

Health 1 Course Indicators/Objectives

Unit - Social & Emotional Health

Skill Indicators/Objectives

- Analyze the influence of family, peers, school/community, culture, media, perceptions of norms, and personal values/beliefs on health behaviors.
- Determine when professional health services may be required.
- Access valid and reliable health products and services.
- Demonstrate strategies to prevent, manage or resolve interpersonal conflicts without harming self or others.
- Analyze positive and negative effects of social media.
- Assess personal health practices and overall health status.
- Analyze the role of individual responsibility for enhancing health.
- Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.

Content Indicators/Objectives

- Analyze how mental and emotional health can affect health-related behaviors.
- Analyze the interrelationship of physical, mental, emotional, social, environmental, and spiritual health.
- Analyze strategies for managing and reducing interpersonal conflicts.
- Analyze characteristics of a mentally and emotionally healthy person.
- Demonstrate respect to others who have different views and beliefs.
- Identify how reflecting on personal interests, qualities, strengths, and beliefs can increase self-awareness, satisfaction, and empathy.
- Identify strategies which lead to personal growth and persistence through challenges.
- Analyze personal stressors at home, in school, and with friends.
- Explain the body's physical and psychological responses to stress and anxiety.
- Determine effective strategies for dealing with stress, anxiety, and anger.
- Analyze impulsive behaviors and strategies for managing them.
- Analyze the causes, symptoms, and effects of depression.
- Determine when to seek help for mental and emotional health challenges.
- Summarize the signs and symptoms of people who are in danger of hurting themselves or others and demonstrate how to tell a trusted adult.
- Defend the importance of telling an adult if there are people who are in danger of hurting themselves or others.
- Analyze positive and negative effects of social media.
- Summarize the importance of a positive body image and its implications on mental wellness.
- Summarize the negative impact of stigma on health seeking behaviors.
- Identify the effects of addiction on self and others.
- Identify sources of support for people who suffer from addiction.
- Identify community services for addiction treatment.
- Recognize that there are many things to which people can form an addiction (gambling, exercise, etc.)
- Analyze the causes, symptoms, and effects of self harm.
- Determine when to seek help for mental and emotional health challenges.
- Summarize the benefits of seeking trusted adult or professional guidance related to your dimensions of wellness.

Unit - Personal Health & Disease Prevention

Skill Indicators/Objectives

- Analyze the influence of family, peers, school/community, culture, media, perceptions of norms, and personal values/beliefs on health behaviors.
- Analyze how public health policies and government regulations can influence health promotion and disease prevention.
- Evaluate the validity of health information, products, and services.
- Use resources from home, school, and community that provide valid health information.
- Determine when professional health services may be required.
- Access valid and reliable health products and services.
- Use interpersonal communication skills to enhance health and avoid or reduce health risk.
- Assess personal health practices and overall health status.

- Develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- Formulate an effective long-term personal health plan.
- Practice health-enhancing behaviors and avoid or reduce health risks.
- Analyze the role of individual responsibility for enhancing health.
- Demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.
- Demonstrate a variety of behaviors that avoid or reduce health risks to self and others.
- Use accurate peer and social norms to formulate a health enhancing message.
- Demonstrate how to influence and support others to make positive health choices.

Content Indicators/Objectives

- Analyze the personal physical, emotional, mental, social, educational and vocational benefits of rest and sleep
- Describe the relationship between health habits and disease.
- Summarize personal strategies for reducing diseases that affect the health of adolescents
- Summarize how infectious diseases including HIV, STIs, foodborne illnesses, and common illnesses are transmitted and prevented.
- Explain the importance of STI and HIV testing and counseling if sexually active.
- Summarize common symptoms, or lack thereof, and treatments for STIs including HIV.
- Summarize the symptoms and prevention of skin cancer.
- Distinguish between foods and beverages that provide key nutrients vs. those that contain few essential nutrients.
- Describe the benefits of limiting the consumption of sugar sweetened beverages.
- Explain how to incorporate eating a variety of nutrient dense foods to meet daily nutrient requirements.
- Describe the relationship between personal eating behaviors and overall personal health.
- Summarize how to make healthy food selections when dining out.
- Analyze various eating patterns and their impact on personal health.
- Examine the harmful effects of using drastic weight loss measures.
- Demonstrate the ability to read and compare nutrition facts labels.
- Investigate how food access impacts food choices and health outcomes
- Explain the steps to using dental dams correctly.

