



DC Office of the State Superintendent of Education

2016 Health Standards

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Introduction

The Office of the State Superintendent of Education (OSSE) is pleased to provide new Health Education Standards that reflect the changing landscape and needs of the District of Columbia. These standards provide a clear, skill-based, and age-appropriate approach to the essential health topics that currently impact District students.

The District of Columbia's Health Education Standards were last approved by the State Board of Education in December 2007. Over the past several months, OSSE has partnered with the State Board of Education to revise the standards, actively engaging with District agencies, health advocates, parents, teachers and other local stakeholders in the process of ensuring that these Standards reflect best-practices, evidence-based approaches, and align with the National Health Education Standards, second edition (NHES). Various experts— nutritionists, public health professionals, and master educators—have generously given their time and expertise in developing these robust standards.

These standards are grounded in the latest health trends within the District of Columbia and reflect the Whole School, Whole Community, Whole Child model, considered the ideal framework in addressing health and academic outcomes. Reflecting a strong consensus among educators, these standards establish high expectations for all of our students. They detail the knowledge and skills that students need to maintain and improve their health and wellness, prevent disease, and reduce health-jeopardizing behaviors.

As you will see in this document, the new standards are arranged by grade bands, allowing for greater flexibility in implementation. Additionally, we have aligned each standard with its corresponding NHES strand. We have also removed pre-kindergarten health education standards, as health education is addressed through the District of Columbia Early Learning Standards for our youngest learners. Once again, the OSSE is thrilled to offer these standards as a building block in promoting the health of all District Students. We look forward to working with our thought partners in insuring successful implementation.

Strand Definitions and Key Terms

Strands: <i>The strands provide an overarching context of what students should know and be able to do to adopt or maintain health-enhancing behaviors.</i>		Rationale: <i>Illustrates the importance of each strand and is intended to provide additional clarity, direction, and understanding</i>
Strand 1: Health Promotion	Students will comprehend concepts related to health promotion and disease prevention to enhance health.	The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This strand includes essential concepts that are based on established health behavior theories and models.
Strand 2: Analyzing Influences	Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	Health is affected by a variety of positive and negative influences within society. This strand focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.
Strand 3: Accessing Information	Students will demonstrate the ability to access valid information, products, and services to enhance health.	Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This strand focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy.
Strand 4: Communication	Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	Effective communication enhances personal, family, and community health. This strand focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict.

Strands: <i>The strands provide an overarching context of what students should know and be able to do to adopt or maintain health-enhancing behaviors.</i>		Rationale: <i>Illustrates the importance of each strand and is intended to provide additional clarity, direction, and understanding</i>
Strand 5: Decision-Making	Students will demonstrate the ability to use decision-making skills to enhance health.	Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This strand includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life.
Strand 6: Goal-Setting	Students will demonstrate the ability to use goal-setting skills to enhance health.	Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This strand includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future.
Strand 7: Healthy Behaviors	Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This strand promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.
Strand 8: Advocacy	Students will demonstrate the ability to advocate for personal, family, and community health.	Advocacy skills help students promote healthy norms and healthy behaviors. This strand helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.

Source: Joint Committee on National Health Education Standards. (2007). National Health Education Standards: Achieving Excellence. American Cancer Society.

Key Terms	
Curriculum	An educational plan incorporating a structured, developmentally appropriate series of intended learning outcomes and associated learning experiences for students; generally organized as a detailed set of directions, strategies, and a related combination of school-based materials, content, and events.
Developmentally Appropriate	Materials that are consistent with an individual’s cognitive, mental, emotional, moral, and social development.
Functional Knowledge	Important concepts and information necessary to improve health-enhancing decisions, beliefs, skills, and practices as opposed to information that does not help to improve health decisions, beliefs, skills or practices. Examples of functional information include accurate information about risks of health-related behaviors, internal and external influences on health-risk behaviors, and socially normative behaviors.
Health	A state of complete physical, social, and mental well-being, and not merely the absence of disease or infirmity; a functional state which allows a person to achieve goals and activities for a healthy life.
Health Education	Formal, structured health education consists of any combination of planned learning experiences that provide the opportunity to acquire information and the skills students need to make quality health decisions. When provided by qualified, trained teachers, health education helps students acquire the knowledge, attitudes, and skills they need for making health-promoting decisions, achieving health literacy, adopting health-enhancing behaviors, and promoting the health of others. Comprehensive school health education includes curricula and instruction for students in pre-K through grade 12 that address a variety of topics such as alcohol and other drug use and abuse, healthy eating/nutrition, mental and emotional health, personal health and wellness, physical activity, safety and injury prevention, sexual health, tobacco use, and violence prevention
Health-Related Skills	Abilities to translate knowledge and readiness into the performance of actions that enable students to deal with social pressures, avoid or reduce risk-taking behaviors, enhance and maintain personal health, and promote the health of others. These skills include communication, refusing pressure to engage in unhealthy behaviors, assessing the accuracy of information, making informed decisions, and planning and setting goals. Effective curricula include the instruction of health-related skills

Key Terms	
National Health Education Standards	Written expectations for what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health. The standards provide a framework for curriculum development and selection, instruction, and assessment of student knowledge and skills in health education.
Outcomes	The effect the process has had on the people targeted by it. These might include, for example, changes in their self-perceived health status or changes in the distribution of health determinants, or factors which are known to affect their health, well-being and quality of life.
Reliable	Trustworthy, dependable, and appropriate information, products and services.
Risk-avoidance	Places an emphasis on eliminating or avoiding behaviors that lead to adverse health outcomes. Examples include: not smoking, not drinking alcohol or using other drugs; not engaging in sexual intercourse; and not engaging in violence.
Risk-Reduction	Places an emphasis on lessening or reducing the frequency of behaviors that result in adverse health outcomes, or the adopting additional behaviors that reduce the risk of adverse health outcomes. Examples include wearing seatbelts while driving or riding in a car; eating foods that are low in added fat and sugar; using condoms consistently and correctly if sexually active; and washing hands before eating or handling food.
Scope and Sequence	A pre-K–12 curricular structure that outlines the breadth and depth of key health learning concepts across grade level(s) (scope) and the logical progression of essential health knowledge, skills and behaviors to be addressed at each grade level or grade group (sequence). Together a scope and sequence of learning bring order to the delivery of content, supporting maximum student learning and offering sustained opportunities for learning.
Sequential	A curriculum that builds on concepts taught in preceding years and provides opportunities to reinforce skills across topics and grade levels.
Valid	Accurate, legitimate, authoritative, and authentic health information, health products, and health services.

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How to Read These Standards



Category 1 : Mental and Emotional Health							
1 Health Promotion	2 Analyzing Influences	3 Accessing Information	4 Communication	5 Decision-Making	6 Goal Setting	7 Healthy Behaviors	8 Advocacy
K-2.1.1.1 Identify basic emotions and positive and negative ways of dealing with emotions in a variety of situations.	K-2.1.2.5 Identify positive and negative influences on mental and emotional health practices and behaviors.	K-2.1.3.6 Identify trusted persons and how to get help if something is bothering you.	K-2.1.4.7 Demonstrate how to express personal needs and wants appropriately.			K-2.1.7.8 Describe positive and negative ways of acting on emotions.	K-2.1.8.9 Encourage others to appreciate their differences.
K-2.1.1.2 Explain the impact of different emotions on self and others.							K-2.1.8.10 Explain ways children can model healthful behaviors for others.
K-2.1.1.3 Describe what respect is and why it is important.							
K-2.1.1.4 Describe the difference between bullying and teasing.							



Standard example:

K-2.1.7.8: Describe positive and negative ways of acting on emotions.

- K-2 = recommended grade band of implementation.
- 1.7.8 = Category 1, Strand 7, Standard 8.

