: none"> 1. Explain how perceptions of norms influence healthy and unhealthy mental health practices and behaviors. 2. Explain how social expectations influence healthy and unhealthy mental and emotional health practices and behaviors. 3. Explain how personal values and beliefs influence personal mental and emotional health practices and behaviors. 4. Analyze how relevant influences of family and culture affect mental and emotional health practices and behaviors. 5. Analyze how relevant influences of school and community affect mental and emotional health practices and behaviors. 6. Analyze how relevant influences of peers affect mental and emotional health practices and behaviors.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health. 2. Demonstrate how to effectively ask for assistance to improve personal mental and emotional health. 3. Demonstrate how to effectively communicate empathy and support for others.

Grade 7	Standard (NHES #/ description)	Content Area Indicator
	1: Functional Knowledge	<ol style="list-style-type: none"> 1. Describe how mental and emotional health can affect health-related behaviors. 2. Explain the causes symptoms and effects of depression.

7 MEH	<p>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 3. Explain the causes symptoms and effects of anxiety. 4. Describe the signs symptoms and consequences of common eating disorders. 5. Summarize feelings and emotions associated with loss and grief. 6. Explain the importance of a positive body image. 7. Explain why people with eating disorders need professional help.
	<p>3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<p>3: Accessing Resources</p> <ol style="list-style-type: none"> 1. Analyze the validity and reliability of mental and emotional health information. 2. Analyze the validity and reliability of mental and emotional health services. 3. Describe situations that call for professional mental and emotional health services. 4. Access valid and reliable mental and emotional health information from home, school or community. 5. Locate valid and reliable mental and emotional health services.
	<p>4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health. 2. Demonstrate how to effectively ask for assistance to improve personal mental and emotional health. 3. Demonstrate how to effectively communicate empathy and support for others.

Grade 8	Standard (NHES #/ description)	Content Area Indicator
8 MEH	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Describe a variety of appropriate ways to respond to stress when angry or upset. 2. Explain causes and effects of stress. 3. Describe personal stressors at home in school and with friends. 4. Explain positive and negative ways of dealing with stress.
	<p>4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate the effective use of verbal and nonverbal communication skills to enhance mental and emotional health. 2. Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.
	<p>7: Practicing Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p>	<p>7: Practicing Behaviors</p> <ol style="list-style-type: none"> 1. Demonstrate how to prevent and manage stress in healthy ways.

Personal Health and Wellness (PHW)

Grade 6	Standard (NHES #/ description)	Content Area Indicator
6 PHW	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Summarize the benefits of good hygiene practices for promoting health and maintaining positive social relationships. 2. Summarize the benefits of getting proper rest and sleep for healthy growth and development. 3. Identify common causes of noise induced hearing loss. 4. Describe appropriate ways to protect vision and hearing. 5. Summarize actions to take to protect oneself against potential damage from exposure to the sun.
	<p>6: Goal Setting Skills</p>	<p>6: Goal Setting Skills</p> <ol style="list-style-type: none"> 1. Assess personal health and wellness-related practices.

	Students will demonstrate the ability to use goal-setting skills to enhance health.	<ol style="list-style-type: none"> 2. Set a realistic goal to improve a positive personal health and wellness-related practice. 3. Assess the barriers to achieving a personal health and wellness-related goal. 4. Apply strategies to overcome barriers to achieving a personal health and wellness-related goal. 5. Use strategies and skills to achieve a personal health and wellness-related goal.
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Grade 7	Standard (NHES #/ description)	Content Area Indicator
<p style="text-align: center; font-size: 2em; font-weight: bold;">7</p> <p style="text-align: center; font-size: 1.5em; font-weight: bold;">PHW</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Explain the difference between infectious noninfectious acute and chronic diseases. 2. Summarize ways that common infectious diseases are transmitted. 3. Summarize health practices to prevent the spread of infectious diseases that are transmitted by food air indirect contact and person-to-person contact. 4. Describe food safety strategies that can control germs that cause foodborne illnesses. 5. Describe how an inactive lifestyle contributes to chronic disease. 6. Describe the importance of seeking help and treatment for common infectious diseases and chronic diseases. 7. Describe the potential health and social consequences of popular fads or trends such as body piercing and tattooing.
	<p>6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.</p>	<p>6: Goal Setting</p> <ol style="list-style-type: none"> 1. Assess personal health and wellness-related practices. 2. Set a realistic goal to improve a positive personal health and wellness-related practice. 3. Assess the barriers to achieving a personal health and wellness-related goal. 4. Apply strategies to overcome barriers to achieving a personal health and wellness-related goal. 5. Use strategies and skills to achieve a personal health and wellness-related goal.

