IDAHO CONTENT STANDARDS

HEALTH EDUCATION

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IDAHO CONTENT STANDARDS
HEALTH EDUCATION

Kindergarten to Grade 2

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for K-Grade 2 are defined below:

Alcohol, Tobacco, & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Instruction includes the effects, influences, and prevention of the use of alcohol, tobacco products, and other types of drugs on the body and mind.

Nutrition & Physical Activity

To be ready to learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social wellness, students will acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of children. Instruction includes prevention through safe living skills and choices, violence prevention, and emergency response and preparedness. Understanding the consequences of one's decisions will help prevent injuries.

Mental, Emotional, & Social Health

Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses of self and others.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the likelihood of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors and identifying methods of contraction and transmission.

Consumer & Community Health

Children need to understand the different types of health care professionals and the benefit of health care services. Instruction includes how to identify trusted adults and professionals and how to access reliable product information.

Growth, Development, & Family Life

A healthy family is vital to the well-being and successful development of children and youth. Instruction includes the stages of life and changes in relationships with

others that accompany social development. Information should be factual, medically accurate, and objective.

Environmental Health

Students need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.1.1.1	Identify that healthy behaviors affect personal health.
K-2.H.1.1.2	Recognize that there are multiple dimensions of health (e.g., emotional, mental, physical, and social).
K-2.H.1.1.3	Describe ways to prevent communicable diseases.
K-2.H.1.1.4	List ways to prevent common childhood injuries.
K-2.H.1.1.5	Describe why it is important to seek health care.
K-2.H.1.1.6	Describe the impact of health behaviors on body systems.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.2.1.1	Identify how the family influences personal health practices and behaviors.
K-2.H.2.1.2	Identify what the school can do to support personal health practices and behaviors.
K-2.H.2.1.3	Describe how the media can influence health behaviors.

Standard 3: Accessing Information

Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health.

K-2nd Grade Objectives

Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.3.1.1	Identify trusted adults and professionals who can help promote health.
K-2.H.3.1.2	Identify ways to locate school and community health helpers.

Standard 4: Interpersonal Communication
Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

K-2nd Grade Objectives
Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.4.1.1	Demonstrate healthy ways to express needs, wants, and feelings.
K-2.H.4.1.2	Demonstrate listening skills to enhance health.
K-2.H.4.1.3	Demonstrate ways to respond to an unwanted, threatening, or dangerous situation.
K-2.H.4.1.4	Demonstrate ways to tell a trusted adult if threatened or harmed.

Standard 5: Decision Making
Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

K-2nd Grade Objectives
Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.5.1.1	Identify situations when a health-related decision is needed.
K-2.H.5.1.2	Differentiate between situations when a health-related decision can be made individually or when assistance is needed.

Standard 6: Goal Setting
Goal 1.1: Students will demonstrate the ability to use goal-setting skills to enhance health.

K-2nd Grade Objectives
Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.6.1.1	Identify a short-term personal health goal and take action towards achieving the goal.
K-2.H.6.1.2	Identify who can help when assistance is needed to achieve a personal health goal.

Standard 7: Practice Healthy Behavior
Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

K-2nd Grade Objectives
Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.7.1.1	Demonstrate healthy practices and behaviors to maintain or improve personal health (e.g., reducing spread of germs, encouraging healthy food behavior and physical activity).
K-2.H.7.1.2	Demonstrate behaviors that avoid or reduce health risks.

Standard 8: Advocacy
Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.

K-2nd Grade Objectives
Objective(s): By the end of Second Grade, the student will be able to:

K-2.H.8.1.1	Make requests to promote personal health.
K-2.H.8.1.2	Encourage peers and family to make positive health choices.

IDAHO CONTENT STANDARDS
HEALTH EDUCATION

Grades 3-5

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 3-5 are defined below:

Alcohol, Tobacco, & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Instruction includes the effects, influences, environmental exposure, prevention and treatment of the use of alcohol, tobacco products, and other types of drugs on the body and mind.

Nutrition & Physical Activity

To learn and to achieve their fullest potential, children need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social wellness, students will acquire the knowledge and skills to make healthy food choices and engage in lifelong physical activity.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of youth. Instruction includes prevention through safe living skills and choices, violence prevention, and emergency response and preparedness. Understanding of the consequences of one's decisions will help prevent many injuries.

Mental, Emotional, & Social Health

Mental, emotional and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses to self and others.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the likelihood of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors and identifying methods of contraction and transmission to include universal precautions. Information should be factual, medically accurate, and objective.

Consumer & Community Health

Youth need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Community health includes providing valid and appropriate health information, education, services, and products.

