

ALABAMA COURSE OF STUDY

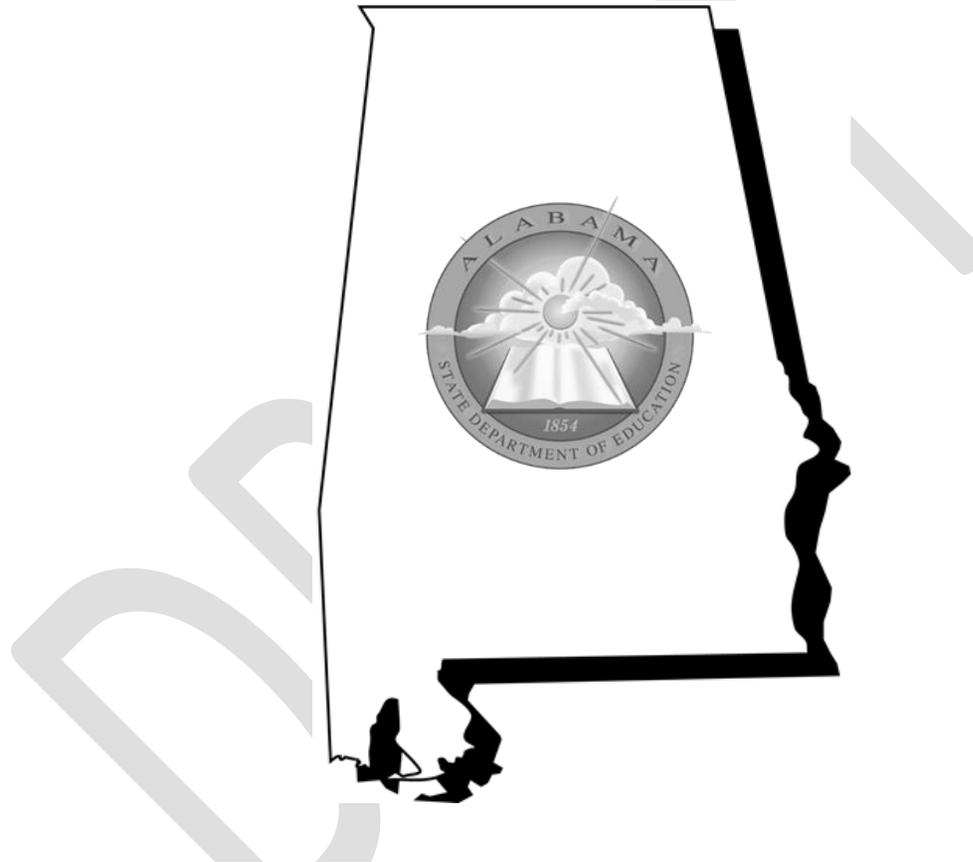
HEALTH EDUCATION



Eric G. Mackey, State Superintendent of Education
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Alabama Course of Study

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Preface

Health is a dynamic, ever-changing field, continually influenced by on-going research on the teaching of health and by emerging threats to personal and community well-being. The *2019 Alabama Course of Study: Health Education* draws on the most current knowledge to provide the framework for the health education program in Alabama's public schools. It lists the knowledge and skills that should be mastered at each grade level, with the goal of producing health-literate students who are equipped to experience a healthy lifestyle for the rest of their lives.

In the *2019 Alabama Course of Study: Health Education*, Anchor Statements (in gray headings), content standards, and sub-standards are minimum and required (*Code of Alabama*, 1975 §16-35-4). While these are fundamental and specific skills that students should master, it is not an exhaustive list. Systems should develop curriculum guides and add resources and activities, which are beyond the scope of this document, to address current needs of their own communities.

To develop the minimum required content outlined in this document, the 2018-2019 Alabama State Health Education Course of Study Committee and Task Force leaned on the *National Health Education Standards*, the *Alabama Course of Study: Health Education 2009*, the *2019 National Youth Risk Behavior Study* questionnaire and reports from the Centers for Disease Control. In addition, Committee members attended state, regional and national conferences; read articles in professional journals and other publications; reviewed courses of study from other states; listened to and read statements from interested individuals and groups throughout Alabama; contributed academic and experiential knowledge; and discussed issues among themselves and with colleagues. Finally, the committee reached consensus and developed what it believes to be the best possible health education curriculum for Alabama's K-12 students.

The Alabama State Board of Education believes that the health risk behaviors with the most damaging long-term effects on students are the use of illegal drugs, premarital sexual activity, negligent parenting, and emotional issues that may lead to the consideration of suicide. Therefore the *Code of Alabama* (1975) and Alabama State Board of Education resolutions and regulations relative to these and other destructive behaviors are included in the appendices of this document. The Alabama State Board of Education strongly encourages the embodiment of these laws and regulations in all age- and content- appropriate contexts throughout this course of study.

Alabama's Health Education Curriculum

General Introduction

The demands of the 21st century require a new approach to education to fully prepare students for college, careers, and citizenship. Research, practice, and common sense confirm that a “whole child” approach to education will develop and prepare students for the challenges and opportunities of today and tomorrow by addressing students' comprehensive needs through the shared responsibility of students, families, schools, and communities.

All educators want to improve the work they do for students, their families, and the community. Whether its instruction, school climate, leadership, family engagement, or any of the other issues schools face on a daily basis, all educators need tools to help them improve their actions and methods. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success.

Whole Child Tenets

- Each student enters school healthy and learns about and practices a healthy lifestyle.
- Each student learns in an environment that is physically and emotionally safe for students and adults.
- Each student is actively engaged in learning and is connected to the school and broader community.
- Each student has access to personalized learning and is supported by qualified, caring adults.
- Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.
- Assessment and Curriculum Development (ASCD)

The National Health Education Standards are written expectations to show what students should know and be able to do by grades 2, 5, 8, and 12 to promote personal, family, and community health. The standards provide a framework for curriculum development and selection, instruction, and student assessment in health education.

Establishing healthy behaviors during childhood is easier and more effective than trying to change unhealthy behaviors during adulthood. Schools play a critical role in promoting the health and safety of young people and helping them establish lifelong healthy behavior patterns. Research shows a link between the health outcomes of young people and their academic success. Government agencies, community organizations, schools, and other community members must work together through a collaborative and comprehensive approach to have the most positive impact on the health outcomes of young people.

Alabama's K-12 Health Education Curriculum

Conceptual Framework Narrative

The goal of Alabama's K-12 health education curriculum, represented in the banner at the top of the conceptual framework graphic on the following page, is for all students to achieve **optimal health for life**. Optimal health incorporates well-being and a high quality of life throughout a lifetime. The Whole School, Whole Community, Whole Child (WSCC) model is a collaborative approach to learning and health and is the framework from which the Alabama Course of Study was designed.