Grade 8	Standard (NHES #/ description)	Content Area Indicator
<p style="text-align: center; font-size: 2em; font-weight: bold;">8</p> <p style="text-align: center; font-size: 1.5em; font-weight: bold;">PHW</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Explain how the most common STIs are transmitted. 2. Explain how HIV is transmitted. 3. Describe usual signs and symptoms of common STIs. 4. Describe usual signs and symptoms of HIV. 5. Explain that some STIs and HIV are asymptomatic. 6. Explain the short- and long-term consequences of common STIs. 7. Explain the short- and long-term consequences of HIV. 8. Summarize which STIs can be cured and which can be treated. 9. Explain that being sexually abstinent is the only 100% way to prevent STIs and HIV. 10. Summarize ways to decrease the spread of STIs and HIV. 11. Describe ways sexually active people can reduce the risk of HIV and other STIs including HPV.
	<p>3: Accessing Resources</p>	<p>3: Accessing Resources</p>

	Students will demonstrate the ability to access valid information, products, and services to enhance health.	<ol style="list-style-type: none"> 1. Analyze the validity and reliability of personal health and wellness services. 2. Describe situations that call for professional personal health and wellness services. 3. Locate valid and reliable personal health and wellness services.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate the use of effective verbal and nonverbal communication skills to enhance personal health and wellness. 2. Demonstrate how to effectively ask for assistance to improve personal health.
	5: Decision-Making Skill Students will demonstrate the ability to use decision-making skills to enhance health.	5: Decision-Making Skill <ol style="list-style-type: none"> 1. Identify circumstances that help or hinder making a healthy decision related to personal health and wellness. 2. Determine when personal health and wellness situations require a decision. 3. Distinguish when decisions about personal health and wellness should be made individually or with the help of others. 4. Explain how family, culture, media, peers, and personal beliefs affect a personal health and wellness-related decision. 5. Distinguish between healthy and unhealthy alternatives of a personal health and wellness-related decision. 6. Predict the potential outcomes of healthy and unhealthy alternatives to a personal health and wellness-related decision. 7. Choose a healthy alternative when making a personal health and wellness-related decision. 8. Analyze the effectiveness of a final outcome of a personal health and wellness-related decision.

Safety (S)

Grade 6	Standard (NHES #/ description)	Content Area Indicator
6 S	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Describe ways to reduce risk of injuries as a pedestrian. 2. Describe actions to change unsafe situations at home. 3. Describe actions to change unsafe situations at school. 4. Describe ways to reduce risk of injuries from firearms. 5. Describe why household products are harmful if ingested or inhaled.
	7: Practicing Behaviors Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	7: Practicing Behaviors <ol style="list-style-type: none"> 1. Explain the importance of being responsible for promoting safety and avoiding or reducing injury. 2. Analyze practices and behaviors that reduce or prevent injuries. 3. Demonstrate healthy practices and behaviors to improve safety and injury prevention of oneself and others.

Grade 7	Standard (NHES #/ description)	Content Area Indicator
7 S	Not addressed in Grade 7	

Grade 6	Standard (NHES #/ description)	Content Area Indicator
8 S	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Describe ways to reduce risk of injury when playing sports. 2. Explain climate-related physical conditions that affect personal safety such as heat exhaustion sunburn heat stroke and hypothermia. 3. Identify protective equipment needed for sports and recreational activities. 4. Explain the importance of helmets and other safety gear for biking riding a scooter skateboarding and inline skating. 5. Describe ways to reduce risk of injuries while riding in or on a motor vehicle.
	8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	8: Advocacy Skills <ol style="list-style-type: none"> 1. State a health enhancing position, supported with accurate information, to improve the safety of others. 2. Persuade others to make positive safety and injury prevention choices.

Healthy Relationships (HR)

Grade 6	Standard (NHES #/ description)	Content Area Indicator
6 HR	Healthy Relationships not addressed in Grade 6.	

Grade 7	Standard (NHES #/ description)	Content Area Indicator
7 HR	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Describe characteristics of healthy relationships. 2. Explain the qualities of a healthy dating relationship. 3. Differentiate healthy and unhealthy relationships. 4. Describe healthy ways to express affection, love, friendship, and concern. 5. Explain why it is important to understand the perspectives of others in resolving interpersonal conflicts. 6. Describe ways to manage interpersonal conflict nonviolently.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate the effective use of verbal and nonverbal communication skills to promote healthy relationships. 2. Demonstrate effective negotiation skills to promote healthy relationships. 3. Demonstrate how to effectively ask for assistance to improve and/or maintain healthy relationships.

Grade 8	Standard (NHES #/ description)	Content Area Indicator
8	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Explain the negative characteristics of power and control in a relationship 2. Describe how power differences and controlling behaviors can contribute to unhealthy relationships (e.g., aggression and violence) 3. Define affirmative consent.