Growth, Development, & Family Life

A healthy family is vital to the well-being and successful development of children and youth. Instruction includes the stages of life, changes that occur during puberty, and changes in relationships with others that accompany social development healthy relationships, and information regarding growth and development. Information should be factual, medically accurate, and objective.

Environmental Health

Students need to be aware of the impact of environmental issues, hazards on personal health, and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health and practices that will reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

3-5.H.1.1.1	Describe the relationship between healthy behaviors and personal health.
3-5.H.1.1.2	Identify examples of emotional, intellectual, physical, and social health.
3-5.H.1.1.3	Describe ways in which a safe and healthy school and community environment can promote personal health.
3-5.H.1.1.4	Describe ways to prevent common childhood injuries and health problems (e.g., second hand smoke/vapors from vaping).
3-5.H.1.1.5	Describe when it is important to seek health care.
3-5.H.1.1.6	Describe the impact of health behaviors on body systems.

Standard 2: Analyzing Influences

Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 3-5 Objectives

Objective(s): By the end of Fifth Grade, the student will be able to:

3-5.H.2.1.1	Describe how the family influences personal health practices and behaviors.
3-5.H.2.1.2	Identify the influences of culture on health practices and behaviors.
3-5.H.2.1.3	Identify how peers can influence healthy and unhealthy behaviors.
3-5.H.2.1.4	Describe how the school and community can support personal health practices and behaviors.

3-5.H.2.1.5	Explain how media influences thoughts, feelings, and health behaviors.
3-5.H.2.1.6	Describe ways that technology can influence personal health.

Standard 3: Accessing Information
Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Grade 3-5 Grade Objectives
Objective(s): By the end of Fifth Grade, the student will be able to:

3-5.H.3.1.1	Identify characteristics of valid health information, products, and services.
3-5.H.3.1.2	Locate resources from home, school, and community that provide valid health information.

Standard 4: Interpersonal Communication
Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 3-5 Objectives
Objective(s): By the end of Fifth Grade, the student will be able to:

3-5.H.4.1.1	Demonstrate effective verbal and nonverbal communication skills to enhance health.
3-5.H.4.1.2	Demonstrate refusal skills that avoid or reduce health risks.
3-5.H.4.1.3	Demonstrate nonviolent strategies to manage or resolve conflict.
3-5.H.4.1.4	Demonstrate how to ask for assistance to enhance personal health.

Standard 5: Decision Making
Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 3-5 Objectives
Objective(s): By the end of Fifth Grade, the student will be able to:

3-5.H.5.1.1	Identify health-related situations that might require a thoughtful decision.
3-5.H.5.1.2	Analyze when assistance is needed when making a health-related decision.
3-5.H.5.1.3	List healthy options to health related issues or problems.
3-5.H.5.1.4	Predict the potential outcomes of each option when making a health-related decision.
3-5.H.5.1.5	Choose a healthy option when making a decision.
3-5.H.5.1.6	Describe the outcomes of a health related decision.

Standard 6: Goal Setting
Goal 1.1: Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 3-5 Objectives
Objective(s): By the end of Fifth Grade, the student will be able to:

3-5.H.6.1.1	Set a personal health goal and track progress toward its achievement; evaluate results of decision.
3-5.H.6.1.2	Identify resources to assist in achieving a personal health goal.

Standard 7: Practice Healthy Behavior
Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 3-5 Objectives
Objective(s): By the end of Fifth Grade, the student will be able to:

3-5.H.7.1.1	Identify responsible personal health behaviors.
3-5.H.7.1.2	Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.
3-5.H.7.1.3	Demonstrate a variety of behaviors that avoid or reduce health risks.

Standard 8: Advocacy
Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 3-5 Objectives
Objective(s): By the end of Fifth Grade, the student will be able to:

3-5.H.8.1.1	Express opinions and give accurate information about health issues.
3-5.H.8.1.2	Encourage others to make positive health choices.

IDAHO CONTENT STANDARDS
HEALTH EDUCATION

Grades 6-8

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 6-8 are defined below:

Alcohol, Tobacco, & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Instruction includes the effects, influences, environmental exposure, prevention, and treatment of the use of alcohol, tobacco products, and other types of drugs on the body and mind.

Nutrition & Physical Activity

To be ready to learn and achieve their fullest potential, adolescents need to be well nourished and physically active. In order to enhance physical, mental, emotional, and social wellness, students will acquire the knowledge and skills to make healthy food choices and to engage in lifelong physical activity. The benefits include enhanced energy level, academic performance, self-image, and ability to prevent disease.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of adolescents and adults. Instruction includes prevention through safe living skills and choices, violence prevention, and emergency response and preparedness. Understanding of the consequences of one's decisions will help to prevent many injuries. Adolescents need to be aware they are responsible for their own safety and the safety of others.

