

# High School

## Health Promotion and Disease Prevention

- 1 Compare and contrast components of total wellness (e.g., physical, mental, emotional, social, spiritual, occupational, intellectual). [HE.1](#)

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- 2 Differentiate between the positive and potentially negative effects of local and global environmental health problems (e.g. pollution/hazards, food production, energy, disease, public health issues). [HE.2](#)

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- 3 Analyze and interpret ways public health and social policies, along with government regulations, influence health promotion and disease prevention (e.g., local, state, federal, and world health organizations). [HE.3](#)

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- 4 Differentiate between the causes of communicable and non-communicable diseases and identify/apply skills to prevent them (e.g. STDs/STIs, HIV/AIDS, bacteria/viral infections, universal precaution). [HE.4](#)

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- 5 Analyze the impact of genetics and family history on personal health (e.g. genetic disease/disorders, body composition, mental/emotional health). [HE.5](#)

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- 6 Explain how the environment (e.g., cultural, community, physical, social, etc.) affects and interacts with growth and development. [HE.6](#)

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- 7 Analyze how personal health behaviors/choices affect the function of body systems in preventing premature death (e.g. lifestyle choices, chronic disease). [HE.7](#)

## Culture, Media, and Technology

- 8 Evaluate how media of all forms can impact personal, family, community and national health (e.g. validation of sources, technology's impact on modern communication). [HE.8](#)

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- 9 Debate the potential influences of technology on personal, family, and community health (e.g. smartphone technology, apps, fitness trackers, personal appropriate uses of technology, responsible reporting of misuse). [HE.9](#)

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- 10 Identify factors in the community that influence health (e.g. such as schools, resources, socioeconomic factors, geography, values, culture). [HE.10](#)

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- 11 Analyze the impact peer influences have on healthy and unhealthy behaviors. [HE.11](#)

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- 12 Analyze the influence of friends, family, media, society and culture on the expression of gender, sexual orientation, and identity. [HE.12](#)

Health Information and Services	<p><b>13</b> Analyze and interpret health information/data to promote healthy decision making (e.g. quackery, food labels, websites, media). <a href="#">HE.13</a></p>
	<p><b>14</b> Use information systems to locate and utilize health care services that provide optimal health care. <a href="#">HE.14</a></p>
Communication	<p><b>15</b> Utilize effective communication skills in a variety of situations. <a href="#">HE.15</a></p>
	<p><b>16</b> Describe healthy ways to express emotions, needs, and desires in different situations (e.g. sportsmanship, relationships, death, dying and grief). <a href="#">HE.16</a></p>
	<p><b>17</b> Demonstrate a variety of communication skills (e.g. verbal, non-verbal, listening, writing, technology, workplace). <a href="#">HE.17</a></p>
	<p><b>18</b> Identify potentially harmful situations and devise strategies and develop skills to avoid such situations through refusal, negotiation, and collaboration skills (e.g., violence and abuse situations, peer mediation, conflict resolution, support groups, “I” statements). <a href="#">HE.18</a></p>
Decision Making	<p><b>19</b> Apply and practice a decision-making process for various life situations (e.g., DECIDE process, SMART goals, goods and services purchases, relationships). <a href="#">HE.19</a></p>
	<p><b>20</b> Identify and discuss health concerns that require collaborative decision-making (e.g. sex, STDs/STIs, contraception). <a href="#">HE.20</a></p>
	<p><b>21</b> Analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on family, community, and self (e.g., drugs, STDs/STIs, teen pregnancy/parenting). <a href="#">HE.21</a></p>
	<p><b>22</b> Evaluate mechanisms and decision making processes to formulate alternatives to healthrelated issues or problems (e.g., refusal skills, defense/coping mechanisms). <a href="#">HE.22</a></p>
	<p><b>23</b> Evaluate the effectiveness of health-related decisions (e.g., risk behavior inventories, Youth Risk Behavior Survey- YRBS data). <a href="#">HE.23</a></p>
	<p><b>24</b> Construction of personal boundaries as related to intimacy and sexual behaviors and effective communication skills concerning boundary invasion. <a href="#">HE.24</a></p>
Goal Setting Standards	<p><b>25</b> Assess personal health practices and overall health status. <a href="#">HE.25</a></p>
	<p><b>26</b> Develop a plan to attain a personal health goal that addresses strengths, needs, and risks (e.g., SMART Goals, F.I.T.T). <a href="#">HE.26</a></p>
	<p><b>27</b> Implement strategies and monitor progress in achieving a personal health goal. <a href="#">HE.27</a></p>

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**28** Design an effective long-term personal health plan (e.g., individualized/group projects). [HE . 28](#)

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## Health Behaviors

**29** Recognize and demonstrate the positive effects of nutrition and physical activity on health. [HE . 29](#)

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**30** List examples and explain short and long-term impacts of health decisions on the individual, family and community. [HE . 30](#)

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**31** Identify signs of stress and common stressors and develop effective stress management techniques. [HE . 31](#)

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**32** Identify causes, warning signs, and prevention strategies for depression and suicide. [HE . 32](#)

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**33** Identify causes, preventions, and treatments for injuries and list responsible actions to create a safe and healthy environment. [HE . 33](#)

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**34** Demonstrate basic first aid skills. [HE . 34](#)

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**35** Complete training on the proper administration of CPR through hands-on practice that is based on an instructional program established by the American Heart Association, Red Cross or another program that is nationally recognized and used the most current national evidence-based CPR guidelines that incorporates psychomotor skills development. [HE . 35](#)

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## Advocacy

**36** Present on the dangers of opioid use, the addictive characteristics of opioids, and explore safer alternatives to treat pain. [HE . 36](#)

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**37** Use written, audio/visual, and technology communication methods to express health messages. [HE . 37](#)

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**38** Demonstrate the ability to adapt health messages to characteristics of a particular audience (e.g. peer education, projects, role play). [HE . 38](#)

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**39** Promote the use of personal, family and community resources in health care situation. (e.g. general practitioners, medical facilities, internet). [HE . 39](#)

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**40** Identify school support staff and community health services and describe the impact this service has on individual school and community (e.g. school nurse, civic organizations, volunteering opportunities). [HE . 40](#)

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**41** Interpret the relationship between acts of responsible and productive citizenship and the health, safety, and security of a community. [HE . 41](#)

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**42** Analyze the results of national youth risk behavior surveys. [HE . 42](#)

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