HR		<ol style="list-style-type: none"> 4. Explain why it is an individual’s responsibility to make sure that any sexual contact is consensual. 5. Explain why individuals have the right to refuse sexual contact. 6. Determine the benefits of being sexually abstinent. 7. Explain why individuals have the right to refuse sexual contact. 8. Describe why sexual abstinence is the safest most effective risk avoidance method of protection from HIV other STIs and pregnancy. Do you think this fits here or under PHW?
	<p>2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>2: Analyzing Influences</p> <ol style="list-style-type: none"> 1. Explain how social expectations influence healthy and unhealthy relationships. 2. Explain how personal values and beliefs relationships. 3. Analyze how relevant influences of family and culture affect relationships. 4. Analyze how relevant influences of media and technology relationships. 5. Analyze how relevant influences of peers affect relationships.
	<p>4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate the effective use of verbal and nonverbal communication skills to promote sexual health and healthy relationships. 2. Demonstrate effective negotiation skills to avoid or reduce sexual risk behaviors. 3. Demonstrate how to effectively ask for assistance to improve and/or maintain sexual health and healthy relationships.

Violence (V)

Grade 6	Standard (NHES #/ description)	Content Area Indicator
6 V	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Explain why it is wrong to tease or bully others based on their body type or other personal characteristics. 2. Explain the role of bystanders in escalating preventing or stopping bullying fighting and violence. 3. Describe pro-social behaviors that help prevent violence.
	<p>4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate how to effectively ask for assistance to prevent violence. 2. Demonstrate how to communicate empathy and support for others to prevent violence.
	<p>5: Decision-Making Skill Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-Making Skill</p> <ol style="list-style-type: none"> 1. Identify circumstances that help or hinder making a decision to prevent violence. 2. Determine when potentially violent situations require a decision. 3. Distinguish when decisions about potentially violent situations should be made individually or with others. 4. Explain how family, culture, media, peers, and personal beliefs affect a decision that could lead to violence. 5. Distinguish between healthy and unhealthy alternatives of a decision that could lead to violence. 6. Predict the potential outcomes of healthy and unhealthy alternatives to a decision that could lead to violence.

		<ul style="list-style-type: none"> 7. Choose a healthy alternative when making a decision that could lead to violence. 8. Analyze the effectiveness of a final outcome of a decision that could lead to violence.
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Grade 7	Standard (NHES #/ description)	Content Area Indicator
7 V	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ul style="list-style-type: none"> 1. Describe strategies to avoid physical fighting and violence. 2. Analyze how impulsive behaviors can lead to violence. 3. Describe situations that could lead to physical fighting and violence. 4. Describe how the presence of weapons increases the risk of serious violent injuries. 5. Summarize how participation in gangs can lead to violence. 6. Analyze how impulsive behaviors can lead to violence.
	2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.	2: Analyzing Influences <ul style="list-style-type: none"> 1. Explain the influence of school rules and community laws on violence prevention practices and behaviors. 2. Explain how social expectations influence healthy and unhealthy violence and violence prevention practices and behaviors. 3. Explain how personal values and beliefs influence personal violence prevention practices and behaviors. 4. Analyze how relevant influences of family and culture affect personal violence practices and behaviors. 5. Analyze how relevant influences of school and community affect personal violence practices and behaviors. 6. Analyze how relevant influences of media and technology affect personal violence practices and behaviors. 7. Analyze how relevant influences of peers affect personal violence prevention practices and behaviors.
	8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	8: Advocacy Skills <ul style="list-style-type: none"> 1. State a health-enhancing position on a violence prevention topic, supported with accurate information, to improve the health of others. 2. Persuade others to prevent violence. 3. Collaborate with others to advocate for individuals, families and schools to prevent violence.

Grade 8	Standard (NHES #/ description)	Content Area Indicator
8 V	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ul style="list-style-type: none"> 1. Describe how prejudice, discrimination, intolerance, and bias can lead to violence. 2. Explain how intolerance can affect others. 3. Explain the benefits of living in a diverse society. 4. Describe ways to manage interpersonal conflict nonviolently. 5. Determine the benefits of using non-violence to solve interpersonal conflict. 6. Explain why it is important to understand the perspectives of other in resolving conflict situations nonviolently. 7. Analyze the risks of using violence as an impulsive behavior or response to stress or conflict. 8. Explain the importance of telling an adult if there are people who are in danger of hurting themselves or others.