Mental, Emotional, & Social Health

Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions, and socially appropriate responses of self and others. Knowledge and skills include emotional intelligence, stress management, mental illness, suicide prevention, healthy relationships, acceptance of self and others, communication skills, and conflict resolution.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the risk of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases can include recognizing risk factors, identifying methods of contraction and transmission, and using universal precautions. Information and discussion of sexually transmitted diseases and HIV are important components of this content area. Information should be factual, medically accurate, and objective.

Consumer & Community Health

Adolescents need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Community health may include recognizing and accessing valid and appropriate health information, education, services, and products.

Growth, Development, & Family Life

A healthy family is vital to the well-being and successful development of adolescents. Instruction includes the stages of life, changes that occur during puberty, changes in relationships with others that accompany social development, acceptance of self and others, healthy relationships and sexuality, consequences of sexual activity, encouragement of abstinence from sexual activity, sexually transmitted diseases, and methods of disease and pregnancy prevention. Information should be factual, medically accurate, and objective.

Environmental Health

Students need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health and practices that reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.

Grade 6-8 Objectives

Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.1.1.1	Analyze the relationship between behaviors, body systems, and wellness.
6-8.H.1.1.2	Describe the interrelationships of mental, emotional, physical, and social health in adolescence.
6-8.H.1.1.3	Analyze how the environment, environmental exposure (e.g., second hand smoke/vapors) and personal health are related.
6-8.H.1.1.4	Describe how family history can affect personal health.
6-8.H.1.1.5	Describe ways to reduce or prevent injuries and adolescent health problems.
6-8.H.1.1.6	Explain how appropriate health care can promote wellness.
6-8.H.1.1.7	Describe the benefits of and barriers to practicing healthy behaviors.
6-8.H.1.1.8	Examine the consequences and the likelihood of injury or illness if engaging in unhealthy behaviors.

Standard 2: Analyzing Influences
Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 6-8 Objectives
Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.2.1.1	Examine how family, culture, peers, school, and community influence healthy and unhealthy behaviors (e.g., social norms).
6-8.H.2.1.2	Analyze the influence of media and technology on personal and family health (e.g., social media and internet safety and responsibility).
6-8.H.2.1.3	Explain the influence of personal values and beliefs on individual health practices and behaviors.
6-8.H.2.1.4	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in).
6-8.H.2.1.5	Explain how school and public health policies can influence health promotion and disease prevention.

Standard 3: Accessing Information
Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Grade 6-8 Objectives
Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.3.1.1	Analyze the validity of healthy information, products, and services.
6-8.H.3.1.2	Access valid health information from home, school, and community.
6-8.H.3.1.3	Locate reliable and valid health products and services and determine accessibility.
6-8.H.3.1.4	Describe situations that may require professional health services.

Standard 4: Interpersonal Communication
Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 6-8 Objectives
Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.4.1.1	Apply effective verbal and nonverbal communication skills to enhance health.
6-8.H.4.1.2	Demonstrate refusal and negotiation skills that avoid or reduce health risks.
6-8.H.4.1.3	Demonstrate effective conflict management or resolution strategies.

6-8.H.4.1.4 Demonstrate how to request and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence and bullying).

Standard 5: Decision Making
Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 6-8 Objectives
Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.5.1.1 Identify circumstances that can help or hinder healthy decision-making.
6-8.H.5.1.2 Determine when health-related situations require the application of a thoughtful decision-making process (e.g., alcohol, tobacco and other drug use and consequences of a criminal record, recreational safety, texting, social media and general online presence, physical activity, nutritional choices).
6-8.H.5.1.3 Distinguish when individual or collaborate decision-making is appropriate.
6-8.H.5.1.4 Distinguish between healthy and unhealthy alternatives to health-related issues or problems.
6-8.H.5.1.5 Predict the potential short-term and long-term impact of each alternative on self, others, and the environment.
6-8.H.5.1.6 Choose healthy alternatives over unhealthy alternatives when making a decision.
6-8.H.5.1.7 Analyze the outcomes of a health-related decision.

Standard 6: Goal Setting
Goal 1.1: Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 6-8 Objectives
Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.6.1.1 Assess personal health practices.
6-8.H.6.1.2 Develop a goal to adopt, maintain, or improve a personal health practice.
6-8.H.6.1.3 Apply effective strategies and skills needed to attain a personal health goal (e.g., S.M.A.R.T. goal setting strategy).

