

# Grades 9-12: Health Education

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

## **Health Promotion**

- 1 Predict how health literacy and behaviors can affect health status. [HE.1.1](#)
  - 2 Describe the interrelationships of emotional, mental, physical, social, spiritual, and environmental health. [HE.1.2](#)
    - a Identify symptoms and methods of treatment of mental health disorders, including depression, and stress. [HE.1.2.A](#)
    - b Identify warning signs and prevention strategies for suicide. [HE.1.2.B](#)
  - 3 Analyze how genetics and family history can impact personal health. Examples: family history of heart disease, diabetes, cancer, or addictions [HE.1.3](#)
  - 4 Propose ways to prevent, reduce, and treat injuries and other health problems. [HE.1.4](#)
    - a Determine when professional health services may be required for injury or disease. [HE.1.4.A](#)
    - b Perform CPR, AED techniques, and First Aid procedures, including the principles of RICE (Rest, Ice, Compression, Elevation). [HE.1.4.B](#)
  - 5 Analyze the relationship between access to health care and health status. Examples: relationship between health insurance coverage and life expectancy; access to medical care including primary care physician, hospital, vaccine [HE.1.5](#)
  - 6 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. [HE.1.6](#)
    - a Identify factors that impact nutritional choices. Examples: planning healthy meals, accessibility of healthy and unhealthy foods [HE.1.6.A](#)
  - 7 Analyze the potential susceptibility to and severity of injury or illness if engaging in unhealthy behaviors. Examples: possible consequences of driving under the influence, distracted driving, not taking required medications [HE.1.7](#)
    - a Explain the progression of HIV and AIDS. [HE.1.7.A](#)
    - b Explain the progression of Type II diabetes. [HE.1.7.B](#)
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**Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

### **Analyzing Influences**

- 1 Analyze the influence of external factors on health beliefs and behaviors. **HE.2.1**
    - a Analyze how family, culture, school, and community influence the health practice and behaviors of individuals. Examples: explaining how holiday celebrations and traditions such as over indulgence in eating and consuming alcohol affect health behaviors; explaining how extra-curricular activities and schedules result in over-consumption of fast food **HE.2.1.A**
    - b Examine how peers influence healthy and unhealthy behaviors. **HE.2.1.B**
    - c Critique the effect of media on personal and family health. Example: influence of media on teen body image, sexual activity, drugs, alcohol, violence, cyber-bullying **HE.2.1.C**
    - d Cite evidence of how public health policies and government regulations can influence health promotion and disease prevention **HE.2.1.D**
  - 2 Describe the pros and cons of the use of technology as it affects personal, family, and community health. Examples: positive and negative influences on self-esteem, addiction to technology, personal interactions and relationships **HE.2.2**
  - 3 Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Examples: addressing topics such as wearing safety equipment, teen pregnancy, drug abuse, suicide, cyber-bullying, weight management, potentially dangerous social media trend **HE.2.3**
  - 4 Critique the influence of personal values and beliefs on individual health practices and behaviors. **HE.2.4**
  - 5 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. Examples: assessing the effects of driving under the influence, drinking alcohol which can lead to poor choices such as sexual behavior, poor nutrition, sedentary life **HE.2.5**
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**Students will demonstrate the ability to access valid information, products, and services to enhance health.**

### **Access to Information/Products/ Services**

- 1 Evaluate the accessibility and validity of health information, products, and services. Example: determining the credibility of resources both online and offline **HE.3.1**
  - 2 Analyze valid resources from home, school, and community that provide health information. Examples: websites, phone apps, media ads; rape, crisis, and suicide centers **HE.3.2**
  - 3 Explain laws relating to child pornography, age of consent, and sexual exploitation. Examples: information concerning the laws prohibiting sexual abuse; the need to report sexual abuse and legal options available to victims; laws relating to sexting and child pornography **HE.3.3**
  - 4 Explain current laws related to underage drinking, distracted driving, and driving under the influence. **HE.3.4**
  - 5 Identify the necessity to seek help for mental and emotional health problems. Examples: mood disorders, depression, anxiety and suicidal ideation; **HE.3.5**
    - a Locate information on how to cope with and rebuff unwanted physical and verbal exploitation by other persons. **HE.3.5.A**
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**Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