		9. Describe the signs and symptoms of people who are in danger of hurting themselves or others.
	<p>3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<p>3: Accessing Resources</p> <ol style="list-style-type: none"> 1. Analyze the validity and reliability of violence prevention information. 2. Analyze the validity and reliability of violence prevention or intervention services. 3. Describe situations that call for professional violence prevention or intervention services. 4. Access valid and reliable violence prevention information from home, school or community. 5. Locate valid and reliable violence prevention or intervention services
	<p>4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate the use of effective verbal and nonverbal communication skills to prevent violence. 2. Demonstrate effective negotiation skills to avoid or reduce violence. 3. Demonstrate healthy ways to manage or resolve conflict to prevent violence. 4. Demonstrate how to effectively ask for assistance to prevent violence.

Ohio Model Health Education Curriculum (9-12)

Content Area Key

ATOD	Alcohol, Tobacco, and other Drug Prevention	MEH	Mental and Emotional Health
HE	Healthy Eating	PHW	Personal Health and Wellness
HGD	Human Growth and Development	S	Safety
HR	Healthy Relationships	VP	Violence Prevention

High School

Alcohol, Tobacco, and Other Drugs

HS (1)	Standard (NHES #/ description)	Content Area Indicator
HS 1 ATOD	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Differentiate between proper use and abuse of over-the-counter and prescription medicines. 2. Describe the dangerous effects of opioid use, including touching (e.g. fentanyl and other synthetic drugs) or ingesting these substances. 3. Describe the harmful effects of binge drinking. 4. Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, tobacco (include vaping and e-cigarettes), and other drugs (including synthetic drugs). 5. Describe the effects of using alcohol and other drugs on school performance, future career goals, and relationships with others. 6. Analyze why individuals choose to use or not to use tobacco, alcohol, marijuana, and other drugs. 7. Analyze short-term and long-term benefits of remaining alcohol, marijuana, and drug free 8. Analyze the relationship between using alcohol, marijuana, and other drugs and other health risks such as unintentional injuries, violence, suicide, sexual risk behaviors, disease transmission, and tobacco use. 9. Analyze the dangers of driving or riding with a driver who is under the influence of alcohol, marijuana, and other drugs. 10. Evaluate the financial costs of tobacco, alcohol, marijuana, and other drug use on the individual and society. 11. Describe the stages and consequences of addiction. 12. Describe the importance of receiving help for alcohol and drug addiction.
	4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	4: Interpersonal Communication Skills <ol style="list-style-type: none"> 1. Demonstrate effective communication skills to avoid taking others' prescription medication. 2. Demonstrate effective communication skills to be alcohol, marijuana, and other drug-free. 3. Demonstrate effective communication skills to avoid riding in a motor vehicle with a driver who is under the influence of alcohol, marijuana, or other drugs. 4. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid tobacco, alcohol, marijuana, and other drug use.

	<p>8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>8: Advocacy Skills</p> <ol style="list-style-type: none"> 1. Use peer and societal norms, based on accurate health information, to formulate a message that promotes being tobacco, alcohol, marijuana, and other drug-free. 2. Persuade and support others to avoid driving or riding with a driver who is under the influence of alcohol, marijuana, or other drugs.
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HS (2)	Standard (NHES #/ description)	Content Area Indicator
<p>HS 2 ATOD</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Explain the effects of tobacco (including second hand smoke), alcohol, and other drug use during pregnancy. 2. Evaluate situations that could lead to the use of tobacco, alcohol, and other drug use. 3. Summarize long-term health benefits of abstaining from or discontinuing tobacco, alcohol, or other drug use. 4. Analyze how the addiction to alcohol or other drugs use can be treated. 5. Evaluate community laws and policies related to the sale and use of tobacco and alcohol products. 6. Distinguish appropriate ways to support family and friends who are trying to stop using tobacco.
	<p>2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>2: Analyzing Influences</p> <ol style="list-style-type: none"> 1. Analyze how culture supports and challenges tobacco, alcohol, and other drug use beliefs, practices, and behaviors. 2. Analyze how peers and perceptions of norms influence healthy and unhealthy tobacco, alcohol, and other drug related behaviors. 3. Analyze how personal attitudes, values, and beliefs influence health and unhealthy tobacco, alcohol, and other drug use behaviors. 4. Analyze how tobacco, alcohol, and other drug use can influence the likelihood of engaging in other unhealthy behaviors. 5. Analyze how laws, rules, and regulations influence behaviors related to tobacco, alcohol, and other drug use. 6. Analyze the effect of media and technology on personal, family, and community behaviors related to tobacco, alcohol, and other drug use.
	<p>5: Decision-making Skills Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-making Skills</p> <ol style="list-style-type: none"> 1. Analyze how family, culture, media, peers, and personal beliefs affect a decision related to tobacco, alcohol, and other drug use. 2. Generate alternatives when making a decision related to tobacco, alcohol, and other drug use. 3. Predict the potential short-term and long-term consequences of alternatives when making a decision related to tobacco, alcohol, and other drug use. 4. Choose a healthy alternative when making a decision related to tobacco, alcohol, and other drug use.