Acronyms	
CFSA	Child Family Services Agency
CHIP	Children’s Health Insurance Program
CPR	Cardiopulmonary Resuscitation
HIV	Human Immunodeficiency Virus
IUDs	Intra-Uterine Devices
LARCs	Long-acting Reversible Contraceptives
LEA	Local Education Agency
NHES	National Health Education Standards
OSSE	Office of the State Superintendent of Education
SBOE	State Board of Education
SNAP	Supplemental Nutrition Assistance Program
STI	Sexually Transmitted Infection
TPO	Temporary Protection Order
WIC	Women, Infants, and Children
WMATA	Washington Metropolitan Area Transit Authority
CFSA	Child Family Services Agency

K-2 Health Education Standards

CATEGORY



Mental and
Emotional Health

By grade 2, students should be able to:

Category 1 : Mental and Emotional Health							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
K-2.1.1.1 Identify basic emotions and positive and negative ways of dealing with emotions in a variety of situations.	K-2.1.2.5 Identify positive and negative influences on mental and emotional health practices and behaviors.	K-2.1.3.6 Identify trusted persons and how to get help if something is bothering you.	K-2.1.4.7 Demonstrate how to express personal needs and wants appropriately.			K-2.1.7.8 Describe positive and negative ways of acting on emotions.	K-2.1.8.9 Encourage others to appreciate their differences.
K-2.1.1.2 Explain the impact of different emotions on self and others.							K-2.1.8.10 Explain ways children can model healthful behaviors for others.
K-2.1.1.3 Describe what respect is and why it is important.							
K-2.1.1.4 Describe the difference between bullying and teasing.							

CATEGORY



Safety Skills

By grade 2, students should be able to:

Category 2: Safety Skills							
1 Health Promotion	2 Analyzing Influences	3 Accessing Information	4 Communication	5 Decision-Making	6 Goal Setting	7 Healthy Behaviors	8 Advocacy
K-2.2.1.1 Explain that actions have consequences.	K-2.2.2.8 Identify the influences of health and safety rules on home, school, and community environments.	K-2.2.3.10 Identify common signs, symbols, and warning labels and what they mean (e.g., a poison symbol on a container).	K-2.2.4.11 Identify and demonstrate how to communicate to others the importance of respecting personal boundaries, space, and property.	K-2.2.5.14 Make appropriate decisions about safe behaviors around strangers (e.g., getting in cars or taking treats from strangers).	K-2.2.6.15 Take steps to achieve a personal goal to avoid or reduce injury.	K-2.2.7.16 Demonstrate how to ask for help and express needs in a productive manner.	K-2.2.8.21 Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched.
K-2.2.1.2 Identify how rules promote safety and that following rules can prevent injuries.	K-2.2.2.9 Identify community helpers and describe their role in keeping communities safe.		K-2.2.4.12 Demonstrate healthy ways to respond to disagreements or conflicts with others.			K-2.2.7.17 Identify a trusted person to talk to about being bullied, teased, or abused in any way.	
K-2.2.1.3 Recognize bullying, teasing, and aggressive behaviors as hurtful and potentially harmful.			K-2.2.4.13 Demonstrate ways to refuse and report inappropriate touch.			K-2.2.7.18 Demonstrate safe ways to respond to teasing, harassment, and bullying.	
K-2.2.1.4 Explain the importance of respecting personal boundaries, space, and property.						K-2.2.7.19 Interpret the basic traffic, pedestrian, and public transportation signs and symbols.	

By grade 2, students should be able to:

Category 2: Safety Skills							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
K-2.2.1.5 Recognize the difference between good and bad touch.						K-2.2.7.20 Explain what to do in an emergency at home or school (e.g. what to do if someone is choking or if there is a fire).	
K-2.2.1.6 Describe safety hazards, including those related to fire, water, dangerous objects and how to seek help in these situations.							
K-2.2.1.7 Identify items that could be considered a weapon and how to seek help if a weapon is found.							

CATEGORY



Human Body and
Personal Health

By grade 2, students should be able to:

Category 3: Human Body and Personal Health							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
K-2.3.1.1 Name and locate the basic body organs, including the heart, brain, lungs, skin, and stomach and describe their functions.	K-2.3.2.7 Explain why sleep and rest are important for proper growth and good health.						K-2.3.8.9 Describe how individual bodies are different and equally special.
K-2.3.1.2 Describe how the skeletal and muscular systems help humans move and protect parts of the body.	K-2.3.2.8 Differentiate between healthy and unhealthy relationships.						
K-2.3.1.3 Explain biological differences between men and women.							
K-2.3.1.4 Identify different body types/sizes and how people's bodies change as they grow older.							

By grade 2, students should be able to:

Category 3: Human Body and Personal Health

<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
K-2.3.1.5 Describe the basic functions of the five senses.							
K-2.3.1.6 Identify different kinds of family structures.							
K-2.3.1.1 Name and locate the basic body organs, including the heart, brain, lungs, skin, and stomach and describe their functions.	K-2.3.2.7 Explain why sleep and rest are important for proper growth and good health.						K-2.3.8.9 Describe how individual bodies are different and equally special.

CATEGORY



Disease Prevention

By grade 2, students should be able to:

Category 4: Disease Prevention

<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
K-2.4.1.1 Identify the causes and common symptoms (e.g., runny nose, coughing, sneezing) of illness.	K-2.4.2.5 Identify ways that schools, family, and friends can influence positive health practices.	K-2.4.3.6 Identify individuals who provide health information and promote healthy behavior in schools and the community.				K-2.4.7.7 Demonstrate dental and personal hygiene practices (e.g., hand-washing; proper technique of brushing and flossing; and covering coughs).	
K-2.4.1.2 Identify behaviors that promote health and prevent illness (e.g., proper hygiene, proper nutrition, adequate sleep, vaccinations, and exercise).						K-2.4.7.8 Practice habits that are good for the environment (e.g., picking up trash, conserving water, and recycling).	
K-2.4.1.3 Explain how clean school, home, and community environments prevent the spread of germs.							

By grade 2, students should be able to:

Category 4: Disease Prevention

<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
K-2.4.1.4 Describe the different types of pollution (e.g., air, water, waste) and the effect they have on health.							

CATEGORY



Nutrition

By grade 2, students should be able to:

Category 5: Nutrition							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
K-2.5.1.1 Explain why healthy bodies require rest, exercise, and good nutrition.	K-2.5.2.5 Explain how culture, media, peers, family, and other factors influence eating behaviors.	K-2.5.3.7 Identify community members who grow or sell healthy food and the importance of consuming locally grown food.	K-2.5.4.9 Describe criteria for making healthy vs. less healthy food choices.	K-2.5.5.10 Identify healthy eating habits.	K-2.5.6.12 Set a goal to choose healthy foods for snacks and meals.	K-2.5.7.13 Understand the concept of variety in diet and explain why it is important to health (within and between food groups).	K-2.5.8.15 Practice how to ask for healthy food choices.
K-2.5.1.2 Categorize foods according to food sources and food groups (e.g., plant, animal, and processed).	K-2.5.2.6 Recognize that not all products advertised or sold are good for growing bodies.	K-2.5.3.8 Identify members of the school community who are reliable sources of information about healthy foods.		K-2.5.5.11 Distinguish the feeling of hunger from the feeling of being satiated or full.		K-2.5.7.14 Recognize a nutritious meal or snack.	
K-2.5.1.3 Explain the benefits of drinking water and making healthy beverage choices.							
K-2.5.1.4 Identify foods that should be limited (e.g. non-nutrient dense foods, or foods high in sugar, salt, or fat).							



Alcohol, Tobacco, and
Other Drugs

By grade 2, students should be able to:

Category 6: Alcohol, Tobacco, and Other Drugs							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
K-2.6.1.1 Describe safe and responsible uses for medicines and household products.	K-2.6.2.3 Identify trusted adults who can provide accurate information and guidance regarding medicines and common household products.	K-2.6.3.5 Compare and contrast characteristics of products that are safe and unsafe to consume.	K-2.6.4.6 Use effective non-verbal and verbal communication skills to express needs, wants, and feelings (e.g., saying 'no').				
K-2.6.1.2 Describe the consequences of misusing medicines and household products.	K-2.6.2.4 Identify rules for taking medicines at school or at home.						

