

High School Curriculum Guidelines



Alcohol and Other Drugs—High School

AOD



Over-the-counter medicines and prescription medications are drugs used to treat illness. These drugs have both benefits and risks. Alcohol and other drug use refers to all types of alcohol, including beer and wine, and many other drugs, including marijuana, steroids and inhalants. The use of alcohol and other drugs (AOD) has both short-term and long-term risks. AOD use has physical, social and emotional effects, including dependence and addiction. A variety of influences affect the choice to avoid the use of AOD.

Content Descriptors	Skill Assessment Link
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Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1. Short-Term and Long-Term Benefits and Risks of Medicinal Drugs

Students need to know:

- 1.1 differences between dependence and addiction
- 1.2 importance of taking medicines as described (dosage, duration, need for food)
- 1.3 necessity of using caution in taking multiple medicines

AI



Accessing Information

Student work must:

- identify or cite specific sources
- provide reason for needing to access information
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs

2. Short-term and Long-term Effects of AOD Use

Students need to know:

- 2.1 differences between dependence and addiction
- 2.2 physical, social and emotional effects of AOD use
- 2.3 effects of binge drinking
- 2.4 effects of inhalant use
- 2.5 effects of marijuana use
- 2.6 effects of steroid use
- 2.7 effects of use of other illicit drugs
- 2.8 relationship between AOD use and transportation injuries
- 2.9 relationship between AOD use and violence and other injuries
- 2.10 relationship between AOD use and sexual behavior
- 2.11 relationship between AOD use and mental health
- 2.12 benefits of not using AOD (physical, social, emotional, legal, financial, vocational)

DM



Decision Making

Student work must:

- be personalized
- show what options were considered
- include a clear decision statement
- evaluate or reflect on the decision

3. Positive and Negative Influences on AOD Use

Students need to know:

- 3.1 strategies to identify pressures to use
- 3.2 internal influences
- 3.3 family influences
- 3.4 peer influences
- 3.5 cultural influences
- 3.6 legal/policy factors
- 3.7 influences on different levels of AOD use

INF



Analyzing Influences

Student work must:

- present/examine a variety of external elements, such as media, parents, ethnic, legal, peers, geographic, societal
- present/examine a variety of internal elements, such as curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences

AV



Advocacy

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

4. Healthful Choices about AOD Use

Students need to know:

- 4.1 how to accept personal responsibility for choices about alcohol and other non-medicinal drug use
- 4.2 strategies to support personal commitment not to use

IC



Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, such as clear, organized ideas or beliefs, use of I-messages, eye contact, respectful tone, body language
- demonstrate refusal skills, such as clear “no” statement, walk away, provide reasons, delay, change the subject, broken record, provide an excuse

GS



Goal Setting

Student work must:

- include a clear goal statement
- identify a realistic goal
- present a plan for reaching the goal
- identify a reward for reaching the goal

5. Communicating Healthful Choices about AOD Use

Students need to know:

- 5.1 ways to refuse alcohol and other non-medicinal drug use
- 5.2 how to get help for self and others
- 5.3 ways to deal with pressure to use
- 5.4 ways to encourage others not to use
- 5.5 techniques to refuse to ride with someone who has been using AOD

IC



Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, such as clear, organized ideas or beliefs, use of I-messages, eye contact, respectful tone, body language
- demonstrate refusal skills, such as clear “no” statement, walk away, provide reasons, delay, change the subject, broken record, provide an excuse

AV



Advocacy

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Injury Prevention— High School

INJ

Important injury prevention concepts include fire and water safety; first aid care prevention and care of injuries; pedestrian, bicycle and vehicle safety; prevention of violence, including suicide; and the use of protective equipment during work and sports and other leisure activities.