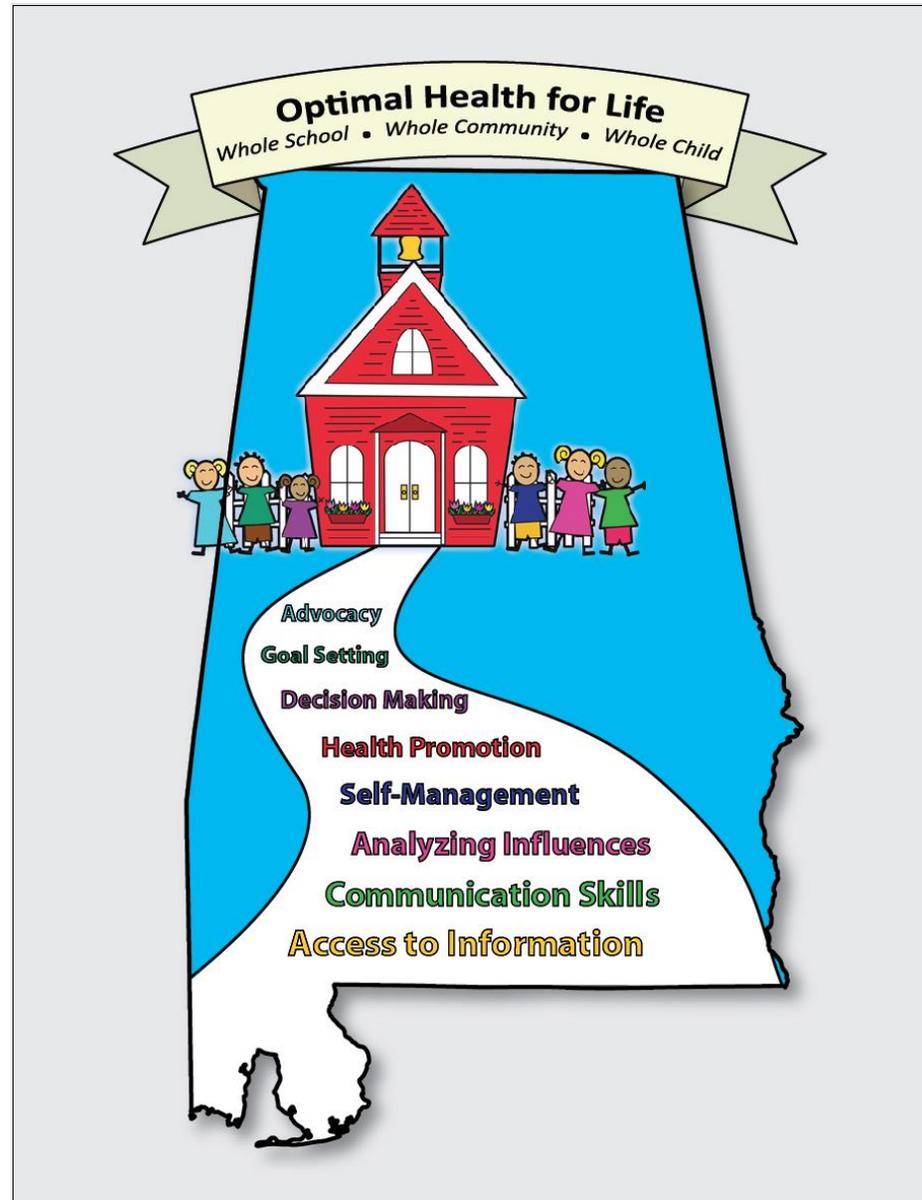
The Whole School, Whole Community, Whole Child model combines and builds on elements of the traditional coordinated school health program. The WSCC model provides a framework for integration and collaboration between education and health to improve students' cognitive, physical, social, and emotional development. The 10 components of the WSCC model are Health Education, Physical Education & Physical Activity, Nutrition Environment & Services, Health Services, Counseling, Psychological & Social Services, Social & Emotional Climate, Physical Environment, Employee Wellness, Family Engagement, and Community Involvement.

The academic content standards in this course of study are organized around eight skills-based health education anchor standards which are located along the path: **Concepts Related to Health Promotion and Disease Prevention; Influences on Health Behaviors; Access to Information, Products, and Services; Interpersonal Communication Skills; Decision-Making Skills; Goal-Setting Skills; Self-Management Practices; and Advocacy**. The standards serve as organizers of the content knowledge and skills from kindergarten through the required high school course and are aligned across the grades with increasing rigor.

The Whole School, Whole Community, Whole Child model is represented by the school, the map of the state, and the children. The school works to ensure that each student is healthy, safe, supported, engaged, challenged, and poised for success. The school, community, and family work collaboratively to support the healthy development of students.

The skills-based content, organization, and alignment of the academic content standards in the Health Education Course of Study provide all Alabama students and teachers with a clearly written, reasonable, measurable, and developmentally appropriate foundation of knowledge and skills. This course of study, when combined with effective instruction and curricula, enables students to achieve the overall goal for health education in Alabama—**optimal health for life**.

Conceptual Framework Graphic



Directions for Interpreting the Minimum Required Content

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.							
		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
OH	Disease Prevention & Health Care	K.1.5 Describe ways to prevent the spread of communicable diseases. Examples: Coughing into elbow, washing hands	1.1.5 <i>Extend previously learned health skills.</i>	2.1.5 Recognize multiple dimensions of health: physical, social, emotional, spiritual, intellectual, environmental Dimensions of Health Info	3.1.5 Identify symptoms which might need treatment from health care providers. Examples: fever, sore throat, toothache	4.1.5 <i>Extend previously learned health skills.</i>	5.1.5 Identify signs, symptoms, and risk factors for cancer, heart disease, obesity, and diabetes. Mayo Clinic Info

Anchor Standards are overarching guidelines that are based upon eight skills-based health education standards which are numbered and bolded at the top as a heading for each table.

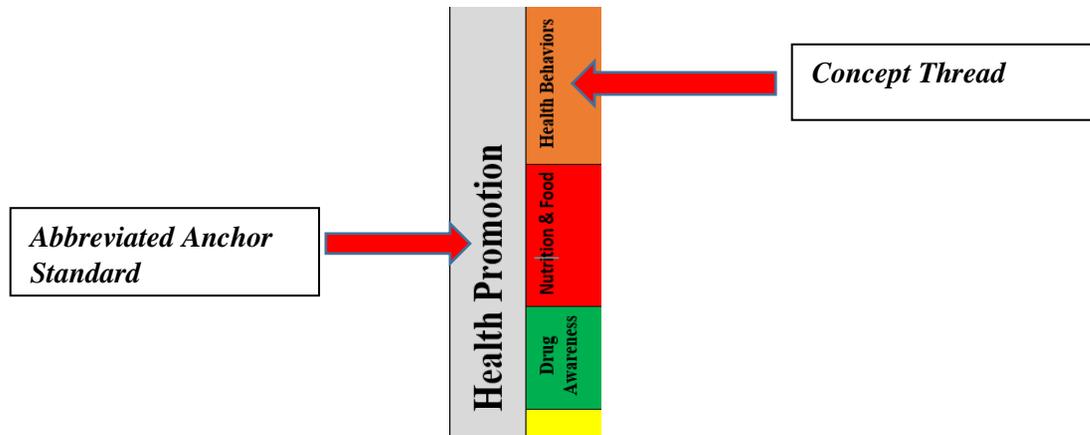
Content Standards are statements that define what students should know and be able to do at the conclusion of a course or grade.

Content Sub-Standards, indicated with *a, b, c, d*, are extensions of the content standard and are required to be taught.

Examples are provided to clarify a standard. Examples are not required to be taught.

Numbering of Content Standards – The grade level is listed first followed by the anchor standard number and content standard.

Extended Content Standard – *Extend previously learned health skills* appears in cells as a continuation of content from a previous grade.