### **Interpersonal Communication**

- 1 Describe skills for communicating effectively with family, peers, and others to enhance health. Examples: active listening, friendliness, confidence, positive feedback, empathy, respect, understanding nonverbal cues, responsiveness **HE.4.1**
  - 2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks. **HE.4.2**
  - 3 Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. **HE.4.3**
    - a Identify warning signs of unhealthy relationships. **HE.4.3.A**
    - b Differentiate between negative and positive behaviors used in conflict situations. **HE.4.3.B**
  - 4 Demonstrate how to ask for and offer assistance to enhance the health of self and others. Examples: accessing crisis hotlines for suicide, sexual and physical abuse, and human trafficking; community resource materials **HE.4.4**
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**Students will demonstrate the ability to use decision-making skills to enhance health.**

### **Decision -Making**

- 1 Examine barriers that can hinder healthy decision-making. Examples: peer pressure, cultural pressures, socio-economic status [HE.5.1](#)
  - 2 Develop a thoughtful decision-making process in health-related situations. [HE.5.2](#)
    - a Predict the potential short-term and long-term impact of various alternatives on self and others. [HE.5.2.A](#)
    - b Identify warning signs of suicide in self and others and discuss effective coping skills. [HE.5.2.B](#)
    - c Demonstrate refusal skills and explain when to use them in high risk situations. Examples: Saying no to sex [HE.5.2.C](#)
  - 3 Justify the appropriateness of individual vs. collaborative decision-making in various situations. Example: explaining when input from a health professional, counselor, or trusted adult would be helpful [HE.5.3](#)
  - 4 Analyze the benefits of practicing sexual abstinence. [HE.5.4](#)
    - a Identify the types, symptoms, and risks of sexually transmitted diseases (STDs). [HE.5.4.A](#)
    - b Assess the consequences of teen pregnancy. [HE.5.4.B](#)
  - 5 Recommend personal strategies to avoid violence or criminal activities. [HE.5.5](#)
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**Students will demonstrate the ability to use goal-setting skills to enhance health.**

### **Goal -Setting**

- 1 Assess personal health status and health practices to establish a baseline for setting health and fitness goals. Examples: blood pressure, resting heart rate, BMI, vaccination status [HE.6.1](#)
  - 2 Set long-term goals for achieving optimal health and implement short-term steps to reach the goals. Examples: assess current health and fitness status, develop plans based on assessment results, implement and monitor p [HE.6.2](#)
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**Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

### **Self-Management**

- 1 Analyze the role of individual responsibility for enhancing health. [HE.7.1](#)
    - a Describe healthy practices and behaviors that will maintain or improve the health of self and others. Examples: effective communication skills and safety techniques, reading and understanding medicine labels, immunizations, wellness checkups and compliance [HE.7.1.A](#)
    - b Identify negative behaviors that increase health risks to self and others. Examples: distracted driving, drinking and driving, illegal drug use, vaping, smoking, unprotected sex, behaviors resulting in intentional or unintentional injuries, poor eati [HE.7.1.B](#)
    - c Compare and contrast the responsibilities of both parents in teen parenting. Examples: shared responsibilities; social, financial and educational challenges [HE.7.1.C](#)
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**Students will demonstrate the ability to advocate for personal, family, and community health.**

### **Advocacy**

- 1 Utilize accurate peer and societal norms to formulate a health enhancing message. Example: using data on local health issues to develop a positive message concerning a topic **HE.8.1**
- 2 Formulate and implement a list of innovative ways to influence and support others in making positive health choices. Examples: wearing colors for awareness, speaking to a group or individuals, making good nutritional choices **HE.8.2**
- 3 Work cooperatively as an advocate for improving personal and community health. Examples: student-led events, community fundraisers, national events, signing a pledge to abstain from alcohol **HE.8.3**
- 4 Adapt health messages and communication techniques to a specific target audience. Example: producing a social media post to encourage a positive health behavior **HE.8.4**