Content Descriptors

Skill Assessment Link

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1. First Aid

Students need to know:

- 1.1 universal precautions (infection control procedures)
- 1.2 steps for CPR
- 1.3 techniques for the Heimlich maneuver
- 1.4 first aid steps for severe injuries, e.g., bleeding, broken bones

SM



Self Management

Student work must:

- demonstrate specific first-aid techniques
- demonstrate personal responsibility to make health-enhancing choices

2. Transportation Safety

Students need to know:

- 2.1 how to use protective equipment for transportation safety
- 2.2 consequences of driving under influence of alcohol or other drugs
- 2.3 strategies for not riding with an impaired driver
- 2.4 road emergency safety practices

GS

Goal
Setting

AV



Advocacy

Student work must:

- include a clear goal statement
- identify a realistic goal
- present a plan for reaching the goal
- identify a reward for reaching the goal

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

3. Violence Prevention

Students need to know:

- 3.1 ways to avoid threatening situations
- 3.2 causes of conflict
- 3.3 conflict resolution techniques
- 3.4 how to avoid fighting/bullying
- 3.5 the importance of not carrying a weapon
- 3.6 how to prevent dating violence
- 3.7 how to prevent sexual assault
- 3.8 how to recognize sexual harassment
- 3.9 influence of AOD in conflict situations
- 3.10 nonviolent ways to calm charged situations

IC



Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, such as clear, organized ideas or beliefs, use of I-messages, eye contact, respectful tone, body language
- demonstrate refusal skills, such as clear “no” statement, walk away, provide reasons, delay, change the subject, broken record, provide an excuse

GS



Goal Setting

Student work must:

- include a clear goal statement
- identify a realistic goal
- present a plan for reaching the goal
- identify a reward for reaching the goal

4. Use of Protective Equipment

- 4.1 use of protective equipment for sports and leisure activities
- 4.2 use of protective equipment at home, school and work

5. Suicide Prevention

Students need to know:

- 5.1 signs of depression and mental illness
- 5.2 how to get help for self and others
- 5.3 influence of alcohol and other drug use on depression

AI



Accessing Information

Student work must:

- identify or cite specific sources
- provide reason for needing to access information
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs

6. Work Safety

- 6.1 use of protective equipment in occupational settings
- 6.2 strategies for worksite safety
- 6.3 strategies to avoid problems related to alcohol and other drugs

Nutrition— High School

NUT



Healthful nutrition contributes to growth and energy and helps prevent chronic diseases such as cancer and heart disease. Important concepts include the need for variety in food choices and recommended proportions of foods consistent with the Food Guide Pyramid. Consuming more water, fruits, vegetables, grains, and calcium-rich foods also contributes to health. Nutrition labels provide important information to help consumers choose foods lower in fat, saturated fat and cholesterol, as well as sodium and sugar content. Balancing food intake and physical activity contributes to health.

Content Descriptors

Skill Assessment Link

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1. Healthful Eating

Students need to know:

- 1.1 benefits of healthful eating (short-term and long-term benefits and risks)
- 1.2 variety and proportion of foods (consistent with Food Guide Pyramid)
- 1.3 benefits of consuming more water, fruits, vegetables, grains and calcium-rich foods
- 1.4 benefits of decreasing fat intake
- 1.5 benefits of moderating sugar intake
- 1.6 how to assess personal nutritional needs, preferences and practices

DM



Decision Making

SM



Self Management

Student work must:

- be personalized
- show what options were considered
- include a clear decision statement
- evaluate or reflect on the decision

Student work must:

- demonstrate specific first-aid techniques
- demonstrate personal responsibility to make health-enhancing choices

1. Healthful Eating, *continued*

- 1.7 strategies for overcoming barriers to healthful eating
- 1.8 how to prepare healthful meals for self and others

2. Accessing Nutrition Information and Products

Students need to know:

- 2.1 how to analyze food nutrition labels
- 2.2 how to use the Food Guide Pyramid
- 2.3 Dietary Guidelines
- 2.4 validity of claims of nutritional supplements and weight loss products

AI



Accessing Information

Student work must:

- identify or cite specific sources
- provide reason for needing to access information
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs

DM



Decision Making

Student work must:

- be personalized
- show what options were considered
- include a clear decision statement
- evaluate or reflect on the decision

GS



Goal Setting

Student work must:

- include a clear goal statement
- identify a realistic goal
- present a plan for reaching the goal
- identify a reward for reaching the goal

AV



Advocacy

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

3. Influences on Food Choices

Students need to know:

- 3.1 how to analyze personal likes and dislikes
- 3.2 family influences
- 3.3 peer influences
- 3.4 cultural influences
- 3.5 how marketing, packaging and advertising influence food choices
- 3.6 how mood and emotions affect food choices

INF



Analyzing Influences

Student work must:

- present/examine a variety of external elements, such as media, parents, ethnic, legal, peers, geographic, societal
- present/examine a variety of internal elements, such as curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences

4. Balancing Food Intake and Physical Activity

Students need to know:

- 4.1 how to assess food intake to determine energy intake
- 4.2 energy expended during exercise/activity
- 4.3 healthful weight management practices

AI



Accessing Information

Student work must:

- identify or cite specific sources
- provide reason for needing to access information
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs

INF



Analyzing Influences

Student work must:

- present/examine a variety of external elements, such as media, parents, ethnic, legal, peers, geographic, societal
- present/examine a variety of internal elements, such as curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences

5. Food Safety

Students need to know:

- 5.1 importance of cleanliness
- 5.2 safe food preparation, serving and storage
- 5.3 reasons for food safety

SM



Self
Management

AV



Advocacy

Student work must:

- demonstrate specific techniques for safe food preparation, serving and storage
- demonstrate personal responsibility to make health-enhancing choices

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

Physical Activity— High School



Physical activity has both benefits and risks. Regular physical activity promotes cardiovascular health. Exercise needs are based on frequency, intensity and duration. Planning for physical activity needs to consider a variety of factors, including personal fitness levels, overcoming barriers and protecting the body from exposure to the elements. The use of protective sports equipment helps prevent injuries.

Content Descriptors

Skill Assessment Link

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1. Healthful Physical Activity

Students need to know:

- 1.1 benefits and risks of physical activity
- 1.2 exercise needs: frequency, intensity, duration and type
- 1.3 types of exercise: cardiorespiratory, muscular strength and endurance, and flexibility
- 1.4 physiological responses to physical activity (energy expenditure, heart rate, respiratory rate, resting heart rate)
- 1.5 components of health-related fitness
- 1.6 personal physical activity levels

GS



Goal
Setting

Student work must:

- be personalized
- show what options were considered
- include a clear decision statement or goal statement
- identify a realistic goal
- present a plan for reaching the goal
- identify a reward for reaching the goal

SM



Self
Management

Student work must:

- demonstrate components of effective physical activity
- demonstrate the ability to make health-enhancing choices

1. Healthy Physical Activity, continued

- 1.7 how to develop plans that include types and amounts of activity and focus on health-related physical fitness
- 1.8 strategies for overcoming barriers to physical activity
- 1.9 strategies for protection from cold, heat and sun during activity, e.g., hydration, sunscreen
- 1.10 the importance of healthful eating and physical activity
- 1.11 relationship between healthful physical activity and body composition

2. Influences on Physical Activity

Students need to know:

- 2.1 internal influences
- 2.2 family influences
- 2.3 peer influences
- 2.4 media influences
- 2.5 environmental influences
- 2.6 availability of facilities and equipment

Content Descriptors

Skill Assessment Link

3. Prevention of Sports and Exercise Injuries

Students need to know:

- 3.1 benefits of using protective equipment, proper warm-up and cool down
- 3.2 techniques to prevent the spread of blood-borne pathogens
- 3.3 the importance of sports and exercise rules in preventing injury
- 3.4 how to inspect equipment/supplies and report hazards

SM



Self Management

Student work must:

- demonstrate specific techniques for safety during physical activity
- demonstrate personal responsibility to make health-enhancing choices

4. Effects of Drugs on Fitness

Students need to know:

- 4.1 effects of tobacco, alcohol and other drugs on performance
- 4.2 how to evaluate claims of performance-enhancing drugs and nutritional supplements

5. Products and Services for Physical Activity

Students need to know:

- 5.1 how to select products, services and facilities related to physical activity
- 5.2 how to validate fitness claims

6. Advocating for Physical Activity

Students need to know:

- 6.1 techniques for funding school, community and workplace physical activity programs
- 6.2 strategies to identify facilities and environments for physical activity
- 6.3 how to evaluate safety in facilities and physical activity environments

AV



Advocacy

SM



Self Management

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

Student work must:

- demonstrate specific techniques for safety during physical activity
- demonstrate personal responsibility to make health-enhancing choices

Family Life and Sexuality— High School

FLS



Growth and development is a dynamic maturing process with physical, mental, emotional and social aspects. Personal and family relationships and influences are central to attitudes and decisions about sexual behavior. Unprotected sex can lead to unintended pregnancy and sexually transmitted disease (STD), including HIV/AIDS. Abstinence is the most effective method of preventing pregnancy and STD. Different methods of contraception have varying effectiveness in preventing pregnancy and STD.

Content Descriptors

Skill Assessment Link

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1. Families and Relationships

Students need to know:

- 1.1 ways to communicate respect for self and others
- 1.2 diversity of relationships, e.g., family, friends, dating, marriage
- 1.3 influences of violence, e.g., date rape and other abuse

IC



Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, such as clear, organized ideas or beliefs, use of I-messages, eye contact, respectful tone, body language

2. Sexual Behavior

Students need to know:

- 2.1 how to make a personal commitment to abstain from sexual intercourse
- 2.2 most students are not engaging in sexual intercourse
- 2.3 strategies for refusing unwanted or unprotected sex
- 2.4 benefits of setting sexual limits, e.g., staying in school, reputation, achieving future goals
- 2.5 importance of respecting sexual limits of others
- 2.6 strategies for dealing with pressures to cross sexual limits
- 2.7 effects of alcohol and other drug use on sexual behavior
- 2.8 risks of unintended pregnancy and disease with unprotected sex
- 2.9 influences on sexual behavior, e.g., family, peers, religion, media, culture, internal
- 2.10 risks of multiple partners
- 2.11 situations that may lead to sex
- 2.12 how to make a personal commitment to avoid pregnancy, HIV and other STDs

DM



Decision Making

IC



Interpersonal Communication

AV



Advocacy

Student work must:

- be personalized
- show what options were considered
- include a clear decision statement
- evaluate or reflect on the decision

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, such as clear, organized ideas or beliefs, use of I-messages, eye contact, respectful tone, body language
- demonstrate refusal skills, such as clear “no” statement, walk away, provide reasons, delay, change the subject, broken record, provide an excuse

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

3. HIV and Other STD Prevention

Students need to know:

- 3.1 risks of HIV and other STDs
- 3.2 effective prevention strategies—abstinence is the most effective
- 3.3 common signs and symptoms of HIV and other STDs
- 3.4 common routes of transmission of HIV and other STDs
- 3.5 relative risks of specific behaviors
- 3.6 treatment options
- 3.7 valid sources of information and help
- 3.8 resources for counseling and testing
- 3.9 that HIV and other STDs can be asymptomatic

GS



Goal Setting

Student work must:

- include a clear goal statement
- identify a realistic goal
- present a plan for reaching the goal
- identify a reward for reaching the goal

DM



Decision Making

Student work must:

- be personalized
- show what options were considered
- include a clear decision statement
- evaluate or reflect on the decision

AI



Accessing Information

Student work must:

- identify or cite specific sources
- provide reason for needing to access information
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs

IC



Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
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- demonstrate refusal skills, such as clear “no” statement, walk away, provide reasons, delay, change the subject, broken record, provide an excuse

4. Pregnancy Prevention

Students need to know:

- 4.1 abstinence is most effective method
- 4.2 relative effectiveness of contraceptive methods
- 4.3 importance of consistent use of contraceptives
- 4.4 valid sources to get help
- 4.5 effective prevention strategies

AI



Accessing
Information

Student work must:

- identify or cite specific sources
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- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs

Tobacco— High School

TOB



All types of tobacco have both short-term and long-term negative health consequences. Tobacco smoke contains substances that are harmful to the health of both smokers and nonsmokers. Tobacco use has negative effects on several body systems. The choice to be tobacco-free promotes individual well-being and helps prevent disease. A variety of influences affect attitudes and choices about tobacco.

Content Descriptors

Skill Assessment Link

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1. Short-term and Long-term Risks of Tobacco Use

Students need to know:

- 1.1 addictive effects of nicotine
- 1.2 short-term and long-term effects of tobacco use
- 1.3 harmful substances in tobacco
- 1.4 risks of different types of tobacco products
- 1.5 effects of tobacco use on the fetus

2. Influences on Tobacco Use

Students need to know:

- 2.1 internal influences
- 2.2 family influences
- 2.3 peer influences
- 2.4 advertising strategies
- 2.5 how to identify role models
- 2.6 media influences
- 2.7 legal factors

INF

Analyzing
Influences

Student work must:

- present/examine a variety of external elements, such as media, parents, ethnic, legal, peers, geographic, societal
- present/examine a variety of internal elements, such as curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences

3. Choosing to Be Tobacco Free

Students need to know:

- 3.1 how to make a personal commitment not to use
- 3.2 strategies to resist pressure to use
- 3.3 techniques to communicate personal attitudes about tobacco use
- 3.4 how to advocate for a tobacco-free environment
- 3.5 most people don't use tobacco
- 3.6 alternatives to tobacco use

AV



Advocacy

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

IC



Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, such as clear, organized ideas or beliefs, use of I-messages, eye contact, respectful tone, body language
- demonstrate refusal skills, such as clear "no" statement, walk away, provide reasons, delay, change the subject, broken record, provide an excuse

GS



Goal Setting

Student work must;

- include a clear goal statement
- identify a realistic goal
- present a plan for reaching the goal
- identify a reward for reaching the goal

4. Benefits of Being Tobacco Free

Students need to know:

- 4.1 long-term and short-term health benefits
- 4.2 social benefits
- 4.3 financial benefits

INF



Analyzing Influences

Student work must:

- present/examine a variety of external elements, such as media, parents, ethnic, legal, peers, geographic, societal
- present/examine a variety of internal elements, such as curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences

Student work must:

- include a clear goal statement
- identify a realistic goal
- present a plan for reaching the goal
- identify a reward for reaching the goal

GS



Goal Setting

5. Cessation

Students need to know:

- 5.1 barriers to quitting
- 5.2 skills needed for quitting
- 5.3 resources for getting help

AI



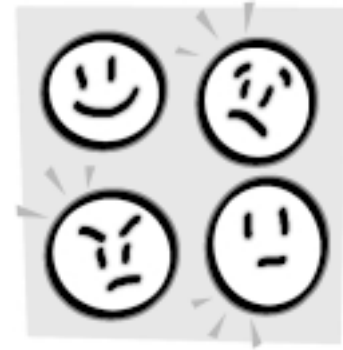
Accessing Information

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Mental Health— High School

MH



A positive self-image is an important component of mental health. Emotional health includes the ability to express needs, wants and feelings; to handle emotions in positive ways; to manage anger and conflict; and to deal with frustration. Stress management skills contribute to mental health. Interpersonal skills help build and maintain relationships.

Content Descriptors

Skill Assessment Link

Content descriptors can be linked to specific skills for student assessment.