Abbreviated Anchor Standards appear vertically in the far left column. Specific color-coded health concept threads run across the grade-span for describing detailed health concepts. These threads expand and connect specific concepts to support the anchor standard. The number of threads varies within each anchor standard.

GRADES K – 5 OVERVIEW

Students in Grades K-5 possess an inquisitive nature and interest in themselves that present both a challenge and an opportunity to connect classroom experiences to their emerging self-awareness. The 2019 *Alabama Course of Study: Health Education* provides content that allows students in Grades K-5 to follow a developmentally appropriate framework. They learn the importance of participating in healthy home, school, and community activities as they develop an awareness of the importance of making health decisions for a lifetime.

The learning environment for health education in early childhood includes using literacy, numerical, and critical-thinking skills that enable students to gather, analyze, and apply health information as their needs and priorities change throughout life. As K-2 students are provided opportunities to develop positive health practices, they become more aware of health risks for their age group and begin to comprehend some of the major influences on their health.

Instruction in Grades 3-5 emphasizes self-directed learning, decision-making skills, and strategies to help recognize and respond to potentially harmful situations in healthy ways. Students gain knowledge of the interrelationships among mental, emotional, social, and physical health as they experience adolescence. In these grades, students may feel pressure to participate in negative behaviors such as experimentation with tobacco, alcohol, and other harmful, unhealthy practices.

The Grades 3-5 standards are designed to provide students with a basic understanding of personal health habits, disease prevention, and health information products and services. This includes instruction on the influences of media and technology, family, peers, and culture. Teachers throughout the K-5 grade-span are challenged to design an instructional program that includes the use of technological advances to reinforce the promotion of health, prevention of disease, and use of positive nutritional practices for becoming healthy individuals.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Health Promotion	Health Behaviors	K.1.1 Identify behaviors that impact personal health.	1.1.1 Explain how healthy behaviors impact personal health.	2.1.1 Describe behaviors that enhance physical and mental health.	3.1.1 Describe the relationship between healthy behaviors and personal health.	4.1.1 Describe school practices that promote a safe and healthy environment.	5.1.1 Draw conclusions about the relationship between healthy behaviors and personal health.
	Nutrition & Food	K.1.2. Identify healthy food choices. Example: My Plate	1.1.2 Identify food safety precautions.	2.1.2 <i>Extend previously learned health skills.</i>	3.1.2 Illustrate the link between the six main nutrients and being healthy (protein, carbohydrates, lipids, vitamins, minerals, and water).	4.1.2 <i>Extend previously learned health skills.</i>	5.1.2 Utilize information on various food labels to determine nutritional value.
	Drug Awareness	K.1.3 Describe why avoiding tobacco is a healthy behavior	1.1.3 <i>Extend previously learned health skills.</i>	2.1.3 <i>Extend previously learned health skills.</i>	3.1.3 Examine the harmful effects of tobacco, drugs, and alcohol on the body.	4.1.3 <i>Extend previously learned health skills.</i>	5.1.3 Research the harmful effects of tobacco, drugs & alcohol on the body.
	Hygiene	K.1.4 Explain why healthy behaviors such as brushing teeth and getting adequate sleep are important.	1.1.4 List ways to prevent germs from spreading. Example: Using soap & warm water when washing hands	2.1.4 <i>Extend previously learned health skills.</i>	3.1.4 Recognize symptoms of sickness and when it is necessary to receive treatment from a health-care professional.	4.1.4 <i>Extend previously learned health skills.</i>	5.1.4 Develop strategies and skills used to promote personal hygiene

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Health Promotion	Disease Prevention & Health Care	K.1.5 Describe ways to prevent the spread of communicable diseases. Examples: Coughing into elbow, washing hands	1.1.5 <i>Extend previously learned health skills.</i>	2.1.5 Recognize multiple dimensions of health: physical, social, emotional, spiritual, intellectual, environmental	3.1.5 Identify symptoms which might need treatment from health care providers. Examples: fever, sore throat, toothache	4.1.5 <i>Extend previously learned health skills.</i>	5.1.5 Identify signs, symptoms, and risk factors for cancer, heart disease, obesity, and diabetes.
	Safety	K.1.6 List ways to prevent common childhood injuries. Examples: Following playground safety rules, protective equipment, water safety	1.1.6 <i>Extend previously learned health skills.</i>	2.1.6 Demonstrate asking for assistance to enhance safety for self and others. Examples: practice what to say when calling 911 or other emergency numbers.	3.1.6 Recognize reasons to call for emergency assistance.	4.1.6 Describe ways to prevent common childhood injuries and health problems. Example: ATV safety	5.1.6 Design a personal and class safety plan. Example: First Aid and CPR
	Dimensions of Health	K.1.7 Identify examples of the physical dimension of health.	1.1.7 Identify examples of the social dimension of health.	2.1.7 Explain how to express feelings to prevent conflict from starting.	3.1.7 Identify examples of emotional, spiritual, intellectual, and environmental health.	4.1.7 <i>Extend previously learned health skills.</i>	5.1.7 Explain why it is important to talk to a parent, counselor, or other medical professional when consistently feeling sad, anxious, or depressed.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Analyzing Influences	Family, Peers, & Culture	K.2.1 Identify external factors that influence personal health. Examples: family, culture, media	1.2.1 Identify how school supports personal health practices and behaviors. Examples: participate in health events such as Red Ribbon Week or JDRF Walk	2.2.1 Describe how the media can influence health behaviors.	3.2.1 Describe how family influences personal health practices and behaviors.	4.2.1 Identify the influence of culture on health practices and behaviors.	5.2.1 Describe how the school and community can support personal health practices and behaviors.
	Media & Technology	K.2.2 List family rules that promote health and safety. Examples: washing hands before meals, no running in the house	1.2.2 List healthy foods served by the school cafeteria.	3.2.2 <i>Extend previously learned health skills.</i>	3.2.2 Identify ways that peers can influence healthy and unhealthy behaviors.	4.2.2 <i>Extend previously learned health skills.</i>	5.2.2 <i>Extend previously learned health skills.</i>
		K.2.2a Name family activities that involve physical activity. Examples: walking, raking leaves	1.2.2a <i>Extend previously learned health skills.</i>	2.2.2a Discuss how advertisements can influence individuals to purchase certain products.	3.2.2a <i>Extend previously learned health skills.</i>	4.2.2a Explain how media influences thoughts, feelings, and health behaviors.	5.2.2a Describe ways that technology can influence personal health.