		<ol style="list-style-type: none">5. Choose a healthy alternative when making a decision related to riding in a motor vehicle with a driver who has been drinking alcohol or using drugs.6. Evaluate the effectiveness of decisions related to tobacco, alcohol, and other drug use.
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HE (Healthy Eating)

HS (1)	Standard (NHES #/ description)	Content Area Indicator
HS 1 HE	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Describe the recommendations of the <i>U.S. Dietary Guidelines for Americans</i>. 2. Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. 3. Explain how the <i>U.S. Dietary Guidelines for Americans</i> and <i>MyPlate</i> are useful in planning a healthy diet. 4. Distinguish food sources that provide key nutrients. 5. Describe the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs. 6. Summarize the relationship between access to healthy foods and personal food choices. 7. Summarize how to make healthy food selections when dining out. 8. Summarize the importance of healthy eating and physical activity in maintaining a healthy weight. 9. Analyze healthy and risky approaches to weight management. 10. Explain the effects of eating disorders on healthy growth and development. 11. Analyze the benefits of healthy eating.
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources <ol style="list-style-type: none"> 1. Evaluate the validity and reliability of nutrition information and products. 2. Use resources that provide valid and reliable nutrition information.
	6: Goal Setting Skills Students will demonstrate the ability to use goal-setting skills to enhance health.	6: Goal Setting Skills <ol style="list-style-type: none"> 1. Assess personal eating practices and behaviors. 2. Set a realistic personal goal related to improving healthy eating behaviors. 3. Assess the barriers to achieving a personal goal to improve healthy eating behaviors. 4. Develop a plan to attain a personal goal to improve healthy eating behaviors. 5. Use strategies to overcome barriers to achieve a personal goal to improve healthy eating behaviors.

HS (2)	Standard (NHES #/ description)	Content Area Indicator
HS 2 HE	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Explain how to incorporate foods that are high in fiber into a healthy daily diet. 2. Explain how to incorporate an adequate amount of calcium and iron into a healthy daily diet. 3. Describe how to make a vegetarian diet healthy. 4. Summarize food preparation methods that add less fat, sugar, and sodium to food.

		<ol style="list-style-type: none"> 5. Describe the benefits of limiting the consumption of energy drinks. 6. Summarize food safety strategies that can control germs that cause foodborne illnesses. 7. Describe the relationship between nutrition and overall health.
	<p>8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>8: Advocacy Skills</p> <ol style="list-style-type: none"> 1. Use peer and societal norms, based on accurate health information, to formulate a message that promotes healthy eating. 2. Persuade and support others to make positive choices related to healthy eating. 3. Encourage school and community environments to promote healthy eating.

MEH (Mental and Emotional Health)

HS (1)	Standard (NHES #/ description)	Content Area Indicator
HS 1 MEH	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> Analyze the interrelationship of physical, mental, emotional, social, and spiritual health. Analyze characteristics of a mentally and emotionally healthy person. Analyze how mental and emotional health can affect health-related behaviors. Summarize strategies for coping with loss and grief. Analyze strategies for managing and reducing interpersonal conflicts. Evaluate effective strategies for dealing with stress. Summarize characteristics of someone who has self-respect and self-control. Analyze how pro-social behaviors can benefit overall health. Explain the body's physical and psychological responses to stressful situations. Evaluate effective strategies for dealing with stress. Summarize impulsive behaviors and strategies for controlling them. Determine when to seek help for mental and emotional health problems. Recognize the signs of a person who is experiencing troublesome feelings. Describe how to connect a person who is experiencing troublesome feelings to a health professional (e.g., school counselor, nurse)
	3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.	3: Accessing Resources <ol style="list-style-type: none"> Evaluate the validity and reliability of mental and emotional health information. Determine when professional mental and emotional health services may be required. Locate valid and reliable mental health services
	7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	7: Practicing Healthy Behaviors <ol style="list-style-type: none"> Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others. Make a commitment to practice healthy mental and emotional health behaviors.

HS (2)	Standard (NHES #/ description)	Content Area Indicator
HS 2 MEH	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> Analyze the personal physical, emotional, mental, and social health; educational; and vocational performance benefits of rest and sleep. Analyze the causes, symptoms, and effects of depression and anxiety. Justify why people with eating disorders need professional help.

		<ol style="list-style-type: none"> 4. Describe personal characteristics that make people unique. 5. Explain how to build and maintain healthy family and peer relationships. 6. Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
	<p>4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate effective communication skills to enhance mental and emotional health. 2. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in mentally and emotionally unhealthy behaviors. 3. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict. 4. Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.

