

High School Health

		LEVEL	
HE.HS.1.01	compare and contrast the components of total wellness (i.e., social, physical, mental, emotional, spiritual).	1	
HE.HS.1.02	differentiate between the positive and potentially negative effects of local and global environmental health problems (e.g., pollution air, land, water, noise, exposure to sun, pesticides, food production).	1	
HE.HS.1.03	analyze and interpret how public health and social policies, along with government regulations (e.g., local, state, federal, world health organizations), influence health promotion and disease prevention.	1,2	
HE.HS.1.04	differentiate between the causes of communicable (e.g., STDs, HIV/AIDS, bacterial/viral infections) and noncommunicable (e.g., heredity, lifestyle, environment) diseases.	1	
HE.HS.1.05	identify and apply skills to prevent communicable (e.g., STDs, HIV/AIDS, bacterial/viral infections) and noncommunicable (e.g., heredity, lifestyle, environment) diseases.	1,2	
HE.HS.1.06	analyze how genetics and family history can impact personal health (e.g., DNA, genetic diseases, genetic counseling).	1	
HE.HS.2.01	recognize cultural diversities and their influences on health behaviors (e.g., ATOD, life expectancy, risky behaviors).	1	
HE.HS.2.02	evaluate how media perspectives of health impact on personal, family and community health (e.g., books, magazines, newspaper, radio, TV, internet).	1	
HE.HS.2.03	explore technology (e.g., exercise equipment, virtual reality, computers, computerized equipment) and its influence on personal, family, and community health.	2	
HE.HS.2.04	identify factors in the community that influence health (e.g., schools, religion, traditions, socio-economic, geography, values).	1	
HE.HS.2.05	analyze how peers influence healthy and unhealthy behaviors (e.g., positive and negative peer pressure).	1	
HE.HS.3.01	identify and evaluate the validity of health information, products and service (e.g., books, magazine	1,2	

	advertisements, infomercials/TV, internet, newspaper 1, advertisements, billboards, radio).		
HE.HS.3.02	identify the factors (that influence personal choices on health promoting products based on current information (e.g., quackery, food labels, media, peers, family).	1,2	
HE.HS.3.03	locate and utilize resources to identify health care services advantageous for optimal health care (e.g., speakers, hotlines, internet, yellow pages).	2	
HE.HS.4.01	utilize skills for effective communication in discussions concerning ATOD, nutrition, sexuality, and relationships with peers, family and others.		
	<ul style="list-style-type: none"> utilize skills for effective communication in discussions concerning ATOD 	1	
	<ul style="list-style-type: none"> utilize skills for effective communication in discussions concerning nutrition 	1	
	<ul style="list-style-type: none"> utilize skills for effective communication in discussions concerning sexuality 	1	
	<ul style="list-style-type: none"> utilize skills for effective communication in discussions concerning relationships with peers 	1	
	<ul style="list-style-type: none"> utilize skills for effective communication in discussions concerning family and others 	1	
HE.HS.4.02	exhibit healthy ways to express feelings, needs and desires in different situations (e.g., good sportsmanship, ending relationships, death and dying, stages of grief).	1,2	
HE.HS.4.03	demonstrate a variety of communication skills (e.g., verbal, non-verbal, listening, writing, technology, workplace).	1	
HE.HS.4.04	identify potentially harmful situations (e.g., domestic violence, dating violence) and devise strategies and develop skills to avoid such situations through refusal, negotiation and collaboration skills (e.g., peer mediation, conflict resolution, support groups, constructive "I" statements).	1,2	
HE.HS.5.01	apply a decision-making process for various life situations (e.g., ATOD, food choices, weight control, relationships, health care providers, making purchases, education and career options).	2	
HE.HS.5.02	identify and discuss health concerns that require collaborative decision-making (e.g., sexuality, STDs, HIV/AIDS transmission/prevention, refusal skills).	1,2	
HE.HS.5.03	analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on their family, community and self (ATOD use, STD transmission, pregnancy prevention, teen parenting).		
	<ul style="list-style-type: none"> analyze the effects of potentially harmful decisions that impact health 	2,3	
	<ul style="list-style-type: none"> analyze the effects of potentially harmful decisions that effect these decisions have on their family, 	2,3	

	community and self		
HE.HS.5.04	formulate alternatives to health-related issues or problems (e.g., defense/coping mechanisms).	2	
HE.HS.5.05	evaluate the effectiveness of health-related decisions (e.g., personal assessments).	1,2	
HE.HS.6.01	assess personal health practices and overall health status (e.g., personal assessments, medical screenings, health-fair).	2,3	
HE.HS.6.02	develop a plan to attain a personal health goal that addresses strengths, needs, and risks (e.g., short-term/long-term goals).	2	
HE.HS.6.03	implement strategies and monitor progress in achieving a personal health goal (e.g., periodic assessment).	2	
HE.HS.6.04	design an effective long-term personal health plan (e.g., individualized/group projects).	2	
HE.HS.7.01	complete a personal health assessment and detail behavioral changes and strategies needed to enhance health and reduce risk (e.g., personal risk assessment, wellness inventory).	2,3	
HE.HS.7.02	recognize and demonstrate the positive effects of nutrition and physical activity on health (e.g., www.mypyramid.org).	2	
HE.HS.7.03	list examples and explain short and long term impacts of health decisions (e.g., smoking, good diet, wearing seat belts) on the individual, family and community (e.g., lung cancer, heart disease, STDs).	1,2	
HE.HS.7.04	identify signs of stress (e.g., physical, mental/emotional, social) and common stressors (e.g., personal, environmental) and develop effective stress management.	1	
HE.HS.7.05	identify causes, warning signs (e.g., physical, mental/emotional) and prevention strategies of depression and suicide (e.g., counselors, hotlines, outreach programs).	1	
HE.HS.7.06	identify ways to develop good character and improve self-esteem (e.g., self-efficacy, role playing).	1	
HE.HS.7.07	identify causes (e.g., accidents, natural disasters), preventions (e.g., CPR, first aid, in-school emergency plan) and treatments for injuries and list responsible actions to create a safe and healthy environment (e.g., ATVs, helmets, boating, bicycling, firearms, seatbelts, fire safety).	1	
HE.HS.8.01	use written, audio and visual communication methods to express health messages (e.g., posters, reports, role playing).		
HE.HS.8.02	demonstrate the ability to adapt health messages to characteristics of a particular audience (e.g., peer educators, role playing).		
HE.HS.8.03	promote the use of personal, family and community resources in health care situations (e.g., family practitioners, community medical facilities, yellow pages).		
HE.HS.8.04	identify school support staff (e.g., counselors, nurses, professionals) and community health services (e.g., Big Brothers, mental health facilities, ministerial counseling) and describe the impact this service has on individual school and community health.		

HE.HS.8.05	demonstrate that he/she is a responsible and a productive citizen who helps ensure the health, safety and security of the community (e.g., community service, school organizations, community organizations).		
HE.HS.8.06	adapt health messages and communication techniques to a specific target audience (e.g., peer educators, peer mediators).		