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

		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Access to Information/Products/Services	Information, Products & Services	K.3.1 Identify school and community health helpers who can assist students in understanding health procedures. Examples: dentists, doctors, school nurse	1.3.1 Describe the roles of various health care professionals.	2.3.1 Explain the importance of identifying trusted adults and health professionals.	3.3.1 List characteristics of reliable health-related information, products, or services.	4.3.1 Locate reliable health resources from home, school, and community. Examples: parent, school nurse, counselor who gives information about preventing tobacco use	5.3.1 Collect information about health choices from home, school, and community. Examples: D.A.R.E., SADD, MADD, friend, health-related agencies
		K.3.1a Discuss the role of the school nurse in encouraging student wellness.	1.3.1a Identify school and community health helpers. Examples: EMT, nurse, counselor	2.3.1a Identify adults and professionals who help to promote regular physical activity.	3.3.1a Identify sources of accurate information about health products, information, and services.	<i>4.3.1a Extend previously learned health skills.</i>	<i>5.3.1a Extend previously learned health skills.</i>
		K.3.1b Discuss people in the school who can help when a student is hurt or feeling sad.	<i>1.3.1b Extend previously learned health skills</i>	2.3.1b Identify community individuals who would encourage you to “Just Say NO” to illegal drugs.	<i>3.3.1b Extend previously learned health skills.</i>	4.3.1b Describe the roles and responsibilities of health-care professionals.	<i>5.3.1b Extend previously learned health skills.</i>

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

		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Interpersonal Communication	Social	K.4.1 Explain how a person can use good listening skills to enhance his or her health.	1.4.1 Recognize skills needed to develop and maintain personal relationship Examples: asking to join in, apologizing,	2.4.1 Demonstrate techniques of effective listening. Example: body language and eye contact	3.4.1 Identify ways listening skills can be used to build and maintain healthy relationships. Examples: taking turns listening	4.4.1 Demonstrate skills that communicate care, consideration, and respect for self and others. Examples: helping those with disabilities	5.4.1 Utilize effective verbal and nonverbal communication skills to build and maintain relationships and enhance health.
	Emotions & Feelings	K.4.2 Describe how to express emotions in healthy ways.	1.4.2 Discuss ways to express feelings in a healthy way. Examples: speaking calmly	2.4.2 <i>Extend previously learned health skills</i>	3.4.2 Discuss healthy ways to express needs, wants, and feelings. Example: refusal skills	4.4.2 <i>Extend previously learned health skills</i>	5.4.2 <i>Extend previously learned health skills</i>
	Conflict Resolution	K.4.3 Describe how to express feelings to prevent a conflict from starting.	1.4.3 <i>Extend previously learned health skills</i>	2.4.3 <i>Extend previously learned health skills</i>	3.4.3 Recognize causes of conflicts and apply nonviolent strategies to manage or resolve situations.	4.4.3 Demonstrate how to avoid conflict and explain when it is necessary for an adult to intervene	5.4.3 Develop a class plan to prevent bullying in the school.
	Refusal Skills	K.4.4 Tell ways to respond in an unwanted, threatening, or dangerous situation	1.4.4 <i>Extend previously learned health skills</i>	2.4.4 Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.	3.4.4 Demonstrate effective refusal skills to enhance health. Example: ways to refuse trying alcohol or tobacco	4.4.4 <i>Extend previously learned health skills</i>	5.4.4 Model refusal skills that avoid or reduce health risks

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.							
		Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
Decision-Making Skills	Self-Awareness	K.5.1 Recognize health-related situations where decision-making skills are needed. Example: choosing between exercise and video games	1.5.1 Describe situations in which students must choose between healthy and risky behaviors.	2.5.1 Differentiate between situations when a health-related decision can be made individually or when assistance is needed. Examples: what to do if someone is ill or injured, what to do if someone is being bullied.	3.5.1 Discuss the consequences of possible choices when making a health decision. Examples: Healthy snack vs. junk food, outdoor activity vs. video games, active vs. sedentary, implications of not following established rules	4.5.1 Identify health-related situations that might require a thoughtful decision. Example: food choices	5.5.1 Predict the potential outcomes of possible options when making a health-related decision.
	Problem-Solving	K.5.2 Discuss when and what assistance is needed for health-related situations. Examples: explain when someone should call 911, ask for help when a student is ill at school	1.5.2 Identify people who can help solve problems and make decisions. Examples: teacher, nurse, principal, counselor	2.5.2 <i>Extend previously learned health skills</i>	3.5.2 Choose a healthy option when making a decision.	4.5.2 Analyze when assistance is needed in making a health-related decision.	5.5.2 <i>Extend previously learned health skills</i>

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.							
		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Goal-Setting	Self-Awareness	K.6.1 Identify several potential short-term health goals. Example: brushing teeth daily	1.6.1 Create a personal health goal and take action toward achieving that goal.	2.6.1 Identify school and community individuals who can help achieve a personal health goal.	3.6.1 Set a personal, health-enhancing goal to pursue for several weeks. Examples: setting good morning and bedtime routines, eating more fruits and vegetables	4.6.1 Identify resources to assist in achieving personal health goals. Examples: YMCA, Boys/Girls Clubs, recreation center, school clubs	5.6.1 Create a personal health goal and track progress toward its achievement.
	Problem-Solving	K.6.2 Identify family members who can assist with achieving short-term health goals.	1.6.2 Describe ways that parents and other trusted adults can help a student meet a goal. Examples: teacher, counselor	2.6.2 <i>Extend previously learned health skills</i>	3.6.2 Set a personal fitness goal, determine how to achieve, and monitor progress.	4.6.2 <i>Extend previously learned health skills</i>	5.6.2 Identify resources in the school that assist with achieving personal health goals.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.							
		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Self-Management	Monitor Progress	K.7.1 Show healthy behaviors that improve personal health and wellness. Examples: demonstrating correct technique for hand washing, showing basic first aid procedures for bandaging a cut	1.7.1 Identify healthy practices and behaviors to maintain and improve personal health. Example: demonstrating proper safety procedures when exiting a burning building	2.7.1 Predict how healthy behaviors can reduce health risks. Examples: predicting how a healthy sleep routine promotes academic success	3.7.1 Develop a plan for responsible personal health behavior. Examples: keeping an activity log, planning activities that reduce stress	4.7.1 Identify a variety of healthy practices and behaviors to maintain and improve personal health. Example: planning a daily menu based on the USDA food guidelines	5.7.1 Implement a variety of healthy practices and behaviors that avoid or reduce health risks. Example: executing a plan to manage academic, extracurricular, and family responsibilities.
	Injury Prevention	K.7.2 Demonstrate healthy behaviors that prevent injuries. Example: practicing safety precautions used when crossing the street	1.7.2 Determine behaviors that avoid or reduce health risks. Example: participating in activities that will help your heart become stronger	2.7.2 <i>Extend previously learned health skills</i>	3.7.2 Perform healthy practices that maintain or improve personal health. Example: wearing appropriate footwear or clothing for outdoor activity	4.7.2 Apply safety rules for engaging in an outdoor physical activity requiring the use of special equipment. Examples: using a baseball or bicycle helmet, catcher's mask, knee pads	5.7.2 <i>Extend previously learned health skills</i>

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.							
		Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Advocacy	Promote Healthy Habits	K.8.1 Role play behaviors that promote personal health and encourage positive choices in others. Examples: requesting help when deciding on healthier snack options, asking for help when being teased at school	1.8.1 Encourage peers to make positive health choices. Examples: reminding peers to cover their nose and mouth when sneezing, offering helpful suggestions when peers are trying to resolve a conflict	2.8.1 Enlist family and community participation in positive health activities. Examples: Relay for Life, Juvenile Diabetes Run/Walk	3.8.1 Research and share information about health issues. Example: showing classmates how to clean a minor abrasion	4.8.1 Express opinions and give accurate information about health issues. Example: creating a poster illustrating the benefits of physical activity	5.8.1 Present information to help others make positive health choices. Examples: participating in a group to develop a class presentation on the short and long term consequences of alcohol use, writing a report regarding the long-term effects of eating disorders

Grades 6-8 Overview

Middle school students are changing dramatically during this time. There is a wide range of intellectual abilities, learning styles, talents, interest, and maturation levels. While they are older elementary students they are also younger high school students. This time produces dramatic changes that requires education to be unique. The cognitive, social and emotional lives of middle school students are affected by the biological event of puberty. Physical growth can be rapid and uneven. There may be maturing that appears to be developmentally early and late. Establishing individual identities is a struggle while socially, the desire to conform is large. Anxiety over friendships may affect girls more than boys and peer acceptance is extremely important for both. Families continue to influence the middle schooler's values and beliefs all while seeming to want distance from the family. Emotions are unpredictable with some experiencing feelings of loneliness and isolation for the first time. Affirmation, acceptance and support is critical. Gaining peer approval may begin to be disruptive in nature. Appearance is important and may seem self-conscious. What may appear as self-absorption is simply seeing themselves as others do.