3-5 Health Education Standards

CATEGORY



Mental and
Emotional Health

By grade 5, students should be able to:

Category 1 : Mental and Emotional Health							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
3-5.1.1.1 Explain what it means to be emotionally and mentally healthy (e.g., positive self-esteem and self-respect).	3-5.1.2.6 Examine and classify personal stressors (e.g., at home, in school, and with peers) and describe how each contributes to your mental, emotional, and physical health.	3-5.1.3.9 Identify trusted persons at home school, and in the community who can help with mental and emotional health concerns.	3-5.1.4.11 Demonstrate the ability to use listening skills to support others and understand their feelings.	3-5.1.5.13 Demonstrate the ability to apply a decision making process to cope with fear, stress, anger, and trauma.	3-5.1.6.14 Develop a plan to implement positive stress management strategies.	3-5.1.7.15 Demonstrate self-esteem and self-respect by identifying personal strengths and assets.	3-5.1.8.16 Describe how to persuade others to take action when someone else is being teased, harassed, or bullied.
3-5.1.1.2 Define stress (both good and bad); explain steps to manage stress; and ways to deal with stressful situations.	3-5.1.2.7 Analyze ways that peers, families, and media influence feelings, behavior, and wellbeing.	3-5.1.3.10 Identify resources for mental and emotional health information and evaluate when to utilize them.	3-5.1.4.12 Use appropriate communication skills to express emotions and appreciation for self and others.				

By grade 5, students should be able to:

Category 1 : Mental and Emotional Health							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
3-5.1.1.3 Identify the effects of stress/stressors on the body.	3-5.1.2.8 Describe the characteristics of positive role models.						
3-5.1.1.4 Explain why it is wrong and hurtful to tease or bully others (e.g., based on their body type or other personal characteristics).							
3-5.1.1.5 Identify feelings and emotions associated with loss and grief.							

CATEGORY



Safety Skills

By grade 5, students should be able to:

Category 2: Safety Skills							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
3-5.2.1.1 Explore the basic dynamics of personal relationships (e.g., conflict, forgiveness, trust, jealousy, and support).	3-5.2.2.5 Describe the consequences of unresolved conflicts (in personal relationships and within communities) and influences thereof.	3-5.2.3.7 Identify resources for those experiencing abuse, including identifying trusted adults to tell about abuse.	3-5.2.4.8 Demonstrate effective verbal and nonverbal communication skills to resolve conflict (e.g., using body language and tone of voice to say "no," and using "I" messages to express feelings).	3-5.2.5.9 Develop strategies to reduce the risk of injury.	3-5.2.6.10 Identify resources that help achieve a personal goal to reduce injuries and prevent violence.	3-5.2.7.12 Identify and use appropriate protective gear while engaging in certain athletic activities. (e.g., helmets, gloves, knee pads, and dental mouth guards).	3-5.2.8.15 Describe ways to encourage others to resolve conflicts without violence.
3-5.2.1.2 Describe situations and behaviors that constitute abuse and bullying.	3-5.2.2.6 Analyze factors that cause individuals to join gangs or crews and identify alternatives.	.			3-5.2.6.11 Develop a plan to become a positive influence on the community (e.g., volunteering or helping a friend).	3-5.2.7.13 Differentiate between safe and risky behaviors.	

By grade 5, students should be able to:

Category 2: Safety Skills							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
3-5.2.1.3 Compare and contrast the characteristics of safe and unsafe situations/activities.						3-5.2.7.14 Describe the characteristics of positive relationships (e.g., support and encouragement) and negative relationships (e.g., neglect and emotional/physical/verbal abuse).	

By grade 5, students should be able to:

Category 2: Safety Skills							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
3-5.2.1.4 Distinguish between positive and negative influences on community safety (e.g., civic groups and faith based organizations versus gangs and crews).							

CATEGORY



Human Body and
Personal Health

By grade 5, students should be able to:

Category 3: Human Body and Personal Health							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
3-5.3.1.1 Describe the basic structure, functions, and systems of the human body (e.g., digestive, circulatory, nervous, and cardiovascular systems).	3-5.3.2.7 Explain how the environment, nutrition, physical exercise, stress, and other influences impact each of the human body systems.	3-5.3.3.9 Evaluate the credibility of sources of information (e.g., information on puberty, sex, and the human body).	3-5.3.4.13 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.			3-5.3.7.15 Describe healthy behaviors during puberty, including maintaining personal hygiene and personal safety.	3-5.3.8.17 Demonstrate ways students can work together to promote dignity and respect for all people in their school and community.
3-5.3.1.2 Describe and use the proper names for body parts, systems, and functions, including gender-specific anatomy.	3-5.3.2.8 Identify ways family, friends, peers, the media and others can impact emotional, social, and physical health, including sexual health.	3-5.3.3.10 Identify characteristics of valid health-promoting products and services.	3-5.3.4.14 Demonstrate the use of refusal and assertiveness skills when responding to peer-pressure, disagreements, and conflicts (particularly in instances of uncomfortable touching).			3-5.3.7.16 Demonstrate healthy ways to cope with change that may occur in families (e.g. pregnancy, birth, marriage, divorce, adoption, foster care, relocation, and death).	3-5.3.8.18 Describe how to seek advice and help from a trusted person about personal health issues.

By grade 5, students should be able to:

Category 3: Human Body and Personal Health							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
3-5.3.1.3 Describe the human cycle of reproduction, birth, growth, aging, and death. Explain the structure, function, and major parts of the human reproductive system.		3-5.3.3.11 Demonstrate ways to locate school and community organizations that provide health services to individuals and families (e.g., HMO, clinics, and substance abuse treatment centers).					
3-5.3.1.4 Explain the physical, social, and emotional changes that occur during puberty.		3-5.3.3.12 Identify trusted adults to ask questions about sexual orientation.					

By grade 5, students should be able to:

Category 3: Human Body and Personal Health

<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
3-5.3.1.5 Define sexual orientation and gender identity and describe the difference between the two.							
3-5.3.1.6 Explain that healthy sexual relationships should always be consensual and respectful and that deceit, threats, and coercion are harmful.							

CATEGORY



Disease Prevention

By grade 5, students should be able to:

Category 4: Disease Prevention							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
3-5.4.1.1 Describe non-communicable and communicable diseases (including modes of transmission, e.g. air, water, touch, and body fluids), differentiate between the two, and list examples of each.	3-5.4.2.5 Describe the influence of culture, family, friends, technology, and media influences on health practices.	3-5.4.3.8 Identify valid sources of information for the evaluation of health products.	3-5.4.4.10 Demonstrate ability to communicate health concerns to a health-care professional or provider.	3-5.4.5.11 Apply a decision-making model to determine when a person may need to go to the doctor, hospital, or clinic.	3-5.4.6.12 Identify individuals who can assist with emergent and non-emergent health conditions.	3-5.4.7.14 Demonstrate effective brushing and flossing techniques.	3-5.4.8.16 Demonstrate ways to support others in making positive health choices.

By grade 5, students should be able to:

Category 4: Disease Prevention							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
3-5.4.1.2 Describe how bacteria, viruses, and parasites cause infectious diseases.	3-5.4.2.6 Describe the key types of primary care professionals, such as physicians, dentists, nurses, optometrists, and behavioral health personnel.	3-5.4.3.9 Explain the role of regular dental and health check-ups in the detection and treatment of health problems.			3-5.4.6.13 Explain the importance of establishing a long-term relationship with a primary care provider and dentist as a critical component in maintaining one's health.	3-5.4.7.15 Demonstrate how to follow universal precautions (e.g., hand hygiene, cleaning, and disinfection) for preventing infection.	
3-5.4.1.3 Identify personal health strategies that reduce illness, including receiving vaccinations.	3-5.4.2.7 Describe the role of primary care medicine in reducing the lifetime impact of health conditions.						