PHW (Personal Health and Wellness)

HS (1)	Standard (NHES #/ description)	Content Area Indicator
<p>HS 1 PHW</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>Content Area Indicator</p> <ol style="list-style-type: none"> 1. Summarize how common infectious diseases are transmitted by indirect contact and person-to-person contact. 2. Explain the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis. 3. Summarize ways to prevent the spread of germs that cause infectious diseases, such as HIV, by not having sex, not touching blood, and not touching used hypodermic or tattoo needles. 4. Summarize ways to prevent the spread of sexually transmitted infections (STIs) by avoiding behaviors that transmit blood, semen, and vaginal secretions. 5. Analyze the relationship between using alcohol and other drugs and sexual risk behaviors. 6. Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of pregnancy, HIV, and STIs, including Human Papillomavirus (HPV). 7. Summarize the signs and symptoms of common STI's, including HIV. 8. Summarize the problems associated with asymptomatic STIs and HIV. 9. Summarize the short- and long-term consequences of common STIs, including HIV. 10. Explain the importance of STI and HIV testing and counseling if sexually active. 11. Explain the importance of immunizations, checkups, examinations and self-examinations such as, breast and testicular self-examinations, and health screenings such as, mammograms and Pap smears necessary to maintain sexual and reproductive health.
	<p>3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<p>3: Accessing Resources</p> <ol style="list-style-type: none"> 1. Evaluate the validity and reliability of personal health and wellness information. 2. Determine when professional personal health and wellness services may be required. 3. Use resources that provide valid and reliable personal health and wellness information.
	<p>4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate how to effectively ask for assistance to improve personal health and wellness.
	<p>7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.</p>	<p>7: Practicing Healthy Behaviors</p> <ol style="list-style-type: none"> 1. Make a commitment to practice positive personal health and wellness-related behaviors. 2. Analyze the role of individual responsibility in enhancing personal health and wellness.

HS (2)	Standard (NHES #/ description)	Content Area Indicator
<p>HS 2</p> <p>PHW</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Analyze the behavioral and environmental factors that contribute to the major chronic diseases. 2. Describe the relationship between poor personal health and wellness habits and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. 3. Summarize the potential health and social consequences
	<p>2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>2: Analyzing Influences</p> <ol style="list-style-type: none"> 1. Analyze how culture supports and challenges health and wellness-related beliefs, practices, and behaviors. 2. Analyze how peers and perceptions of norms influence healthy and unhealthy personal health and wellness-related behaviors. 3. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy personal health and wellness-related behaviors. 4. Analyze how some health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors. 5. Analyze the effect of media and technology on personal, family, and community health and wellness.
	<p>3: Accessing Resources Students will demonstrate the ability to access valid information, products, and services to enhance health.</p>	<p>3: Accessing Resources</p> <ol style="list-style-type: none"> 1. Evaluate the validity and reliability of personal health and wellness products and services. 2. Determine the accessibility of valid and reliable personal health and wellness products and services. 3. Use valid and reliable personal health and wellness products and services.

HR (Healthy Relationships)

HS (1)	Standard (NHES #/ description)	Content Area Indicator
<p>HS 1 HR</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>Content Area Indicator</p> <ol style="list-style-type: none"> 1. Analyze characteristics of healthy relationships. 2. Summarize positive ways to express emotions in order to maintain healthy relationships. 3. Summarize the qualities of a healthy dating relationship. 4. Identify warning signs of dating violence and resources for help. 5. Explain why it is an individual’s responsibility to verify that all sexual contact is consensual. 6. Summarize why individuals have the right to refuse sexual contact. 7. Explain why it is wrong to trick, threaten, or coerce another person into having sex. 8. Justify why abstinence from sex and drugs are the safest most effective risk avoidance methods of protection from HIV, other STIs, and pregnancy. 9. Analyze the factors that contribute to engaging in sexual risk behaviors. 10. Analyze the factors that protect one against engaging in sexual risk behaviors. 11. Summarize the importance of setting personal limits to avoid risky sexual behavior. 12. Describe the increased risks associated with having multiple sexual partners, including serial monogamy. 13. Analyze the emotional, social, physical, and financial effects of being a teen parent. 14. Analyze the mental and emotional effects of being in a teen sexual relationship. 15. Summarize ways to show courtesy and respect for others whose sexual status, including sexual activity, sexual abstinence, sexual orientation, gender, or gender identity is different from one’s own.
	<p>2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>2: Analyzing Influences</p> <ol style="list-style-type: none"> 1. Analyze how culture supports and challenges sexual health beliefs, practices, behaviors, and relationships. 2. Analyze how peers and perceptions of norms influence healthy and unhealthy sexual health practices, behaviors, and relationships. 3. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy sexual health practices, behaviors, and relationships. 4. Analyze how some health risk behaviors influence the likelihood of engaging in risky sexual behaviors (e.g. alcohol and other drug use). 5. Analyze the effect of media and technology on personal, family, and community sexual health practices, behaviors, and relationships.
	<p>4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate effective communication skills to promote sexual health and healthy relationships.