The skill assessment link provides criteria to measure student performance.

1. Positive Self-Image

Students need to know:

- 1.1 personal assets and strengths
- 1.2 characteristics of positive role models
- 1.3 how to develop and demonstrate a sense of belonging
- 1.4 how to develop and demonstrate a sense of empowerment
- 1.5 how to develop and demonstrate a positive body image

INF



Analyzing Influences

Student work must:

- present/examine a variety of external elements, such as media, parents, ethnic, legal, peers, geographic, societal
- present/examine a variety of internal elements, such as curiosity, interests, desires, fears, likes/dislikes
- address interrelationships and complexity of influences

2. Emotional Health

Students need to know:

- 2.1 strategies for expressing needs, wants and feelings appropriately
- 2.2 positive ways to handle emotions, e.g., mood swings, loneliness, hurt feelings, sadness
- 2.3 strategies for managing and reducing anger and conflict
- 2.4 ways of dealing with frustration
- 2.5 how the developmental process affects emotions and behaviors
- 2.6 strategies to prepare for adulthood

SM



Self
Management

IC



Interpersonal
Communication

Student work must:

- show evidence of personal introspection
- clarify personal expectations of self and others
- demonstrate personal responsibility to make health-enhancing choices

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, such as clear, organized ideas or beliefs, use of I-messages, eye contact, respectful tone, body language
- demonstrate refusal skills, such as clear “no” statement, walk away, provide reasons, delay, change the subject, broken record, provide an excuse

3. Interpersonal Relationships and Communication

Students need to know:

- 3.1 how to build and maintain relationships, including appropriate ways to end relationships
- 3.2 skills for effective speaking, e.g., I-statements, eye contact, assertiveness
- 3.3 skills for effective listening, e.g., reflective listening
- 3.4 characteristics of non-verbal communication
- 3.5 ways to show respect for diversity, e.g., mental and physical disabilities, culture, race/ethnicity
- 3.6 ways to resist peer pressure
- 3.7 appropriate ways to end relationships
- 3.8 techniques for negotiation and compromise
- 3.9 how to advocate for needs and rights of others
- 3.10 how to advocate for healthy social environment
- 3.11 how to advocate for fairness

IC



Interpersonal Communication

Student work must:

- demonstrate interactions among individuals
- demonstrate message tactics and strategies, such as clear, organized ideas or beliefs, use of I-messages, eye contact, respectful tone, body language
- demonstrate refusal skills, such as clear “no” statement, walk away, provide reasons, delay, change the subject, broken record, provide an excuse

AV



Advocacy

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

4. Stress Management

Students need to know:

- 4.1 types of stressors, e.g., death, ending relationships, changing schools, rejection
- 4.2 coping strategies to reduce stress, including exercise
- 4.3 ways to avoid stress

SM



Self Management

Student work must:

- show evidence of personal introspection
- clarify personal expectations of self and others
- demonstrate personal responsibility to make health-enhancing choices

5. Mental Health Problems

Students need to know:

- 5.1 behaviors and symptoms of depression and other mental illness, e.g., obsessive-compulsive disorder, impulse-control disorders
- 5.2 interaction of alcohol and other drugs with mental illness
- 5.3 symptoms of eating disorders
- 5.4 medication and other treatments for mental illness

AI



Accessing Information

Student work must:

- identify or cite specific sources
- provide reason for needing to access information
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs

SM



Self Management

Student work must:

- show evidence of personal introspection
- clarify personal expectations of self and others
- demonstrate personal responsibility to make health-enhancing choices

6. Resources and Support

Students need to know:

- 6.1 when to get help
- 6.2 why to get help
- 6.3 where and how to get help
- 6.4 how to identify support systems (formal and informal)

AI



Accessing Information

Student work must:

- identify or cite specific sources
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- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs

Personal and Consumer Health— High School

PCH



Personal health choices and behaviors play an important role in disease prevention. Personal hygiene, including dental care, contributes to health. Selecting and using effective health care products and services contributes to health.