Establishing healthy behaviors during childhood is easier and more effective than trying to change unhealthy behaviors during adulthood. Middle schoolers benefit from more “hands on” approaches to learning and a lot of variety. Frequent changes in activities assists in holding student's attention. A whole child approach, which ensures that each student is healthy, safe, engaged, supported, and challenged, sets the standard for comprehensive, sustainable school improvement and provides for long-term student success.

Health education standards in Grades 6-8 provide developmentally appropriate instruction that positively affects health-related knowledge, attitudes, skills, and behaviors. Students experience opportunities to work cooperatively to enhance their own health as well as the health of peers, family, and the community. Students learn to use the decision-making, goal-setting, advocacy, and communication skills important for enhancing relationships, reducing conflicts, expressing needs, and evaluating behavioral consequences. Being directly involved, challenging higher-level thinking and incorporating technology benefits the middle schooler to achieve optimal health. Standards focus on understanding health issues and personal responsibilities related to adolescent growth and development which promote health-enhancing behaviors while obtaining accurate information from a variety of sources. Health-literate students have opportunities to determine influences on home, school, and community health. The progression of standards through grades 6 through 8 are appropriate in both grade and development. The skill set disseminates current health information while providing a variety of opportunities for a healthy lifestyle.

Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

	Grade 6	Grade 7	Grade 8
Health Promotion	<p>6.1.1 Describe the interrelationship between social and emotional health in adolescence.</p> <p>6.1.1a Identify how having positive relationships can enhance each area of overall health.</p> <p>6.1.1b Explain how stress can affect personal health.</p>	<p>7.1.1 Summarize the interrelationship of emotional, social, and physical health during adolescence.</p> <p>7.1.1a Determine how peers may affect the six dimensions of health.</p> <p>7.1.1b Illustrate how changing family dynamics can affect health. Examples: divorce, relocating, death</p>	<p>8.1.1 Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other.</p> <p>8.1.1a Determine how social influences can affect physical health.</p> <p>8.1.1b Describe how risky health behaviors affect the emotional, physical, and social health of adolescents.</p>
	<p>6.1.2 List ways to reduce or prevent injuries and illness. Examples: stretching techniques, regular exercise, equipment safety</p>	<p>7.1.2 Predict the risk of injury or illness if engaging in unhealthy behaviors. Examples: riding in back of pick-up truck, biking without a helmet, no seat belt</p> <p>7.1.2a Give examples of dangers associated with the use of alcohol, tobacco or other drugs.</p>	<p>8.1.2 Analyze how the environment, family history, personal behaviors, and health care affect individual health.</p> <p>8.1.2a Describe ways to reduce or prevent injuries and illness in adolescents.</p>
	<p>6.1.3 Describe benefits of practicing healthy behaviors. Example: using household products only for intended purposes</p>	<p>7.1.3 Determine barriers to practicing healthy behaviors. Examples: finances, access to health services, social support</p> <p>7.1.3a Examine how nutritional choices and psychological issues may lead to eating disorders</p>	<p>8.1.3 Create a plan for eliminating personal unhealthy behaviors. Examples: inappropriate use of needles, tobacco use, physical inactivity, sexual contact, alcohol consumption, inadequate sleep</p>
	<p>6.1.4 Examine how health and wellness are affected by personal surroundings.</p>	<p>7.1.4 Predict the consequences of engaging in unhealthy behaviors.</p> <p>7.1.4a Discuss ways to prevent obesity.</p> <p>7.1.4b Determine health risks associated with body piercings or tattoos.</p>	<p>8.1.4 Analyze the relationship between engaging in regular physical activity and healthy eating to improve personal health.</p>
	<p>6.1.5 Identify how family practices and beliefs influence personal health.</p> <p>6.1.5a Name the benefits of regular dental, vision, and doctor visits.</p>	<p>7.1.5 Research family medical history and how it impacts your personal health.</p> <p>7.1.5a Discuss how hereditary diseases impact personal health and wellness.</p>	<p>8.1.5 Analyze your family history and determine which health conditions impact your health and quality of life. Examples: diabetes, high-cholesterol, high blood pressure, cancer, mental health issues</p>

Anchor Standard 2: Students will analyze the influence of family peers, culture, media, technology, and other factors on health behaviors.

	Grade 6	Grade 7	Grade 8
Analyzing Influences	6.2.1 Examine how the family influences the health of adolescents. Example: inactivity, fast food consumption 6.2.1a List personal family guidelines and rules that enhance health.	7.2.1 Describe how family values and behaviors influence the health of adolescents. Examples: daily family meals, family physical activity, family communication	8.2.1 Describe the influence of culture on health beliefs, practices, and behaviors. Examples: religious beliefs, gang activity, family customs
	6.2.2 Identify health services being offered in the school.	7.2.2 Explain how the community can affect personal health practices and behaviors.	8.2.2 Examine ways the school and community encourage students to use appropriate skills to improve health. Examples: conflict resolution practices, Red Ribbon Week, Walk to School Day
	6.2.3 Investigate how messages from media influence health behaviors. Examples: social media, cellular devices, fast food advertisements	7.2.3 Examine how information from the media influences health behaviors. 7.2.3a Describe how the media send mixed messages about health.	8.2.3 Analyze the influences of technology on personal and family health. Examples: screen time, video game addictions, activity trackers
	6.2.4 Explain the influence of values and beliefs on individual health practices and behaviors. Examples: family values, religious beliefs	7.2.4 Explain how school and public health policies can influence health promotion and disease prevention. Examples: vending machine selections, vaccination requirements, wellness check-ups	8.2.4 Explain how societal perceptions influence healthy and unhealthy behaviors. Examples: smoking to be accepted by peers, teenage pregnancy
	6.2.5 Identify how some health choices result in poor personal health. Examples: excessive caloric intake resulting in excess poundage	7.2.5 Discuss how risky choices influence the likelihood of unhealthy behaviors. Examples: tobacco use increases risk of using other drugs, peer pressure to consume alcohol	8.2.5 Give examples of how substance abuse can increase the likelihood of other health risk behaviors. Examples: alcohol consumption lowering inhibitions, vaping leading to smoking

Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.