	skills to enhance health and avoid or reduce health risks.	<ol style="list-style-type: none"> 2. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal sexual health of oneself and others. 3. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in sexual risk behaviors.
	<p>5: Decision-making Skills Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-making Skills</p> <ol style="list-style-type: none"> 1. Examine barriers to making a decision related to relationships or sexual health. 2. Determine the value of applying thoughtful decision making regarding a potentially risky sexual health-related situation. 3. Justify when individual or collaborative decision making is appropriate regarding a potentially risky sexual situation. 4. Analyze how family, culture, media, peers, and personal beliefs affect a sexual health-related decision. 5. Generate alternatives when making a decision related to relationships or sexual health. 6. Predict potential short- and long-term consequences of alternatives of sexual health-related decisions. 7. Choose a healthy alternative when making a sexual health-related decision. 8. Evaluate the effectiveness of sexual health-related decisions.

HS (2)	Standard (NHES #/ description)	Content Area Indicator
<p>HS 2 HR</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends. 2. Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors. 3. Explain why it important to know the STI/HIV status of oneself and of a potential sexual partner. 4. Summarize why it is wrong to tease or bully others based on their sexual status, including sexual activity, sexual abstinence, sexual orientation, gender, or gender identity. 5. Summarize how intolerance of differences in sexual status, including sexual activity, sexual abstinence, sexual orientation, gender, or gender identity can affect others.
	<p>4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate effective communication strategies to abstain from sex. 2. Demonstrate how to effectively ask for assistance to improve and/or maintain sexual health. 3. Demonstrate how to effectively communicate support for peers whose aspects of their sexuality (such as sexual activity, sexual abstinence, sexual orientation, gender expression, or gender identity) are different from one's own.

	<p>8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.</p>	<p>8: Advocacy Skills</p> <ol style="list-style-type: none">1. Use peer and societal norms, based on accurate health information, to formulate a health enhancing message about avoiding or reducing risky sexual behaviors.2. Persuade and support others to avoid or reduce risky sexual behaviors.
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S (Safety)

HS (1)	Standard (NHES #/ description)	Content Area Indicator
<p style="font-size: 2em; margin: 0;">HS 1</p> <p style="font-size: 2em; margin: 0;">S</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<ol style="list-style-type: none"> 1. Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle. 2. Analyze the dangers of driving or riding in a car while the driver is distracted (e.g. texting, talking on the phone, friends in the car, use of GPS, etc.). 3. Explain ways to reduce the risk of injuries around water, while playing sports, at home, in the community, or at school. 4. Summarize ways to reduce the risk of injuries from firearms or injuries due to poisoning. 5. Analyze the benefits of reducing the risks of injury. 6. Demonstrate lifesaving emergency care through the practice CPR and AED skills. 7. Explain the life-saving and life-enhancing process of organ and tissue donation.
	<p>4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate how to manage personal information in electronic communications and when using social media (e.g. chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal safety of oneself and others. 2. Demonstrate how to effectively ask for assistance to improve personal safety and injury prevention. 3. Demonstrate how to effectively offer assistance to improve the safety and injury prevention of others.
	<p>5: Decision-making Skills Students will demonstrate the ability to use decision-making skills to enhance health.</p>	<p>5: Decision-making Skills</p> <ol style="list-style-type: none"> 1. Examine barriers to making a decision related to safety and injury prevention. 2. Determine the value of applying thoughtful decision making regarding a situation related to safety and injury prevention. 3. Justify when individual or collaborative decision making is appropriate regarding a situation related to safety and injury prevention. 4. Analyze how family, culture, media, peers, and personal beliefs affect a decision related to safety and injury prevention. 5. Generate alternatives when making a decision related to safety and injury prevention. 6. Predict potential short-term and long-term consequences of alternatives to decisions related to safety and injury prevention. 7. Choose a healthy alternative when making a decision related to safety and injury prevention. 8. Evaluate the effectiveness of decisions related to safety and injury prevention.
	<p>7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health enhancing</p>	<p>7: Practicing Healthy Behaviors</p> <ol style="list-style-type: none"> 1. Analyze the role of individual responsibility in promoting safety and avoiding or reducing injury.