By grade 5, students should be able to:

Category 4: Disease Prevention							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
3-5.4.1.4 Explain the importance of oral health, causes of dental/gum decay, disease and strategies to prevent these conditions.							

CATEGORY



Nutrition

By grade 5, students should be able to:

Category 5: Nutrition							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
3-5.5.1.1 Describe the relationship between physical activity and the need for food and water.	3-5.5.2.3 Analyze the influence of advertising and marketing techniques on food and beverage choices.	3-5.5.3.5 Identify key components of the 'Nutrition Facts' label and ingredients list.	3-5.5.4.7 Develop a message about the benefits of growing food in gardens.	3-5.5.5.9 Compare and contrast snacks, (which can contribute to or undermine healthy eating habits) and identify why some are better than others.	3-5.5.6.10 Set a short-term nutrition goal and track progress toward its achievement.	3-5.5.7.11 Demonstrate how to use 'Nutrition Facts' labels to select a healthy food or snack.	3-5.5.8.13 Encourage and promote healthy eating opportunities at home, in school, and in the community.
3-5.5.1.2 Describe the food groups including recommended portions for each.	3-5.5.2.4 Identify internal and external influences that affect food choices.	3-5.5.3.6 Identify sources of nutrition information and evaluate their reliability.	3-5.5.4.8 Demonstrate how to ask for nutritious foods.			3-5.5.7.12 Plan or prepare a nutritious snack and justify its nutritional value.	



Alcohol, Tobacco, and
Other Drugs

By grade 5, students should be able to:

Category 6: Alcohol, Tobacco, and Other Drugs

<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
3-5.6.1.1 Define, compare and contrast legal and illegal drugs, and give examples of each.	3-5.6.2.5 Identify internal and external factors that protect a person from drug use or abuse.	3-5.6.3.8 Use product safety labels on health-related and household products to obtain basic information and explain the effects of misusing the labels.	3-5.6.4.9 Develop and apply communication skills to refuse offers of alcohol, tobacco, and other drugs.	3-5.6.5.11 Describe how using alcohol, tobacco, and other drugs can affect decision making abilities.		3-5.6.7.12 Identify alternatives to alcohol, tobacco, and other drugs (e.g., playing with friends, playing sports, and engaging in hobbies).	3-5.6.8.13 Analyze laws designed to prevent drug use, misuse, and abuse.
3-5.6.1.2 Analyze the relationship between drugs and behavior.	3-5.6.2.6 Assess ways that alcohol, drugs, or tobacco may be marketed to attract youth.		3-5.6.4.10 Express information and opinions to encourage others to make positive health choices to be alcohol and tobacco free.				

By grade 5, students should be able to:

Category 6: Alcohol, Tobacco, and Other Drugs

1 Health Promotion	2 Analyzing Influences	3 Accessing Information	4 Communication	5 Decision-Making	6 Goal Setting	7 Healthy Behaviors	8 Advocacy
<p>3-5.6.1.3 Define addiction (including its relationship to substance abuse); Explain that those who are addicted require assistance to stop addiction.</p>	<p>3-5.6.2.7 Describe how second-hand and third-hand smoke (including smoke from cigarettes, marijuana, or other drugs) impacts the environment and the health of smokers and non-smokers.</p>						
<p>3-5.6.1.4 Describe the short and long-term effects of alcohol, drugs, and tobacco on the body and its organ systems.</p>							

6-8 Health Education Standards

CATEGORY



Mental and
Emotional Health

By grade 8, students should be able to:

Category 1: Mental and Emotional Health							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
6-8.1.1.1 Define hormones and explain how brain development influences emotions during adolescence.	6-8.1.2.6 Analyze the role and impact of family, society, peers, and the media (particularly social media) on self-image, behaviors, and health practices.	6-8.1.3.9 Identify and evaluate the validity of sources of information and services for getting help for mental, emotional, and social health problems.	6-8.1.4.12 Demonstrate how to communicate about stress and anxiety productively.	6-8.1.5.14 Identify appropriate responses to personal emotional triggers, including impulse control.	6-8.1.6.15 Set realistic short and long term goals for stress management and develop plans to achieve them.	6-8.1.7.16 Demonstrate healthy ways to express caring, friendship, affection, and love, both verbally and non-verbally.	6-8.1.8.20 Recommend ways to help a friend or family member deal with emotional or mental health challenges.

By grade 8, students should be able to:

Category 1: Mental and Emotional Health							
1 Health Promotion	2 Analyzing Influences	3 Accessing Information	4 Communication	5 Decision-Making	6 Goal Setting	7 Healthy Behaviors	8 Advocacy
6-8.1.1.2 Define stress, anxiety, and depression. Identify the signs, symptoms and potential effects of each on the individual (e.g., suicidal thoughts, self-harm, and overeating).	6-8.1.2.7 Analyze the potential impacts of loss and grief on daily activities.	6-8.1.3.10 Explain how appropriate mental health care can help prevent, detect, and treat mental health concerns, such as anxiety disorders, mood disorders, and suicide.	6-8.1.4.13 Describe how sharing or posting information electronically about self or others on social media sites (e.g., texting, phone, email, and group-chats) can negatively impact mental and emotional health.			6-8.1.7.17 Demonstrate ways to show support to a peer who is grieving, suffering from trauma, or dealing with depression /anxiety.	

By grade 8, students should be able to:

Category 1: Mental and Emotional Health							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
6-8.1.1.3 Differentiate between sadness and depression.	6-8.1.2.8 Analyze the relationship between depression and suicide. Identify the risk factors and warning signs for suicide in adolescents.	6-8.1.3.11 Identify techniques and resources for managing mental and emotional health challenges (e.g., depression, grief, anxiety, and stress).				6-8.1.7.18 Demonstrate the ability to use stress-relieving techniques.	

By grade 8, students should be able to:

Category 1: Mental and Emotional Health							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
6-8.1.1.4 Define trauma and recognize traumatic experiences.						6-8.1.7.19 Identify what to do if you or a peer exhibits the warning signs for suicide by reaching out to a trusted person and/ or a community/ national resource.	
6-8.1.1.5 Describe qualities that contribute to a positive self-image.							

CATEGORY



Safety Skills

By grade 8, students should be able to:

Category 2: Safety Skills							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
6-8.2.1.1 Identify dangerous/ risky behaviors that might lead to injuries.	6-8.2.2.6 Analyze how unhealthy social environments can influence personal health decisions.	6-8.2.3.9 Access sources of information in the event of an emergency or epidemic and evaluate which sources are accurate.	6-8.2.4.11 Describe how refusal skills help youth avoid unsafe situations.	6-8.2.5.14 Demonstrate ways to interact with different types of authorities.	6-8.2.6.16 Assess personal safety and injury prevention practices, including in relation to gun violence.	6-8.2.7.18 Demonstrate how to care for babies and young children in order to prevent injury.	6-8.2.8.21 Persuade others to make positive safety and violence/injury prevention choices.

By grade 8, students should be able to:

Category 2: Safety Skills							
1 Health Promotion	2 Analyzing Influences	3 Accessing Information	4 Communication	5 Decision-Making	6 Goal Setting	7 Healthy Behaviors	8 Advocacy
6-8.2.1.2 Compare and contrast the differences between harassment and flirting.	6-8.2.2.7 Describe the impact that individual behavior can have on public safety.	6-8.2.3.10 Identify the available emotional and physical abuse resources for support in schools and the community and describe when to use each.	6-8.2.4.12 Demonstrate how to report situations that could lead to injury or violence.	6-8.2.5.15 Demonstrate the ability to use mediation and negotiation skills to resolve conflict.	6-8.2.6.17 Develop and apply personal conflict-resolution strategies to prevent, manage, or resolve interpersonal conflicts.	6-8.2.7.19 Demonstrate first aid procedures and other lifesaving techniques (e.g., hands-only cardiopulmonary resuscitation, automated external defibrillator, epinephrine auto injector, and asthma rescue inhalers).	