Unit - Safety & Violence Prevention

Skill Indicators/Objectives

- Analyze the influence of family, peers, school/community, culture, media, perceptions of norms, and personal values/beliefs on health behaviors.
- Analyze how the culture supports and challenges health beliefs, practices & behaviors
- Analyze how peers influence healthy and unhealthy behaviors
- Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors
- Analyze how public health policies and school/community/government regulations can influence health promotion and violence prevention
- Evaluate the validity of health information, products and services
- Use resources from home, school, and community that provide valid health information
- Determine when professional health services may be required
- Access valid and reliable health products and services
- Use skills for communicating effectively with family, peers, and others to enhance health
- Demonstrate refusal, negotiation, and conflict resolution skills to enhance health and avoid or reduce health risks
- Demonstrate how to ask for and offer assistance to enhance the health of self and others
- Apply a decision-making process to situations related to safety and violence prevention
- Examine barriers that can hinder healthy decision making
- Generate alternatives to health related issues or problems
- Predict the potential short term and long term impact of each alternative on self and others
- Evaluate the healthy choice when making decisions
- Analyze the role of individual responsibility
- Demonstrate a variety of behavior that maintain health or avoid health risks
- Advocate for an issue related to safety and violence prevention
- Demonstrate how to influence & support others to make positive health choices

Content Indicators/Objectives

- Explain accepted procedures for basic first aid and emergency care
- Practice hands-only cardiopulmonary resuscitation and the use of automated external defibrillators
- Define and identify affirmative consent, sexual coercion and situations when an individual can and cannot give consent

- Compare and contrast characteristics of healthy and unhealthy relationships
- Distinguish between healthy and unhealthy verbal and/or non-verbal interactions
- Assess ways to deter bullying and sexual harassment
- Identify multiple ways to report bullying, sexual harassment, and other violent behaviors
- Describe strategies to use social media and technology safely and respectfully
- Describe examples of harassment and other intimidating behaviors in media
- Differentiate between healthy and unhealthy use of technology including social media, messaging and telephone/cell phones as it relates to harassment and intimidating behaviors
- Practice effective communication to request that bullying and sexual harassment stop
- Examine the influence of peer groups as they relate to harassing and intimidating behaviors
- Analyze how physical, social, cultural, and emotional environments may contribute to sexual violence
- Demonstrate ways in which a positive bystander could respond to a situation when they or someone else is being sexually mistreated, groomed, harassed, abused, assaulted, and/or exploited
- Explain why a person who has been sexually mistreated, groomed, harassed, abused, assaulted, or exploited is not at fault

Unit - Substance Abuse Prevention

Skill Indicators/Objectives

- Analyze the influence of family, peers, peer norms, culture, media, technology, and other factors on the use of alcohol, opioids, nicotine products, marijuana, and other drugs
- Analyze situations that could lead to and influences on the use of alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other drugs/substance trends
- Explain how peer norms and perceived peer norms can influence substance use
- Analyze the influence of personal values and beliefs on individual health practices and behaviors
- Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors
- Analyze the relationship between using tobacco, alcohol and other drugs and other health risks such as unintentional injuries, violence, suicide, sexual activity, tobacco use
- Summarize family, school, and community rules and laws about substance use and how they influence health promotion and disease prevention
- Evaluate the validity of health information, products and services
- Use resources from home, school, and community that provide valid health information
- Access valid health information from home, school, and community
- Determine when professional health services may be required
- Demonstrate refusal skills to enhance health and avoid or reduce health risks
- Apply a decision-making process to situations related to tobacco, alcohol and other drugs
- Examine barriers that can hinder healthy decision making
- Generate alternatives to health related issues or problems
- Predict the potential short term and long term impact of each alternative on self and others
- Defend the healthy choice when making decisions
- Evaluate the healthy choice when making decisions
- Analyze the role of individual responsibility in choosing to be drug free
- Demonstrate a variety of behavior that maintain health or avoid health risks
- Advocate for an issue related to alcohol, tobacco, and other drugs
- Demonstrate how to influence & support others to make positive health choices