Standard 7: Practice Healthy Behavior
Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 6-8 Objectives
Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.7.1.1	Explain the importance of assuming responsibility for personal health behaviors.
6-8.H.7.1.2	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
6-8.H.7.1.3	Demonstrate behaviors that avoid or reduce health risks to self and others.
6-8 H.7.1.4.	Explain the importance of personal hygiene, self-care, food behavior, and physical activity.

Standard 8: Advocacy
Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 6-8 Objectives
Objective(s): By the end of Eighth Grade, the student will be able to:

6-8.H.8.1.1	State a health-enhancing position on a topic and support it with accurate information.
6-8.H.8.1.2	Demonstrate how to influence and support others to make positive health choices.
6-8.H.8.1.3	Work cooperatively to advocate for the health of individuals, families, schools, and the community.
6-8.H.8.1.4	Identify ways in which health messages and communication techniques can be altered for different audiences.

IDAHO CONTENT STANDARDS
HEALTH EDUCATION

Grades 9-12

Standard 1: Comprehend Core Concepts

Core Concepts of Health Education for Grades 9-12 are defined below:

Alcohol, Tobacco, & Other Drugs

The use of alcohol, tobacco, and other drugs has major implications in the lifelong health of individuals. Instruction includes the effects, influences, environmental exposure, prevention and treatment of the use of alcohol, tobacco products, and other drugs on the body and mind.

Nutrition & Physical Activity

To be ready to learn and achieve to their fullest potential adolescents need to acquire knowledge and skills to be well nourished and physically active. The benefits include enhanced energy level, academic performance, self-image, and the ability to prevent disease.

Injury Prevention & Safety

Unintentional and intentional injuries rank among the greatest threats to the health of adolescence and adults. Instruction includes safe living skills and choices, violence prevention, and emergency response and preparedness. Young adults need to be aware they are responsible for their own safety and the safety of others.

Mental, Emotional, & Social Health

Mental, emotional, and social health are foundations for building wellness. Instruction includes a positive sense of self-image and self-esteem, recognizing emotions and socially appropriate responses of self and others. Knowledge and skills include emotional intelligence, stress management, recognizing mental illness, suicide prevention, healthy relationships, communication skills, and conflict resolution.

Prevention & Control of Disease

Individuals have a considerable measure of control over their own health and the chance of contracting most illnesses. Health-related choices and decisions regarding prevention of communicable and non-communicable diseases include recognizing risk factors, identifying methods of contraction and transmission, and using universal precautions. Information and discussion of sexually transmitted diseases and HIV are important components of this content area. Information should be factual, medically accurate, and objective.

Consumer & Community Health

Adolescents need to understand how health care services are provided as well as how individuals can take an active role in determining the use of health related services and products. Consumer and community health include recognizing and accessing valid and appropriate health information, services, and products. Instruction includes knowledge about health insurance, health related research, advertising, and fraudulent claims.

Growth, Development, & Family Life

A healthy family is vital to the well-being and successful development of adolescents. Instruction includes the stages of life, changes in relationships with others that accompany social development, the acceptance of self and others, healthy relationships and sexuality, consequences of sexual activity (e.g., personal, legal and economic responsibilities of parenthood), encouragement of abstinence from sexual activity, sexually transmitted diseases (e.g., transmission and prevention), and pregnancy prevention. Information should be factual, medically accurate, and objective.

Environmental Health

Students need to be aware of the impact of environmental issues and hazards on personal health and the impact humans have on the environment. Instruction includes precautions and behaviors to safeguard personal health, and practices that reverse or slow down environmental pollution and related problems.

Goal 1.1: Students will comprehend core concepts related to health promotion and disease prevention to enhance health including: Alcohol, Tobacco and Other Drugs; Nutrition and Physical Activity, Injury Prevention and Safety; Mental, Emotional, and Social Health; Prevention and Control of Disease; Consumer and Community Health; Growth, Development, and Family Life; and Environmental Health.

Grade 9-12 Objectives

Objective(s): By the end of Twelfth Grade, the student will be able to:

9-12.H.1.1.1	Predict how behaviors can affect wellness.
9-12.H.1.1.2	Describe the interrelationships of emotional, mental, physical, and social health.
9-12.H.1.1.3	Analyze how environment and wellness are interrelated (e.g., second hand smoke/vapors from vaping).
9-12.H.1.1.4	Analyze how genetics and family history can affect personal health.
9-12.H.1.1.5	Propose ways to reduce health problems.
9-12.H.1.1.6	Analyze the relationship between access to health care and health status.
9-12.H.1.1.7	Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.

9-12.H.1.1.8 Analyze the potential severity of health problems that result from engaging in unhealthy behaviors.

Standard 2: Analyzing Influences
Goal 1.1: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.