By grade 8, students should be able to:

Category 2: Safety Skills							
1 Health Promotion	2 Analyzing Influences	3 Accessing Information	4 Communication	5 Decision-Making	6 Goal Setting	7 Healthy Behaviors	8 Advocacy
6-8.2.1.3 Compare and contrast myths and facts that relate to sexual harassment.	6-8.2.2.8 Analyze the positive and negative effects peer influence can have on personal safety decisions.		6-8.2.4.13 Demonstrate how to manage personal information in electronic communication and when using social media (e.g., chat groups, email, texting, websites, phone, and tablet applications) to protect the personal safety of oneself and others.			6-8.2.7.20 Describe when it is necessary to seek help or leave an abusive relationship.	

By grade 8, students should be able to:

Category 2: Safety Skills							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
6-8.2.1.4 Describe first-aid for dental injuries (such as displacing a permanent tooth).							
6-8.2.1.5 Contrast the characteristics of harmful or abusive relationships, including intimate partner violence, to those of healthy relationships.							

CATEGORY



Human Body and
Personal Health

By grade 8, students should be able to:

Category 3: Human Body and Personal Health

1 Health Promotion	2 Analyzing Influences	3 Accessing Information	4 Communication	5 Decision-Making	6 Goal Setting	7 Healthy Behaviors	8 Advocacy
6-8.3.1.1 Describe the function and interconnection of all the body systems and how they work together to ensure wellness. Explain physical, social, and emotional changes associated with adolescence.	6-8.3.2.9 Analyze how societal messages from all media influence adolescents' perceptions, decisions, and behaviors related to sexual activity and contribute to intimate partner violence.	6-8.3.3.13 Identify school, medical, and community based support services for sexual health services, including STI/HIV testing/ treatment, contraception, and abortion.	6-8.3.4.15 Applying an assertive communication model to demonstrate effective ways to communicate personal boundaries within friendships and romantic relationships.	6-8.3.5.17 Analyze the short-term and long-term consequences of adolescent sexual activity including the various costs of STI/HIV testing/ treatment, unplanned pregnancy, and parenting.	6-8.3.6.20 Design a personal health goal, analyze how family and peers might support or hinder its achievement, and evaluate progress toward its achievement.	6-8.3.7.22 Identify the characteristics of committed relationships (e.g., love, respectfulness, generosity, kindness, and forgiveness).	6-8.3.8.29 Demonstrate how to support peers in making responsible and healthy decisions regarding sexual behavior.

By grade 8, students should be able to:

Category 3: Human Body and Personal Health

<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
6-8.3.1.2 Define sexual orientation, using correct terminology, and explain that as people grow and develop they may begin to feel romantically and/or sexually attracted to people of a different gender and/or to people of the same gender.	6-8.3.2.10 Analyze external influences that have an impact on attitudes about gender, sexual orientation, gender identity, and gender expression.	6-8.3.3.14 Identify programs, support services, and other resources for all students (e.g., LGBTQ, disabled, and immigrant populations).	6-8.3.4.16 Explain the importance of positive self-concept.	6-8.3.5.18 Using a decision making model, assess the full range of contraceptive choices.	6-8.3.6.21 Use a goal setting model to demonstrate strategies to remain abstinent or delay sexual activity and resist pressures to become sexually active.	6-8.3.7.23 Compare and contrast models of healthy relationships for family, friends, and romantic relationships.	6-8.3.8.30 Demonstrate how to report abuse to a trusted adult or to the Child and Family Services Agency (CFSA).

By grade 8, students should be able to:

Category 3: Human Body and Personal Health

<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
6-8.3.1.3 Differentiate between gender identity, gender expression, sexual orientation, and sex assigned at birth /biological sex.	6-8.3.2.11 Examine the social, cultural, religious, and legal factors that influence the option/choice to use contraception and the choice to remain abstinent.			6-8.3.5.19 Examine how self-esteem impacts decision-making around personal health and relationships.		6-8.3.7.24 Explain why abstinence is the most effective way to prevent STIs/HIV and unintended pregnancy.	
6-8.3.1.4 Summarize the human reproductive cycle. Explain the full range of sexual intercourse/ behaviors and the relationship to human reproduction.	6-8.3.2.12 Describe how heredity influences growth and development.					6-8.3.7.25 Analyze behaviors that place one at risk for HIV/AIDS, STIs, or unintended pregnancy.	

By grade 8, students should be able to:

Category 3: Human Body and Personal Health							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
6-8.3.1.5 Describe fertilization, embryonic development, and fetal development; describe the signs, symptoms, and body changes that occur with pregnancy.						6-8.3.7.26 Explain the differences between the full range of hormonal and barrier methods of contraception and how they work. Explain that contraception is the responsibility of both partners.	

By grade 8, students should be able to:

Category 3: Human Body and Personal Health

<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
6-8.3.1.6 Identify pre-natal practices that contribute to a healthy pregnancy.						6-8.3.7.27 Define and describe STI/HIV, protection methods (e.g., male/insertive and female/receptive condoms; dental dams; finger cots; and Pre-Exposure Prophylaxis), symptoms, confidential testing, treatment, risks, and modes of transmission.	

By grade 8, students should be able to:

Category 3: Human Body and Personal Health

<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
6-8.3.1.7 Explain the precautions necessary during labor and delivery, including when HIV and/or STIs are present.						6-8.3.7.28 Demonstrate the steps to using a male/insertive and female/receptive condom correctly, and other barrier and hormonal contraception.	
6-8.3.1.8 Compare/contrast situations and behaviors that may constitute sexual assault and intimate partner violence. Analyze impacts of such violence and relationships.							

CATEGORY



Disease Prevention

By grade 8, students should be able to:

Category 4 : Disease Prevention							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
6-8.4.1.1 Explain the importance of practicing health-promoting behaviors.	6-8.4.2.4 Analyze how local sources of pollution can influence both personal and community health.	6-8.4.3.8 Describe situations that may require professional health services, including instances of food poisoning or other food-borne illnesses.	6-8.4.5.12 Explain how sanitation, waste disposal, proper food handling/storage, and environmental controls prevent diseases and improve health conditions.	6-8.4.5.13 Explain the risks of neglecting oral health, including potential effects on overall health and family's health.	6-8.4.6.15 Set a short-term goal for practicing positive health practices.	6-8.4.7.16 Recognize the importance of regular visits to a medical home and the maintenance of personal health records (e.g., records regarding vaccinations and wellness visits).	6-8.4.8.17 Propose modes of transportation that benefit the environment and promote health.
6-8.4.1.2 Describe how exposure to environmental factors can impact health.	6-8.4.2.5 Analyze the effects of social norms, cultures, values, attitudes and behaviors on personal and community health.	6-8.4.3.9 Compare and contrast global influences on personal and community health.		6-8.4.5.14 Explain why it is important to seek treatment for common infectious and chronic diseases.			6-8.4.5.18 Demonstrate the ability to advocate for health-promoting opportunities for self and others, including assertive consumerism.

By grade 8, students should be able to:

Category 4 : Disease Prevention							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
6-8.4.1.3 Describe strategies for proper food-handling and storage to prevent the spread of food-borne illness.	6-8.4.2.6 Analyze the relationship between the health of a community and global environment.	6-8.4.3.10 Examine barriers to accessing appropriate health care.					
	6-8.4.2.7 Analyze behavioral, genetic, environmental, and other risk factors that contribute to or prevent major diseases.	6-8.4.3.11 Identify health messages made in the media.					