	behaviors and avoid or reduce health risks.	<ol style="list-style-type: none"> 2. Make a commitment to practice safety and injury prevention. 3. Demonstrate safety and injury prevention practices and behaviors to improve the health of oneself and others.
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HS (2)	Standard (NHES #/ description)	Content Area Indicator
HS 2 S	1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<ol style="list-style-type: none"> 1. Identify the necessary protective gear for biking, motorcycling, snowmobiling, inline skating, riding a scooter, and/or skateboarding. 2. Explain ways to reduce the risk of injuries when using tools or machinery. 3. Analyze the relationship between unintentional injuries and using alcohol and other drugs. 4. Prioritize actions to take to prevent injuries during severe weather. 5. Describe actions to take in case of mass trauma.
	7: Practicing Healthy Behaviors Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.	7: Practicing Healthy Behaviors <ol style="list-style-type: none"> 1. Analyze the role of individual responsibility in promoting safety and avoiding or reducing injury. 2. Make a commitment to practice safety and injury prevention. 3. Demonstrate safety and injury prevention practices and behaviors to improve the health of oneself and others.
	8: Advocacy Skills Students will demonstrate the ability to advocate for personal, family, and community health.	8: Advocacy Skills <ol style="list-style-type: none"> 1. Use peer and societal norms, based on accurate health information, to formulate messages about safety and injury prevention. 2. Persuade and support others to prevent injuries. 3. Encourage school and community environments to promote safety and injury prevention.

V (Violence)

HS (1)	Standard (NHES #/ description)	Content Area Indicator
<p style="font-size: 2em; margin: 0;">HS 1</p> <p style="font-size: 2em; margin: 0;">V</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>Content Area Indicator</p> <ol style="list-style-type: none"> 1. Describe ways to express anger non-violently. 2. Analyze why it is important to understand the perspectives of others in resolving a conflict situation. 3. Summarize impulsive behaviors that can lead to violence and strategies for controlling them. 4. Analyze short- and long-term consequences of violence to perpetrators, victims, and bystanders. 5. Explain how bystanders can help prevent violence by reporting dangerous situations or actions. 6. Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes. 7. Summarize the benefits of living in a diverse society. 8. Summarize how intolerance can affect others. 9. Analyze the relationship between using alcohol and other drugs and violence. 10. Explain why a person who has been sexual assaulted or raped is not at fault. 11. Explain why rape and sexual assault should be reported to a trusted adult. 12. Explain why it is important to tell an adult if there are people danger of hurting themselves or others. 13. Explain when to seek help for mental health problems that contribute to violence. 14. Identify the warning signs of sex trafficking and resources to help prevent sex trafficking.
	<p>2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>2: Analyzing Influences</p> <ol style="list-style-type: none"> 1. Analyze how culture supports and challenges violence prevention beliefs, practices, and behaviors. 2. Analyze how peers and perceptions of norms influence healthy and unhealthy violence and violence prevention practices and behaviors. 3. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy violence and violence prevention practices and behaviors. 4. Analyze how some health risk behaviors influence the likelihood of engaging in violent behaviors (e.g. how alcohol and other drug use influence violent behaviors). 5. Analyze the effect of media and technology on personal, family, and community violence prevention practices and behaviors.
	<p>4: Interpersonal Communication Skills Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p>	<p>4: Interpersonal Communication Skills</p> <ol style="list-style-type: none"> 1. Demonstrate effective communication skills to prevent violence. 2. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in violence. 3. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict to prevent violence.

		<p>4. Demonstrate how to effectively ask for assistance to prevent violence.</p> <p>Demonstrate how to effectively offer assistance to help others prevent violence.</p>
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HS (2)	Standard (NHES #/ description)	Content Area Indicator
<p>HS 2</p> <p>V</p>	<p>1: Functional Knowledge Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p>	<p>Content Area Indicator</p> <ol style="list-style-type: none"> 1. Analyze why pro-social behaviors can help prevent violence. 2. Analyze how power and control differences in relationships, peer dating, or family relationships can contribute to aggression and violence. 3. Describe characteristics of the school or community that can increase or decrease the likelihood of violence. 4. Analyze situations that could lead to different types of violence. 5. Analyze how gang involvement can contribute to violence. 6. Describe actions to take in case of a disaster emergency or act of terrorism. 7. Explain that violence can be the result of the accumulations of multiple problems rather than just one incident.
	<p>2: Analyzing Influences Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</p>	<p>2: Analyzing Influences</p> <ol style="list-style-type: none"> 1. Explain the influence of public health policies on violence practices and behaviors. 2. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on violence prevention practices and behaviors. 3. Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support violence prevention practices and behaviors for oneself and others (e.g., rape crisis center, bystander training, anger management counseling, etc.).