Content Descriptors	Skill Assessment Link
<p>Content descriptors can be linked to specific skills for student assessment.</p>	<p>The skill assessment link provides criteria to measure student performance.</p>
<p>1. Personal Health Care</p> <p>Students need to know:</p> <ul style="list-style-type: none"> 1.1 effective brushing and flossing techniques 1.2 importance of regular dental check-ups and cleaning 1.3 strategies for effective teeth protection during sports and recreation 1.4 strategies for effective eye and hearing protection 	<div style="background-color: #e0e0e0; height: 300px;"></div>

2. Preventing Disease and Infection

Students need to know:

- 2.1 importance of immunizations
- 2.2 risks of antibiotic resistant strains
- 2.3 role of genetics in the family history of disease
- 2.4 prevention strategies associated with primary health care, e.g., BSE, testicular self-exam, Pap smear
- 2.5 effective disease management routines, e.g., diabetes, asthma, allergies

SM



Self Management

AV



Advocacy

Student work must:

- identify specific hygiene techniques
- demonstrate personal responsibility to make health-enhancing choices

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

3. Selecting and Using Health Care Products and Services

Students need to know:

- 3.1 how to identify effective acne products
- 3.2 similarities and differences among a variety of health care products and services
- 3.3 options for health care and services for self
- 3.4 options for health care and services for others
- 3.5 techniques for comparing health care insurance options

AI



Accessing Information

DM



Decision Making

Student work must:

- identify or cite specific sources
- provide reason for needing to access information
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs

Student work must:

- be personalized
- show what options were considered
- include a clear decision statement
- evaluate or reflect on the decision

Community and Environmental Health—High School

CEH



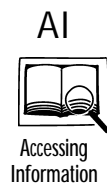
Communities provide many resources that promote health, including hospitals, health departments, voluntary agencies and health care professionals. Threats to community health include alcohol and other drug use, tobacco use and advertising, and unsafe conditions such as lack of bike paths. Environmental health risks that require community involvement include lead, UV light, asbestos, pesticides and unclean water. Responsible individual behavior contributes to the health of the environment and the community.

Content Descriptors	Skill Assessment Link
Content descriptors can be linked to specific skills for student assessment.	The skill assessment link provides criteria to measure student performance.

1. Community Health Services

Students need to know:

- 1.1 how to access environment, school and community health services
- 1.2 how to participate in public service activities
- 1.3 community health careers
- 1.4 how to advocate for health services in the community
- 1.5 threats to community health, e.g., tobacco advertising, availability of alcohol and other drugs, unsafe bicycle paths



Student work must:

- identify or cite specific sources
- provide reason for needing to access information
- evaluate validity of source
- provide rationale for appropriateness of source
- demonstrate ability to access appropriate community resources to meet specific needs

1. Community Health Services, continued

- 1.6 disaster preparedness plans
- 1.7 the effects of changing demographics on community services

AV



Advocacy

Student work must:


- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

2. Environmental Health and Resource Conservation

Students need to know:

- 2.1 how to identify occupational health hazards
- 2.2 community health problems related to the environment
- 2.3 that individual behavior affects the environment and the community, e.g., recycling
- 2.4 the interrelationship of the health of a community and the global environment
- 2.5 global influences on health
- 2.6 effects of the environment on the food chain
- 2.7 ways to accept social responsibility for the use of natural resources

AV



Advocacy

Student work must:

- show evidence of a clear health-enhancing stand
- be directed to others
- persuade others to make healthful choices
- demonstrate passion/conviction

GS



Goal Setting

Student work must:

- include a clear goal statement
- identify a realistic goal
- present a plan for reaching the goal
- identify a reward for reaching the goal

SM



Self Management

Student work must:

- identify specific hygiene techniques
- demonstrate personal responsibility to make health-enhancing choices