CATEGORY



Nutrition

By grade 8, students should be able to:

Category 5: Nutrition							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
6-8.5.1.1 Differentiate amongst portion size, serving size, and recommended amounts of each food group using the USDA food guidance (e.g., MyPlate) system for different age groups.	6-8.5.2.6 Analyze how internal and external influences (e.g., culture, food costs, poverty, environment, peers, and family) affect food choices.	6-8.5.3.8 Access valid sources of nutrition information online.	6-8.5.4.12 Use communication skills to deal with influences from peers and media regarding food choices and physical activity.	6-8.5.5.13 Demonstrate the ability to apply a decision-making model to make healthy food choices at home and away from home.	6-8.5.6.15 Develop a decision making process to select nutritious foods and beverages.	6-8.5.7.16 Analyze the concepts of variety, moderation, caloric intake and energy expenditure.	6-8.5.8.17 Demonstrate effective ways to influence, promote, and support positive health behaviors (e.g., supporting others to choose healthy food).
6-8.5.1.2 Compare the nutritional needs associated with life stages (e.g., prenatal through late adulthood).	6-8.5.2.7 Differentiate between research-based diets and 'fad' diets.	6-8.5.3.9 Evaluate the validity of nutritional information, products, and services and how they influence food choices.		6-8.5.5.14 Utilize the USDA Food Guidance System to evaluate personal eating patterns and habits.			

By grade 8, students should be able to:

Category 5: Nutrition							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
6-8.5.1.3 Describe how age, physical activity, and gender affect nutritional requirements.		6-8.5.3.10 Identify and evaluate ways to measure body composition.					
6-8.5.1.4 Describe the relationship between diet and chronic disease (e.g., high blood pressure, tooth decay, and obesity) and other health problems (e.g., food allergies and eating disorders).		6-8.5.3.11 Access and use services that provide information and services for individuals with an eating disorder.					

By grade 8, students should be able to:

Category 5: Nutrition							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
6-8.5.1.5 Examine factors that contribute to individual differences in body weight, size, shape, and physical ability.							



Alcohol, Tobacco, and
Other Drugs

By grade 8, students should be able to:

Category 6: Alcohol, Tobacco, and Other Drugs

<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
6-8.6.1.1 Describe the types of over-the-counter substances that may be marketed in drug and grocery stores, as well as the effects that they can have on the human body.	6-8.6.2.6 Analyze how culture and media depict the use of alcohol, tobacco, tobacco products and other drugs (e.g., how products may be marketed to attract youth).	6-8.6.3.8 Access and evaluate school and community resources for information on alcohol, tobacco, tobacco products, and over the counter and prescription drugs.	6-8.6.4.10 Develop and apply skills to refuse alcohol, tobacco, and other drugs with peers.	6-8.6.5.12 Analyze the benefits of being alcohol, tobacco, and drug free.	6-8.6.6.16 Develop a personal plan for abstaining from the use of alcohol, tobacco, and other drugs.	6-8.6.7.17 Explain the physical, legal, financial, social and physiological cost of the use, sale, and possession of alcohol, tobacco, and other drugs.	6-8.6.8.20 Explain school policies and local laws related to the possession, use, sale, and distribution of alcohol, tobacco, and other drugs.

By grade 8, students should be able to:

Category 6: Alcohol, Tobacco, and Other Drugs							
1 Health Promotion	2 Analyzing Influences	3 Accessing Information	4 Communication	5 Decision-Making	6 Goal Setting	7 Healthy Behaviors	8 Advocacy
6-8.6.1.2 Analyze the short term and long term effects of all drugs (e.g., stimulants, depressants, hallucinogens, marijuana, tobacco, alcohol, prescription, over the counter drugs, and club / designer drugs) on the brain and body of developing adolescents.	6-8.6.2.7 Describe ways that family and friends can support tobacco-free and drug-free lifestyles.	6-8.6.3.9 Access, use and evaluate community resources for the prevention, treatment and recovery of addiction.	6-8.6.4.11 Communicate w/ peers on how to ask for assistance regarding prevention, treatment, and recovery of substance abuse.	6-8.6.5.13 Describe healthy alternatives to the use of alcohol, tobacco, or other drugs.		6-8.6.7.18 Differentiate between alcohol and drug use, misuse, abuse, and dependence.	

By grade 8, students should be able to:

Category 6: Alcohol, Tobacco, and Other Drugs							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
6-8.6.1.3 Describe the stages of addiction and describe methods for the prevention, treatment, and recovery of addiction.				6-8.6.5.14 Apply problem-solving skills to protect one from risky situations involving alcohol, tobacco, and other drugs.			

By grade 8, students should be able to:

Category 6: Alcohol, Tobacco, and Other Drugs							
1 Health Promotion	2 Analyzing Influences	3 Accessing Information	4 Communication	5 Decision-Making	6 Goal Setting	7 Healthy Behaviors	8 Advocacy
6-8.6.1.4 Explain the signs and symptoms of substance abuse, factors that contribute to the abuse and stages that lead to dependency.				6-8.6.5.15 Discuss how the use of alcohol and other drugs, including popular drugs that are marketed to hide their harmful effects, impair decision-making; increase the risk of violence; and place one at risk for sexual assault, pregnancy, and STIs.			
6-8.6.1.5 Explain the consequences of driving under the influence of alcohol and other drugs.							

9-12 Health Education Standards

CATEGORY



Mental and
Emotional Health

By grade 12, students should be able to:

Category 1: Mental and Emotional Health							
1 Health Promotion	2 Analyzing Influences	3 Accessing Information	4 Communication	5 Decision-Making	6 Goal Setting	7 Healthy Behaviors	8 Advocacy
9-12.1.1.1 Explore the psychological principles and theories of personality development, including identity formation, and differentiate among the concepts of the idea of self, public self and private self.	9-12.1.2.6 Analyze the relationship between mental/emotional health and physical health.	9-12.1.3.9 Identify and evaluate resources in the community for people with mental or emotional health conditions.	9-12.1.4.10 Demonstrate the ability to release anger in healthy ways, communicate frustration and disappointment, and defuse someone else's anger.	9-12.1.5.12 Describe suicide-prevention strategies.	9-12.1.6.13 Develop a personal goal-setting and stress management plan to improve or maintain wellness.	9-12.1.7.14 Identify techniques for managing mental and emotional health challenges (e.g., depression, grief, stress, trauma, and anxiety).	9-12.1.8.15 Develop a message promoting help-seeking behaviors in school and in your community.

By grade 12, students should be able to:

Category 1: Mental and Emotional Health

<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
9-12.1.1.3 Describe the impact that culture and community can have on mental health conditions (e.g. stigma, peer pressure, and denial).	9-12.1.2.7 Examine how stigma affects people living with communicable diseases including STIs and HIV/AIDS.		9-12.1.4.11 Develop a message about the importance of recognizing signs of bulimia, disordered eating, and other common mental health conditions.				

By grade 12, students should be able to:

Category 1: Mental and Emotional Health

<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
9-12.1.1.4 Review definitions of stress, anxiety, and depression and analyze risk and protective factors related to suicide.	9-12.1.2.8 Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy mental and emotional health behaviors (e.g., how using alcohol and other drugs increase the risk of suicide and self-injury).						
9-12.1.1.5 Identify the causes, symptoms, and harmful effects of disordered eating.							