Access to Information/ Products/Services	Grade 6	Grade 7	Grade 8
	<p>6.3.1 Research and analyze the validity of a variety of sources for health information. 6.3.1a Identify local resources for reliable health information.</p>	<p>7.3.1 Distinguish between facts and myths of health information. 7.3.1a Examine beliefs concerning the AIDS virus and its transmission and distinguish between fact and fallacy.</p>	<p>8.3.1 Analyze the validity of health information, products and services. Examples: valid sites -.edu (education), .org (non-profit), or .gov (government); unreliable health information sites - .com (commercial)</p>
<p>6.3.2 Determine the accessibility of reliable resources and services that enhance health. Examples: school counselor, school nurse, dentist, 911</p>	<p>7.3.2 Demonstrate the ability to locate valid school and community health resources. Examples: School Wellness Council, Health Clinic</p>	<p>8.3.2 Identify situations that may require professional health services. Examples: self-harm, suicidal thoughts, substance abuse, sexual abuse</p>	

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

	Grade 6	Grade 7	Grade 8
Interpersonal Communication	<p>6.4.1 Apply effective verbal and nonverbal communication skills to enhance health. Examples: praise, hugs</p> <p>6.4.1a Demonstrate appropriate nonverbal communication skills someone could use when upset. Examples: walking away, remaining calm and quiet</p>	<p>7.4.1 Discuss effective conflict management or resolution strategies. Examples: texting or calling someone to remove you from an uncomfortable situation</p>	<p>8.4.1 Develop strategies using verbal and nonverbal communication effectively to enhance health.</p>
	<p>6.4.2 List refusal and negotiation skills that avoid or reduce health risks. Examples: saying no, suggesting alternative</p>	<p>7.4.2 Model refusal skills that avoid or reduce health risks. Examples: role playing how to effectively handle bullying and peer pressure situations</p>	<p>8.4.2 Demonstrate negotiation skills which help resolve conflict in bullying situations.</p>
	<p>6.4.3 Describe effective conflict management or resolution strategies. Examples: compromising, apologizing, addressing the issue</p>	<p>7.4.3 Demonstrate negotiation skills to avoid conflict. Examples: asking someone respectfully not to smoke</p>	<p>8.4.3 Demonstrate effective communication when confronted with mental or emotional problems in others. Examples: respect vs. disrespect, empathy vs. complacency</p>

Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

	Grade 6	Grade 7	Grade 8
Decision-Making	<p>6.5.1 Describe situations that can help or hinder making a healthy decision. Examples: socio-economic status, access to medical services, availability to healthy foods, sedentary lifestyle</p>	<p>7.5.1 Distinguish when decisions should be made by the individual or if help should be sought. Examples: friends begin drinking, unsafe situation arises at school 7.5.1a Determine when it is necessary to ask for assistance when making a health choice. Examples: friend begins to self-harm, negative peer pressure, parental permission to exercise with friends</p>	<p>8.5.1 Predict the impact on self and others when making a health-related decision. Examples: time-management plan, walking to school, limiting caffeine intake, riding with an impaired driver 8.5.1a Analyze options as well as outcomes, when pressured by peers to perform illegal acts. Examples: underage drinking leading to being arrested, injury or death when not wearing a seat belt, riding a motorcycle without a helmet resulting in head injury</p>
	<p>6.5.2 Distinguish between healthy and unhealthy alternatives to health-related issues or problems. Examples: role-playing healthy ways to express anger and frustration.</p>	<p>7.5.2 Choose healthy alternatives over unhealthy alternatives when decision making. Examples: regular meals or skipping meals, talk to a friend or take a walk to prevent emotional eating</p>	<p>8.5.2 Analyze the outcomes of a health-related decision. Examples: smoking, eating disorders, drug use, keeping calendar to manage time, reading food labels</p>

Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.			
	Grade 6	Grade 7	Grade 8
Goal-Setting	6.6.1 List and assess personal health practices. Examples: food choices, physical activity, hygiene	7.6.1 Assess current personal health practices and set a goal to adopt, maintain, or improve.	8.6.1 Apply strategies and skills needed to attain a personal health goal.
	6.6.2 Set goals to increase time for physical activity and academic study.	7.6.2 Explain how personal health goals can vary with changing abilities, priorities, and responsibilities. Examples: sedentary to walking, walking to jogging, jogging to running; overweight to making healthy food choices leading to weight loss	8.6.2 Analyze how keeping an activity record will help an individual attain a personal health goal. Examples: food journal to track nutritional intake My Fitness Pal, track daily activity with activity log
	6.6.2a Make a choice to improve physical and mental fitness.		

Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.			
	Grade 6	Grade 7	Grade
Self-Management	6.7.1 Critique examples of responsible behaviors that reduce health risks. Examples: choosing healthy foods, participating in healthy activities, having medical and dental check-ups	7.7.1 State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors. Examples: fast food vs. My Plate recommendations, screen time vs. active living	8.7.1 Perform overall self-assessments and identify behaviors that will impact personal health. Example: Middle School Self-Assessment,
	6.7.2 Describe practices to avoid or reduce health risks to self and others. Examples: posters highlighting risky behaviors to avoid (such as smoking or using illegal drugs)	7.7.2 Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. Examples: avoiding distracted driving, proper use of prescription medications, good nutrition, proper rest, regular exercise	8.7.2 Document healthy practices and behaviors that will improve the health of self and others. Example: maintaining personal journal

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

Advocacy	Grade 6	Grade 7	Grade 8
	<p>6.8.1 State a health-enhancing position and support it with accurate information. Example: Applying sunscreen has been proven to help prevent skin cancer.</p>	<p>7.8.1 Create ways to influence and support others in making positive health choices. Examples: advertising campaign highlighting School Wellness Policy, address local school board with the need for stronger emphasis in physical education and health</p>	<p>8.8.1 Demonstrate ways to influence and support others to make positive health choices. Examples: public service announcements, persuasive writing, YouTube video, skit</p>
	<p>6.8.2 Identify the methods in which health messages can be altered to appeal to different age groups. Examples: age, gender, socio-economic level, culture 6.8.2a Find a snack advertisement and modify it to target children, teenagers, or adults.</p>	<p>7.8.2 Describe which advertising appeals are being used in various advertisements. Examples: bandwagon appeal, brand loyalty appeal, sex appeal</p>	<p>8.8.2 Work collaboratively to advocate for healthy individuals, families, and schools. Examples: designing healthy recipes, supporting the School Wellness Policy</p>

GRADES 9-12 OVERVIEW

High school students experience significant growth and development as they assume complicated responsibilities. Students in Grades 9-12 begin to identify short and long-term goals as they prepare for adulthood and its obligations, including pursuing higher education opportunities and making career choices. Many high school students learn to drive vehicles, seek employment for the first time, and refine academic and extracurricular interests. These students are defining their unique personalities and making positive and negative choices independently from their parents.

The required high school health education course encompasses the eight anchor standards with the ultimate goal of successful application and mastery of developing health-enhancing skills. Health instruction is addressed in a way that allows students to obtain, interpret, and apply basic health information to their daily lives. Students are encouraged to become health literate and self-directed learners while establishing a basic understanding of health promotion and disease prevention. The maturation of the student, the intensity of instruction, and the level of integration of content across the high school curriculum all influence the impact of this course.

Health instruction leads high school students to understand basic concepts of health literacy. Students develop skills for accessing health information, products, and services to meet current and future health needs. They also distinguish between positive and negative impacts of family, culture, mass media, and technology on health. In addition, students gain knowledge of global environmental issues, learn to administer cardiopulmonary resuscitation (CPR) and other first aid procedures, and gain an understanding of the importance of recognizing, avoiding, and reporting types of abuse.