Grade 9-12 Objectives
Objective(s): By the end of Twelfth Grade, the student will be able to:

9-12.H.2.1.1 Analyze how the family and culture influence health beliefs and behaviors.
9-12.H.2.1.2 Analyze how peers influence health beliefs and behaviors (e.g., social norms).
9-12.H.2.1.3 Evaluate how the school and community can affect personal health practice and behaviors.
9-12.H.2.1.4 Analyze how the media and technology influence health beliefs and behaviors (e.g., social media, internet safety, and responsibility).
9-12.H.2.1.5 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors (e.g., using drugs to fit in).
9-12.H.2.1.6 Analyze how public health policies and government regulations can influence health promotion and disease prevention.

Standard 3: Accessing Information
Goal 1.1: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Grade 9-12 Objectives
Objective(s): By the end of Twelfth Grade, the student will be able to:

9-12.H.3.1.1 Evaluate the validity of health information, products, and services.
9-12.H.3.1.2 Determine the accessibility of health information, products, and services.
9-12.H.3.1.3 Access valid and reliable health information, products, and services.
9-12.H.3.1.4 Use resources from home, school, and community that provide valid health information.
9-12.H.3.1.5 Determine when professional health services may be required.

Standard 4: Interpersonal Communication
Goal 1.1: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Grade 9-12 Objectives
Objective(s): By the end of Twelfth Grade, the student will be able to:

9-12.H.4.1.1	Use skills for communicating effectively with family, peers, and others to enhance health.
9-12.H.4.1.2	Demonstrate refusal, conflict resolution, and collaboration skills to enhance health and avoid or reduce health risks.
9-12.H.4.1.3	Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.
9-12.H.4.1.4	Demonstrate how to ask for and offer assistance to enhance the health of self and others (e.g., suicide prevention, relationship violence, and bullying).

Standard 5: Decision Making
Goal 1.1: Students will demonstrate the ability to use decision-making skills to enhance health.

Grade 9-12 Objectives
Objective(s): By the end of Twelfth Grade, the student will be able to:

9-12.H.5.1.1	Examine barriers that can hinder healthy decision-making.
9-12.H.5.1.2	Determine the value of applying a thoughtful decision-making process in health-related situations (e.g., alcohol, tobacco and other drug use and consequences of a criminal record, recreational safety, safe driving behaviors, testing, social media and general online presence, food behavior, and physical activity).
9-12.H.5.1.3	Justify when individual or collaborative decision-making is appropriate.
9-12.H.5.1.4	Generate alternatives to health-related issues or problems.
9-12.H.5.1.5	Predict the potential short-term and long-term impact of each alternative on self, others, and the environment.
9-12.H.5.1.6	Defend the healthy choice when making decisions.
9-12.H.5.1.7	Evaluate the effectiveness of health-related decisions.

Standard 6: Goal Setting
Goal 1.1 Students will demonstrate the ability to use goal-setting skills to enhance health.

Grades 9-12 Objectives
Objective(s): By the end of Twelfth Grade, the student will be able to:

9-12.H.6.1.1	Assess personal health practices and overall health status.
9-12.H.6.1.2	Develop a plan to attain a personal health goal that address strengths, needs, and risks.
9-12.H.6.1.3	Implement effective strategies and monitor progress in achieving a personal health goal (e.g., S.M.A.R.T. goal setting strategy).
9-12.H.6.1.4	Formulate an effective long-term personal health plan.

Standard 7: Practice Healthy Behavior
Goal 1.1: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Grades 9-12 Objectives
Objective(s): By the end of Twelfth Grade, the student will be able to:

9-12.H.7.1.1	Analyze the role of individual responsibility in enhancing health.
9-12.H.7.1.2	Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
9-12.H.7.1.3	Explain the importance of personal hygiene, self-care (e.g., self-exams), food behavior, and physical activity.
9-12.H.7.1.4	Demonstrate a variety of healthy practices and behaviors that avoid or reduce health risks to self and others.
9-12.H.7.1.5	Instruction provided on hands-only CPR training including proper utilization of an AED.

Standard 8: Advocacy
Goal 1.1: Students will demonstrate the ability to advocate for personal, family, and community health.

Grades 9-12 Objectives
Objective(s): By the end of Twelfth Grade, the student will be able to:

9-12.H.8.1.1	Use accurate information to formulate a health-enhancing message.
9-12.H.8.1.2	Demonstrate how to influence and support others to make positive health choices.
9-12.H.8.1.3	Work cooperatively as an advocate for improving personal, family, and community health.
9-12.H.8.1.4	Adapt health messages and communication techniques to target a specific audience.