CATEGORY



Safety Skills

By grade 12, students should be able to:

Category 2: Safety Skills							
1 Health Promotion	2 Analyzing Influences	3 Accessing Information	4 Communication	5 Decision-Making	6 Goal Setting	7 Healthy Behaviors	8 Advocacy
9-12.2.1.1 Analyze the difference between healthy vs. unhealthy relationships.	9-12.2.2.7 Analyze how interpersonal communication affects relationships.	9-12.2.3.11 Evaluate your school’s bullying policy and how that can be a resource to students.	9-12.2.4.14 Demonstrate effective communication strategies associated with boundaries in relationships.	9-12.2.5.16 Develop strategies to reduce the risk of injuries that can occur during athletic events.	9-12.2.6.18 Assess personal violent and non-violent health practices and behaviors.	9-12.2.7.19 Demonstrate first-aid procedures (e.g., hands-only cardiopulmonary resuscitation, automated external defibrillator, epinephrine auto injector, and asthma rescue inhalers).	9-12.2.8.22 Demonstrate the ability to positively, respectfully, and peacefully self-advocate (e.g., to peers, to school staff, and to law enforcement).

By grade 12, students should be able to:

Category 2: Safety Skills							
1 Health Promotion	2 Analyzing Influences	3 Accessing Information	4 Communication	5 Decision-Making	6 Goal Setting	7 Healthy Behaviors	8 Advocacy
9-12.2.1.2 Analyze the role of gender and sexism in intimate partner violence.	9-12.2.2.8 Analyze how peer influence on personal decision-making can impact safety in certain situations (e.g., encouraging violence or delinquency).	9-12.2.3.12 Evaluate the validity of public sources of safety information (e.g., WMATA alerts, weather advisories, police department announcements).	9-12.2.4.15 Demonstrate effective verbal and nonverbal communication skills to enhance safety and to avoid or get out of situations that are unsafe, including how to report situations that could lead to violence or injury.	9-12.2.6.17 Determine and commit to practicing positive alternatives to violence and form healthy associations with organizations and people.		9-12.2.7.20 Demonstrate healthy ways to manage or resolve conflict to avoid or reduce injury.	

By grade 12, students should be able to:

Category 2: Safety Skills							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
9-12.2.1.3 Analyze the impact of violence (e.g., gun violence, domestic violence, and intimate partner violence) have on individuals, families, and communities.	9-12.2.2.9 Analyze how internal, external, and social factors influence mental, emotional, and social health.	9-12.2.3.13 Assess legal channels for addressing partner violence (e.g., Civil Protection Order or a Temporary Protection Order).				9-12.2.7.21 Apply strategies to avoid and report dangerous situations (e.g., relationship violence, conflicts involving weapons, and neighborhood violence).	

By grade 12, students should be able to:

Category 2: Safety Skills							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
9-12.2.1.4 Compare and contrast different kinds of gangs (e.g., neighborhood-based, economy-based, social support-based, gender-specific, violent, and nonviolent) and discuss the characteristics of gang members in each.	9-12.2.2.10 Analyze the roles and influences of law enforcement authorities within communities (e.g., Metropolitan Police Officers, School Resource Officers, and private security officers).						

By grade 12, students should be able to:

Category 2: Safety Skills							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
9-12.2.1.5 Describe the relationship between personal behaviors and injury (e.g., texting and driving, walking home alone, and getting rides from strangers).							
9-12.2.1.6 Identify injuries that could occur during athletic events.							

CATEGORY



Human Body and
Personal Health

By grade 12, students should be able to:

Category 3: Human Body and Personal Health

<p><u>1</u> Health Promotion</p>	<p><u>2</u> Analyzing Influences</p>	<p><u>3</u> Accessing Information</p>	<p><u>4</u> Communication</p>	<p><u>5</u> Decision-Making</p>	<p><u>6</u> Goal Setting</p>	<p><u>7</u> Healthy Behaviors</p>	<p><u>8</u> Advocacy</p>
<p>9-12.3.1.1 Identify and discuss the range of sexual identities and the range of sexual expressions within those identities.</p>	<p>9-12.3.2.7 Compare and contrast attitudes and beliefs about gender identity, gender expression, sexual orientation, and gender equity across cultures.</p>	<p>9-12.3.3.13 Analyze program supports and resources for all student populations (e.g., LGBTQ youth, youth with disabilities, and immigrant youth).</p>	<p>9-12.3.4.15 Demonstrate how effective communication and negotiation skills can be used to set boundaries, gain important sexual health information about your partners, resist pressures to engage in risky behaviors, and ensure that sexual relationships are consensual and self-respecting.</p>	<p>9-12.3.5.19 Demonstrate the ability to select professional health services based on the type of care needed, the nature of the problem, and the kinds of questions that need answering.</p>	<p>9-12.3.6.22 Analyze the short- and long-term goals that may be impacted by pregnancy and/or maintaining unsafe sex practices.</p>	<p>9-12.3.7.23 Identify and recommend behaviors that enhance and support the optimal functioning of bodily systems, including the functions of the body's immune system.</p>	<p>9-12.3.8.26 Evaluate school policies, programs, and trainings (including those for school staff) for the promotion of dignity, respect, and safety for all students, including all genders, sexual orientations, gender identities, cultures, religions, races, and ethnicities.</p>

By grade 12, students should be able to:

Category 3: Human Body and Personal Health

<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
<p>9-12.3.1.2 Compare and contrast sexual behaviors that are healthy from those that are unhealthy.</p>	<p>9-12.3.2.8 Analyze how peers, family, society, culture, and religion, influence decisions about engaging in sexual behaviors.</p>	<p>9-12.3.3.14 Identify and locate community health clinics, private health clinics, urgent care facilities and hospital emergency rooms. Analyze the cost and accessibility thereof.</p>	<p>9-12.3.4.16 Demonstrate effective communication strategies to end relationships.</p>	<p>9-12.3.5.20 Compare and contrast the function and advantages/disadvantages of a range of contraceptive methods including male/insertive and female/receptive condoms; hormonal methods; abstinence; IUDs; and long-acting reversible contraceptives..</p>		<p>9-12-3.7.24 Demonstrate strategies to use social media safely, legally, and respectfully within different kinds of relationships.</p>	<p>9-12.3.8.27 Analyze existing laws and policies designed to protect young people from sexual harassment, sexual assault, child abuse, human trafficking, sexual exploitation, bullying, and other types of violence.</p>

By grade 12, students should be able to:

Category 3: Human Body and Personal Health							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
9-12.3.1.3 Examine the range of sexual intercourse and behaviors.	9-12.3.2.9 Examine how social norms and attitudes about the human body have evolved throughout history.		9-12.3.4.17 Adapt health messages and communication techniques to promote prevention, treatment, and testing for STIs and HIV for high school-aged youth.	9-12.3.5.21 Demonstrate how to report abuse to trusted adults or proper authorities (e.g., MPD or CFSA).		9-12.3.7.25 Recognize behaviors that increase sexual health risks (e.g., multiple partners, unprotected sex, alcohol/substance use) and develop strategies on how to reduce risk.	9-12.3.8.28 Research DC minor consent laws, compare and contrast these laws to other states, and describe adolescent sexual health rights generally.

By grade 12, students should be able to:

Category 3: Human Body and Personal Health							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
9-12.3.1.4 Explain how the four stages of the menstrual cycle work, the process of fertilization and conception.	9-12.3.2.10 Analyze the contemporary impact of technology and social media on relationships and how technology and media can be used in positive and destructive ways.		9-12.3.4.18 Describe the emotional, psychological, and physical consequences of rape and sexual assault. Explain why a person who has experienced sexual assault is not at fault.				9-12.3.8.29 Analyze the data on STI and HIV rates among youth. Discuss barriers to prevention, testing, and treatment including legal, economic, and cultural barriers.
9-12.3.1.5 Describe the signs of pregnancy, the stages of pregnancy, and prenatal practices.	9-12.3.2.11 Compare and contrast how heredity, physiological changes, and environmental influences contribute to one's growth and development.						

By grade 12, students should be able to:

Category 3: Human Body and Personal Health							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
9-12.3.1.6 Analyze factors, including alcohol and other substances that can affect the ability to give or perceive the provision of consent to sexual activity.	9-12.3.2.12 Examine societal attitudes toward children and how they contribute to or prevent child neglect and abuse.						