Content Indicators/Objectives

- Differentiate between proper use, misuse, and abuse of over-the-counter and prescription medicines
- Examine perceived norms around tobacco, alcohol and marijuana use
- Explain that most teens do not use tobacco, alcohol, or other drugs

- Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, nicotine products, marijuana products, performance enhancing substances, opioids including the lethal effects of fentanyl, and other drugs/substance trends
- Describe the effects of using alcohol, opioids, nicotine products, marijuana products, and other drugs/substance trends on school performance, job performance, job absenteeism, and job loss
- Recognize the dangers of riding with a driver who has been using alcohol, opioids, nicotine products, marijuana products, performance-enhancing substances, and other drugs/substance trends
- Describe the dangers of using drugs/substances in combination
- Summarize why substance use is an unhealthy way to manage weight or stress
- Identify community resources for substance use/abuse and how to help a person who is addicted

Unit - Sexual Health

Skill Indicators/Objectives

- Analyze the influence of family, peers, school/community, culture, media, perceptions of norms, and personal values/beliefs on sexual behaviors.
- Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors
- Use resources from home, school, and community that provide valid health information
- Determine the accessibility of products and services that enhance health
- Determine when professional health services may be required
- Apply effective verbal and nonverbal communication skills to enhance health
- Demonstrate refusal and negotiation skills that avoid or reduce health risks
- Examine barriers that can hinder healthy decision making
- Determine the value of applying a thoughtful decision making process in sexual situations
- Justify when individual or collaborative decision making is appropriate
- Generate alternatives to sexual situations.
- Predict the potential short term and long term impact of each alternative on self and others
- Utilize a decision-making process for situations involving sexual behavior
- Analyze the role of individual responsibility for enhancing health
- Demonstrate behaviors that avoid or reduce health risks to self and others
- Use accurate peer and social norms to formulate a health-enhancing message
- Demonstrate how to influence and support others to make positive health choices

Content Indicators/Objectives

- Summarize the importance of talking with parents and other trusted adults about issues related to relationships, growth and development, sexual decision making, and sexual health
- Justify the benefits of respecting individual differences in aspects of sexuality, growth and development, and physical appearance
- Describe what constitutes sexual content, its importance, and legal consequences of sexual behavior without consent
- Identify factors that can influence the ability to give and receive sexual consent
- Differentiate between sex assigned at birth, gender identity, and gender expression
- Define sexual identity and explain a range of identities related to sexual orientation
- Identify how school and community programs and policies can promote dignity and respect for people of all sexual orientations and gender identities and expressions
- Summarize human reproductive systems including medically accurate names for internal and external genitalia and their functions
- Summarize the relationships between the menstrual cycle and conception
- Identify factors that impact the risk of unintended pregnancy and potential transmission of STIs, including HIV, from a variety of sexual behaviors, including vaginal, oral, and anal sex
- Explain the steps to using barrier methods correctly (e.g. external and internal condoms)
- Compare and contrast types of contraceptive and disease prevention methods

- Evaluate community services and resources related to sexual and reproductive health
- Identify the laws related to reproductive and sexual health care services (e.g. contraception, pregnancy options, safe surrendered policies, prenatal care)
- Explain the importance of getting appropriate health care for sexual health issues
- Describe consequences of becoming sexually active
- Describe the responsibilities that come with being sexually active
- Determine the benefits of being sexually abstinent
- Analyze the effectiveness of communicating and respecting clear expectations, boundaries, personal safety strategies, clear limits, and affirmative consent on sexual behaviors
- Explain the impact sexually explicit media can have on one's perceptions of, and expectations for, a healthy relationship
- Explain federal and state laws that prohibit the creation, sharing, and viewing of sexually explicit media that includes minors