Other goals for fostering health literacy for students in Grades 9-12 include becoming competent in making health-enhancing decisions such as avoiding substance use and abuse. Students become informed about factors that impact nutrition and gain knowledge of acute and chronic health conditions, including HIV and AIDS. They also apply decision-making skills, set goals, and work cooperatively to advocate for healthy homes, schools, and communities.

Grades 9-12 Health Education

This is a half-credit course which is required for graduation. It is recommended that students take this course in Grade 9.

Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Health Promotion	HS.1.1 Predict how health literacy and behaviors can affect health status.
	HS.1.2 Describe the interrelationships of emotional, mental, physical, social, spiritual, and environmental health. HS.1.2 a. Identify symptoms and methods of treatment of mental health disorders, depression, and stress. HS.1.2 b. Identify warning signs and prevention strategies for suicide.
	HS.1.3 Analyze how genetics and family history can impact personal health. Examples: family history of heart disease, diabetes, cancer, or addictions.
	HS.1.4 Propose ways to reduce or prevent injuries and health problems HS.1.4a. Determine when professional health services may be required. HS.1.4b. Perform CPR, AED techniques, and First Aid procedures.
	HS.1.5 Analyze the relationship between access to health care and health status. Examples: Relationship between health insurance coverage and life expectancy; access to medical care (primary care physician, hospital, vaccines).
	HS.1.6 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors. HS.1.6 a. Identify factors that impact nutritional choices. Examples: the benefits and barriers to planning healthy meals, accessibility of healthy and unhealthy foods HS.1.6 b. Recommend personal strategies to avoid violence or criminal activities.
	HS 1.7 Analyze the potential susceptibility to and severity of injury or illness if engaging in unhealthy behaviors. Examples: possible consequences of driving under the influence, distracted driving, not taking required medications HS 1.7a. Explain the progression of HIV and AIDS. HS 1.7 b. Explain the progression of Type II Diabetes.

Anchor Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Analyzing Influences

<p>HS 2.1 Analyze the influence of external factors on health beliefs and behaviors.</p> <ul style="list-style-type: none"> a. Analyze how the family, school, and community influence the health practice and behaviors of individuals. b. Analyze how culture supports and challenges health beliefs, practices, and behaviors. Example: how holiday celebrations and traditions affect health behaviors c. Critique how peers influence healthy and unhealthy behaviors. Examples: cyber-bullying; tobacco, alcohol, and drug use d. Evaluate how the school and community can affect personal health practice and behaviors. Example: community initiatives to promote health e. Critique the effect of media on personal and family health. Example: influence of media on teen body image, sexual activity, drugs, alcohol and violence f. Cite evidence of how public health policies and government regulations can influence health promotion and disease prevention.
<p>HS.2.2 Describe the pros and cons of the use of technology as it affects personal, family, and community health. Examples: self-esteem issues, addiction to technology, personal interactions and relationships,</p>
<p>HS.2.3 Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Examples: wearing safety equipment, teen pregnancy, drug abuse, suicide, cyberbullying, weight management, social media trends that may be dangerous</p>
<p>HS.2.4 Critique the influence of personal values and beliefs on individual health practices and behaviors.</p>
<p>HS.2.5 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. Examples: assess the likely effects of using alcohol before driving, assess how the consumption of fast food leads to poor dietary habits.</p>

Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.	
Access to Information/Product s/ Services	HS.3.1 Evaluate the accessibility and validity of health information, products, and services. Examples: determine the credibility of resources both online and offline
	HS.3.2 Critique resources from home, school, and community that provide valid health information. Examples: websites, phone apps, media ads; rape, crisis and suicide centers
	HS.3.3 Explain laws relating to child pornography, age of consent, and sexual exploitation. Example: information on how to cope with and rebuff unwanted physical and verbal exploitation by other persons; information concerning the laws prohibiting sexual abuse; the need to report such abuse and the legal options available to victims of sexual abuse; laws relating to sexting and child pornography
	HS.3.4 Explain current laws related to underage drinking, distracted driving, and driving under the influence.
	HS.3.5 Assess the validity and reliability of health products and services.
	HS.3.6 Critique situations involving physical and mental health when professional services may be required. Example: identify when it is necessary to seek help for mental and emotional health problems (mood disorders, depression and anxiety).
Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Interpersonal Communication	HS.4.1 Formulate skills for communicating effectively with family, peers, and others to enhance health. Examples: use assertive communication to ask someone respectfully and effectively not to smoke, or to communicate clear limits on sexual behaviors
	HS.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.
	HS.4.3 Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. <ul style="list-style-type: none"> a. Identify warning signs of unhealthy relationships. b. Differentiate among various types of abuse and identify negative and positive behaviors used in conflict situations.
	HS.4.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others. <ul style="list-style-type: none"> a. Demonstrate how to ask for help when experiencing symptoms of mental, emotional, social, or physical health problems. Examples: accessing suicide hotlines, community resource materials, crisis line, sexual and physical abuse services, human trafficking reporting.

Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
Decision-Making	HS.5.1 Examine barriers that can hinder healthy decision-making. Examples: peer pressure, cultural pressures, socio-economic status
	HS.5.2 Develop and apply a thoughtful decision-making process in health-related situations. Examples: emergency situations, refusal skill scenarios
	HS.5.3 Justify the appropriateness of individual vs. collaborative decision making in various situations. Example: explain when input from a health professional, counselor, or trusted adult would be helpful
	HS.5.4 Generate alternative responses to health-related issues or problems. a. Predict the potential short-term and long-term impact of various alternatives on self and others. b. Identify warning signs for suicide and discuss alternative coping skills.
	HS.5.5 Analyze the benefits of practicing abstinence.
	HS.5.6 Demonstrate refusal skills and explain when to use them in high risk situations.
Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
Goal-Setting	HS.6.1 Assess personal health status and health practices to establish a baseline for setting health and fitness goals. Examples: blood pressure, resting heart rate, BMI, vaccination status
	HS.6.2 Set long term goals for achieving optimal health and implement short-term steps to reach the goals. Example: assess current health and fitness status, develop plans based on assessment results, implement and monitor plans

Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Self- Management	HS.7.1 Analyze the role of individual responsibility for enhancing health.
	a. Describe healthy practices and behaviors that will maintain or improve the health of self and others. Examples: effective communication skills and safety techniques, reading and understanding medicine labels, immunizations, wellness checkups and compliance
	b. Identify negative behaviors that increase health risks to self and others. Examples: distracted driving, drinking and driving, illegal drug use, vaping, smoking, unprotected sex
	c. Compare and contrast the responsibilities of both parents in teen parenting. Examples: shared responsibilities; social, financial and educational challenges

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

Advocacy	HS.8.1 Utilize accurate peer and societal norms to formulate a health enhancing message. Example: use data on local health issues to develop a positive message concerning that topic.
	HS.8.2. Formulate and implement innovative ways to influence and support others in making positive health choices. Example: wearing colors for awareness, speaking to a group, making good nutritional choices, using your voice
	HS.8.3. Work cooperatively as an advocate for improving community health. Example: student -led events, community fundraisers, national events
	HS 8.4. Adapt health messages and communication techniques to a specific target audience. Example: produce social media post to encourage a positive health behavior.

