

Grades 9, 10, 11, 12

Adopted 2012

Health Information, Products and Resources:
Students will access, analyze and evaluate health information, products and resources.

1. Locate and evaluate appropriate resources at school, in the community and beyond that help to enhance health (e.g., human resources, printed and electronic resources, equipment and facilitates, etc.). PA, PH, ME [HE12.1.1](#)
2. Locate and evaluate appropriate resources at school, in the community and beyond that help to reduce health risks. (e.g., human resources, printed and electronic resources, equipment and facilitates, etc.). ATOD, SEXUALITY, PH [HE12.1.2](#)
3. Use criteria to evaluate the validity of health information from a variety of sources (e.g., written, verbal, visual, electronic, etc.). ATOD, SEXUALITY, NUT [HE12.1.3](#)
4. Use criteria to evaluate products that can enhance health and reduce health risks (e.g., Examine carefully performance supplements and make a judgment about the short and long term impact on an adolescent's health.). NUT, PA, ATOD [HE12.1.4](#)

Problem Solving and Decision Making:
Students will use critical thinking and systematic processes to examine health related problems and make decisions that enhance health and reduce or avoid health risks.

1. Analyze the types of decisions that would be appropriate for a specific health related situation (e.g., 1-step/automatic process appropriate for emergency, 5-step process appropriate for long-term decision). ATOD, SEXUALITY, IP/S [HE12.2.1](#)
2. Apply a systematic decision making process that includes evaluation of consequences to enhance health (e.g., impact of decision on self, on others). SEXUALITY, IP/S, CEH [HE12.2.2](#)
3. Apply a systematic decision making process that includes evaluation of consequences to reduce or avoid health risks. ATOD, SEXUALITY, IP/S [HE12.2.3](#)
4. Evaluate how peers, culture, media and technology influence decisions students make about health practices and risk behaviors. SEXUALITY, ATOD, ME [HE12.2.4](#)
5. Apply a systematic process to evaluate the evidence, claims, beliefs and/or points of view about non-familiar health related issues or problems. ATOD, PA, NUT [HE12.2.5](#)

Effective Communication:
Students will

1. Evaluate verbal and non-verbal techniques for communicating effectively with family, peers and others to enhance health. PH, CEH, ME [HE12.3.1](#)

demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.

- 2. Evaluate verbal and non-verbal techniques for communicating effectively with family, peers and others to reduce or avoid health risks. ATOD, SEXUALITY, VP/B** [HE12.3.2](#)
- 3. Demonstrate the ability to use effective communication techniques to advocate for personal and community health. PH, CEH** [HE12.3.3](#)
- 4. Demonstrate the ability to use refusal, negotiation and collaboration skills to enhance health. ME, CEH, VP/B** [HE12.3.4](#)
- 5. Demonstrate the ability to use refusal, negotiation and collaboration skills to reduce or avoid health risks. ATOD, SEXUALITY, VP/B** [HE12.3.5](#)
- 6. Demonstrate the ability to use strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. IP/S, VP/B, ME** [HE12.3.6](#)
- 7. Delineate a speaker's health argument and specific claims, distinguishing health claims that are supported by reasons and evidence from health claims that are not supported by reasons and evidence. ANY CONTENT AREA** [HE12.3.7](#)

Personal and Social Responsibility: Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.

- 1. Analyze the relationship between personal health and their effect on self, others, and society. CEH, PCD, PA** [HE12.4.1](#)
- 2. Demonstrate the ability to use a strategic approach to manage health risks and enhance health. NUT, PA, ME** [HE12.4.2](#)
- 3. Demonstrate an understanding of behaviors that prevent the spread of disease. SEXUALITY, ATOD, PCD** [HE12.4.3](#)
- 4. Explain signs of stress and how stress can affect health status. ME, ATOD** [HE12.4.4](#)
- 5. Analyze age appropriate factors that create good stress and bad stress. ME, ATOD, SEXUALITY** [HE12.4.5](#)
- 7. Evaluate the appropriateness of various strategies for managing stress and avoiding stress overload in specific situations (e.g. regular exercise to deal with divorce, regular sleep prior to testing, etc.). PA, NUT, PH** [HE12.4.7](#)
- 8. Use criteria to set a long-term personal health goal and make a plan for achieving it. ME, PA, NUT** [HE12.4.8](#)
- 9. Monitor progress toward achieving a long-term personal health goal and evaluate the effectiveness of the plan for meeting the goal (e.g., a plan to meet the goal of reducing body fat by the end of the semester was effective because it included a variety of activities that met scientific principles for fitness and weight loss (e.g., aerobic activity for 30-45 minutes daily, reducing sugar intake, increasing water intake, attending PE every day, etc.). ME, PA, NUT** [HE12.4.9](#)

10. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice. VP/B, CEH, ME HE12.4.10

11. Demonstrate the ability to advocate for the prevention of violence and bullying. VP/B, CEH, ME HE12.4.11

12. Analyze the relationship between physical, social, and mental and emotional health. VP/B, CEH ME HE12.4.12