CATEGORY



Disease Prevention

By grade 12, students should be able to:

Category 4: Disease Prevention							
1 Health Promotion	2 Analyzing Influences	3 Accessing Information	4 Communication	5 Decision-Making	6 Goal Setting	7 Healthy Behaviors	8 Advocacy
9-12.4.1.1 Compare and contrast diseases and health conditions that occur in adolescence and young adulthood with those occurring later in life.	9-12.4.2.4 Analyze the relationship between access to health care and health outcomes.	9-12.4.3.7 Describe the basic criteria for eligibility in public health programs (e.g., the School Lunch Program; the Supplemental Nutrition Assistance Program; the Women, Infants and Children; the Children’s Health Insurance Program; Medicaid and Medicare).	9-12.4.4.10 Demonstrate ability to discuss disease prevention, diagnosis, and treatment options with a healthcare provider.	9-12.4.5.13 Evaluate how health decisions that are made today may increase or decrease the risk of developing disease.	9-12.4.6.14 Develop a personal health plan for preventing disease.	9-12.4.7.16 Describe trends and ways to prevent and manage chronic disease from adolescence to later adulthood.	9-12.4.8.19 Describe individual rights and responsibilities within the health care system, including those concerning access to information, necessary care, specialists, emergency rooms, a fair appeal process, confidentiality laws, protected doctor-patient relationships and health maintenance organization and managed care accountability.

By grade 12, students should be able to:

Category 4: Disease Prevention							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
9-12.4.1.2 Analyze the prevalence of infectious, communicable, and chronic diseases on different populations and in different regions (e.g., locally, nationally, and internationally).	9-12.4.2.5 Analyze the efficacy of medical screenings for maintaining health and preventing disease.	9-12.4.3.8 Identify trends in the health care delivery system and how that has impacted use over time.	9-12.4.4.11 Explain how school and public health policies can influence health promotion and disease prevention.		9-12.4.6.15 Develop a plan for minimizing exposure to environmental pollutants at home and in the community.	9-12.4.7.17 Demonstrate the ability to locate and describe community resources for disease prevention, diagnosis, and treatment.	9-12.4.8.20 Describe the process to make a health related consumer complaint.

By grade 12, students should be able to:

Category 4: Disease Prevention							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
9-12.4.1.3 Analyze causes and preventions of global health problems.	9-12.4.2.6 Analyze how race, class, poverty, religion, cultural beliefs, gender, gender identity, and sexual orientation are contributing factors to health disparities.	9-12.4.3.9 Analyze how advances in science may challenge existing knowledge and prompt changes in health information, products, and services.	9-12.4.4.12 Describe public health efforts to solve global health problems.			9-12.4.7.18 Evaluate the validity of media messages about health.	

CATEGORY



Nutrition

By grade 12, students should be able to:

Category 5 : Nutrition							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
9-12.5.1.1 Analyze the physiological process involved in digestion, absorption, and metabolism of nutrients.	9-12.5.2.5 Analyze the availability and variety of affordable and nutritionally adequate foods in the community.	9-12.5.3.8 Describe how availability, individual/ family preferences, culture, and the media influence food choices.	9-12.5.4.11 Analyze positive strategies to communicate healthy eating needs at home, at school, and in the community.	9-12.5.5.12 Evaluate and propose opportunities to increase access to nutrient-dense food.	9-12.5.6.15 Evaluate one’s personal dietary habits and design a plan to make improvements to that diet.	9-12.5.7.16 Describe how to take more personal responsibility for eating healthy.	9-12.5.8.18 Advocate for positive eating choices in the community, such as increased access to fresh fruits and vegetables.
9-12.5.1.2 Recognize different dietary needs related to food allergies and medical conditions.	9-12.5.2.6 Evaluate the usefulness and credibility of nutrition information available online and in the media.	9-12.5.3.9 Analyze how economics influences food prices, availability, and marketing strategies.		9-12.5.5.13 Demonstrate how nutritional needs are affected by age, gender, activity level, pregnancy and health status.		9-12.5.7.17 Demonstrate various approaches to maintaining a healthy weight.	9-12.5.8.19 Analyze the benefits to buying locally grown and/or produced foods and argue the impact on the local economy and food quality.

By grade 12, students should be able to:

Category 5 : Nutrition							
<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
9-12.5.1.3 Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.	9-12.5.2.7 Identify community programs and services that help people gain access to affordable, healthy foods.	9-12.5.3.10 Access sources of accurate information about safe and healthy weight management and nutrition.		9-12.5.5.14 Demonstrate ability to use available resources and guidelines to create a nutritionally balanced diet.			
9-12.5.1.4 Analyze the relationship between access to nutritious food, eating habits, and health status.							

CATEGORY

6

**Alcohol, Tobacco, and
Other Drugs**

By grade 12, students should be able to:

Category 6: Alcohol, Tobacco, and Other Drugs

<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
9-12.6.1.1 Analyze theories about substance dependency such as genetic disposition, gender-related predisposition, and multiple risk factors.	9-12.6.2.6 Analyze the relationship between the use of alcohol, tobacco and other drugs and personal, family, and community health.	9-12.6.3.9 Access and evaluate community resources that assist in the prevention and treatment of substance abuse.	9-12.6.4.10 Create and demonstrate a communication plan for refusing to ride with someone who is under the influence of alcohol or other drugs.	9-12.6.5.12 Explain the consequences of driving under the influence of alcohol and other drugs.	9-12.6.6.13 Develop a personal plan that includes both short-and long-term goals for remaining drug- and tobacco-free.	9-12.6.7.14 Analyze internal and external barriers to quitting alcohol, tobacco, and other drug use.	9-12.6.8.16 Develop techniques to communicate personal attitudes about alcohol, tobacco, and other drug use.

By grade 12, students should be able to:

Category 6: Alcohol, Tobacco, and Other Drugs

<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
9-12.6.1.2 Analyze the acute and chronic effects of drug use and abuse on individuals, families, and communities.	9-12.6.2.7 Analyze the influence of advertising and targeting strategies on alcohol, tobacco and other drug use.		9-12.6.4.11 Develop and apply social skills to resist and refuse all drugs (e.g., alcohol, tobacco, prescription pills, and marijuana).			9-12.6.7.15 Develop strategies for health practices and behaviors that will maintain or improve the health of self and others (e.g., finding healthy ways to meet personal needs and manage stress without using alcohol, tobacco, or other drugs, and avoiding riding in vehicle with drug or alcohol impaired drivers).	9-12.6.8.17 Demonstrate the ability to advocate for and support people who are abstaining, and/or trying to quit alcohol, tobacco, or drug use.

By grade 12, students should be able to:

Category 6: Alcohol, Tobacco, and Other Drugs

1 Health Promotion	2 Analyzing Influences	3 Accessing Information	4 Communication	5 Decision-Making	6 Goal Setting	7 Healthy Behaviors	8 Advocacy
<p>9-12.6.1.3 Describe how the use of alcohol and other drugs impairs decision-making, increases the risk of violence and places one at risk for sexual assault, pregnancy, STIs and HIV.</p>	<p>9-12.6.2.8 Analyze how national and international public health policies and governmental regulations related to the sale, distribution and use of alcohol, tobacco, and other drugs influence health promotion and disease prevention.</p>						
<p>9-12.6.1.4 Analyze the effects of combining certain drugs (e.g., alcohol and barbiturates).</p>							

By grade 12, students should be able to:

Category 6: Alcohol, Tobacco, and Other Drugs

<u>1</u> Health Promotion	<u>2</u> Analyzing Influences	<u>3</u> Accessing Information	<u>4</u> Communication	<u>5</u> Decision-Making	<u>6</u> Goal Setting	<u>7</u> Healthy Behaviors	<u>8</u> Advocacy
9-12.6.1.5 Describe the relationship between prenatal exposure to alcohol, tobacco, and other drugs and the health of a newborn baby.							