High School Health Elective Courses

Prerequisite: ½ Unit of Health Education required for graduation.

Health education is the required course for graduation from High School. These two courses below give students the options of becoming advocates for health or learning about health on a global level. The Health Advocacy Standards provide an opportunity for students in Grades 9-12 to advocate for personal and community health. World Health provides students the opportunity to investigate and become more aware of global health issues

LEADERS IN HEALTH ADVOCACY

Prerequisite: ½ Unit of Health Education required for graduation.

The Health Advocacy Standards provide an opportunity for students in Grades 10-12 to engage in activities that promote students as advocates for personal and community health. The class assists the school in meeting the state mandates of Character Education, Erin's Law, HIV/AIDS requirement, and The Jason Flatt Act through peer helping and student-led planning of school-wide awareness, education, and prevention activities.

The Standards for the Health Advocacy course are designed to incorporate into a curricula the following six priority adolescent risk behaviors identified by the Centers for Disease Control and Prevention (CDC) Youth Risk Behavior Survey (YRBS): Behaviors that contribute to unintentional injuries and violence; sexual behaviors that contribute to unintended pregnancy and sexually transmitted infections; alcohol, tobacco, and other drug use; vaping; unhealthy dietary behaviors; and inadequate physical activity.

Based upon the principle of student-led prevention of adolescent risk behaviors, the elective class provides students with opportunities to engage in positive youth development through peer helping, leading focus groups, planning National Health Observances, awareness activities, health fairs, and community service.

Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Health Promotion

HA.1.1 Research national and state data from the Centers for Disease Control and Youth Risk Behavior Studies in prioritizing prevention activities for the school and community.

- a. Interpret the Youth Risk Behavior Studies data on the six priority adolescent risk behaviors.
- b. Recognize the adolescent risk behaviors of high incidence among Alabama's students.

Anchor Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
Influences	<p>HA.2.1. Analyze how local school and community health risk behaviors are influenced by family, peers and other factors. Examples: availability of alcohol and drugs; trends in adolescent sexual behavior; availability of fast food; access to fitness and recreational facilities</p>
Anchor Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.	
Access to Information	<p>HA.3.1 Establish focus groups to gather information and interpret data for planning prevention activities.</p> <ol style="list-style-type: none"> a. Identify the main characteristics of a focus group. b. Explain how focus groups are used. c. Implement focus groups. d. Identify areas of misinformation, beliefs, and concerns among peers. e. Design program goals based on Youth Risk Behavior Studies data and focus group results.
Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
Interpersonal Communication	<p>HA.4.1 Execute peer helping skills to empower other students to be physically, socially, behaviorally, emotionally, and intellectually successful.</p> <ol style="list-style-type: none"> a. Compare the varied roles and responsibilities of peer helpers. b. Apply peer helper training skills to enhance students' health

Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
Decision Making	<p>HA.5.1 Implement community service projects.</p> <ol style="list-style-type: none"> a. Identify benefits of Community Service. b. Differentiate which Community Service projects are acceptable and unacceptable. c. Explain procedures for completing Community Service application and volunteer hours on a Community Service Log. <p>HA.5.2 Implement school-wide National Health Observances.</p> <ol style="list-style-type: none"> a. Select a specific health concern to educate and raise awareness among peers. b. Organize the campaign and event. <p>Use available resources from sponsoring organizations of the selected health concern</p>
Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
Goal Setting	<p>HA 6.1 Use school-wide health status data to set a goal based on one or more of the components of health.</p>
Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Self-Management	<p>HA 7.1 Demonstrate leadership skills by advocating for health- related changes in the school or community</p> <ol style="list-style-type: none"> a. Students will participate or lead in community-wide health-related events. b. Students will speak to peer or community groups on health- related topics Example: students speak in support of parks and green spaces; students will participate in cancer runs <p>HA.7.2 Identify and advocate against negative behaviors that increase health risks to self and others. Examples: Distracted driving, drinking and driving, illegal drug use, vaping, smoking, unprotected sex, behaviors resulting in intentional or unintentional injuries, poor eating habits and physical inactivity.</p>

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

Advocacy

HA.81 Utilize accurate peer and societal norms to formulate a health enhancing message.

Example: Use data from school-wide issues to help develop a positive message concerning health topics.

HA.8.2. Formulate and implement innovative ways to influence and support peers, family, and community in making positive health choices.

Example: Wearing colors for awareness, speaking to a group, making appropriate nutritional choices

HA.8.3. Work cooperatively as an advocate for improving community health.

Examples: student-led events, community fundraisers, national events

World Health

Prerequisite: ½ Unit of Health Education required for graduation.

World Health is an introduction to the language and issues of global health: the burden of disease, health care cost-effectiveness, and health systems. The standards allow students to gain knowledge of interventions to improve global health, identify available resources for world-wide health issues and ways to manage pandemic diseases. The course will incorporate public health, economics, health management, and sociology as related to global health.

Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
Health Promotion	<p>WH.1.1 Research the history of disease in the world.</p> <ol style="list-style-type: none"> a. Identify causes of major outbreaks and epidemics in the history of the world b. List major breakthroughs in the prevention and cure of disease. c. Assess the effects of current health issues on world populations.
Anchor Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	
Analyzing Influences	<p>WH.2.1 Examine the health challenges facing the world today.</p> <ol style="list-style-type: none"> a. Collect statistical data about health issues and economic development in various countries. b. Investigate the influence of family, peers and culture on possible solutions to world health issues. c. Examine the links between health, economic development, media, and technology. d. Research how disparities in socio-economic status can adversely affect health and access to health care globally. e. Analyze the roles and responsibilities of governments and non-governmental organizations in global health.

Anchor Standard 3: Students will demonstrate the ability to access valid information, products and services to enhance health.

**Access to Information,
Products, and Services**

- WH.3.1 Assess the effectiveness, efficiency, and equity of health intervention programs worldwide.
- a. Investigate health intervention programs worldwide.
 - b. Critique the effectiveness of the various intervention programs.
 - c. Examine possible solutions to world health issues through available intervention programs.

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

Self-Management

- WH.4.1 Examine career options that support world health.
- a. Discuss the roles and responsibilities of their jobs with various health professionals.
 - b. Identify various employment options in the fields of health care and public health.
 - c. Cite evidence for the need of health care and public health professionals in various places worldwide.
 - d. Design a plan to pursue a career in health care or public health.

Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.	
Decision- Making	<p>WH.5.1 Examine circumstances related to global health that can hinder healthy decision-making.</p> <p>WH. 5.2 Evaluate possible alternatives to current programs and practices addressing world health issues</p>
Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.	
Goal-Setting	<p>WH.6.1 Assess global health status and health practices as it relates to the components of health.</p> <p>WH 6.2 Students will design critical steps to achieve world-wide health goals.</p>
Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
Self-Management	<p>WH.7.1 Analyze the role of individual responsibility for enhancing global health. Example: Research health issues in particular cities or countries</p> <p>WH.7.2. Describe healthy practices and behaviors for people from various world-wide locations. Examples: Reading and understanding medicine labels, immunizations, and wellness checkups</p>

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

Advocacy

- WH.8.1. Formulate innovative ways to influence and support people from other countries in making positive health choices.
- WH.8.2. Work cooperatively as an advocate for improving world-wide health.
Example: international events
- WH 8.3. Adapt health messages and communication techniques to a specific global audience.