2023 CHPE Framework

Health Education Standards

Sub-discipline(s): health and physical education [HPE], health education [HE], and/or social and emotional competencies [SE]

# Standards—Grades Pre-K–2 *(by the end of Grade 2)*

**Practice 1: Decision-making and Problem-solving.**

Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations.

##### *Nutrition and Balanced Eating [2.1.NE]*

1. Identify situations when a nutrition-related decision needs to be made (e.g., when trying new foods, choosing snacks and beverages, eating breakfast)*.*[HPE]
2. Articulate, with adult guidance, nutrition options in common situations, and identify decisions that can be made independently (e.g., asking for healthier options) or when assistance is needed (e.g., managing a food allergy). [HPE]
3. Identify that food is the preferred way of obtaining nutrients (as opposed to supplements) and provides energy for the body, identify the primary contribution of each food group to the body, and provide examples of foods within food groups to support informed decision-making. [HPE]
4. Explain food and health-promoting eating habits in equitable terms (e.g., all people need food access, clean water is necessary, grocery stores are important to communities and their health, access, needs, and preferences vary). [HPE]
5. Explain benefits of health-promoting eating choices and habits (e.g., balanced eating, staying hydrated, eating fruits and vegetables, eating nutrient-rich foods, eating a variety of foods, limiting foods high in added sugar, awareness of hunger and thirst signals). [HPE]
6. Describe how the foods students eat may reflect the area in which they live and/or their cultural backgrounds, ways students’ families use or produce food, how family meals and food traditions benefit them, different dietary needs (e.g., food allergies, dietary restrictions) and how they contribute to nutrition-related decisions. [HPE]
7. Recognize that media (e.g., cartoons, characters, advertisements, product placement) can impact food-related decisions. [HPE]

**Practice 2: Self-management and Goal Setting.**

Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

##### *Mental and Emotional Health [2.2.MH]*

1. Demonstrate self-control (e.g., delay gratification, wait your turn) alone or with the support of adults in a variety of typical settings (e.g., on the playground, in the classroom, during physical education, at an assembly). [HPE; SE]
2. Define stress and demonstrate strategies for managing stress (e.g., positive self-talk, belly breathing, talking with a trusted adult, listening to calming music, play, physical activity) alone or with the support of adults. [HPE; SE]
3. Identify what it means to be responsible and list personal responsibilities. [HPE; SE]
4. Utilize simple positive self-talk for the purpose of self-motivation and behavior modification. [HPE; SE]
5. Identify simple goals for health, physical activity, academic success, and classroom behavior. [HPE; SE]

##### *Physical Health and Hygiene [2.2.PH]*

1. Identify a variety of habits that can promote children’s health (e.g., brushing teeth, proper nutrition, going to the doctor, getting enough sleep, being physically active, limiting screen time, washing hands, etc.). [HPE]
2. Explain how a young person can maintain or enhance the health of both their body and mind. [HPE, SE]
3. Use medically accurate names for body parts, including genitals when communicating about their body and physical health. [HPE]
4. Demonstrate independence in health-promoting practices such as hand washing, appropriate teeth brushing motions, sneezing and coughing into elbow, engaging in physical activity, and appropriate use and disposal of tissues. [HPE]
5. Set a simple goal related to physical health habits and monitor progress toward the goal with assistance from an adult. [HPE]

##### *Personal Safety [2.2.PS]*

1. Apply strategies for staying safe in a variety of situations (e.g., on the playground, during physical education, around water, when using wheeled recreation, as a pedestrian, around cooking elements or fire, on the bus, when online, around weapons or in situations of gun violence) and determine when to report unsafe situations to an adult. [HPE]
2. Provide examples of how rules can keep children safe and identify rules to help children stay safe in various situations (e.g., related to medicines, playground safety, physical education, threats of violence, personal space, and boundaries). [HPE]
3. Demonstrate how to respond (e.g., yell, get away, tell an adult, seek help) and get help in a variety of emergency situations including when and how to call 9-1-1. [HE]
4. Identify safe adults to confide in and places to go if feeling personally threatened (e.g., someone says they will hurt or harm you). [HE]
5. Demonstrate the ability to ask a trusted adult for help (including for problem-solving) in a variety of situations. [HPE; SE]
6. Recognize safe, unsafe, and inappropriate touching and demonstrate how to tell a trusted adult if this happens. [HE]
7. Identify and practice behaviors for personal safety: say no, get away, tell a grown-up. [HE]

##### *Physical Activity and Fitness [2.2.PF]*

1. Recognize body responses, physiological changes in their bodies, and emotions during movement and physical activity. [HPE]
2. Identify physical activity as a health-promoting habit that contributes to overall health and well-being, and list the benefits of these habits on physical well-being (e.g., activities that strengthen the heart and cardiovascular system, contribute to fitness, muscle-building) and mental health (e.g., stress management). [HPE]

**Practice 3: Social Awareness, Relationship, and Communication Skills.**

Enhance relationships, personal health, and the health of others through social awareness and effective communication.

##### *Healthy Relationships [2.3.HR]*

1. Define bullying and teasing, explain similarities and differences, and how both can be harmful. [HPE; SE]
2. Define and demonstrate simple ways to communicate personal boundaries and respect the boundaries of others, including physical, verbal, sexual, and emotional boundaries (e.g., explain why it is important to tell others not to touch their body when they do not want to be touched and why it is important to stop touching someone when they indicate the touch is unwelcome). [HPE]
3. Explain how no one has a right to violate personal boundaries, and demonstrate an appropriate refusal (e.g., tell a trusted adult, say NO, leave the situation) when someone says or does something that does not respect personal boundaries. [HPE]
4. Identify groups to which one belongs and reflect on similarities and differences with others. [HPE; SE]
5. Recognize the benefits of and strategies for cooperation in a variety of settings (including physical education). [HPE; SE]
6. Discuss stereotypes, prejudice, discrimination, equality, and inequality and how these can affect relationships and situations. [HE; SE]
7. Discuss gender-role stereotypes and their potential impacts on people of all genders. [HPE]
8. Acknowledge diversity, including (but not limited to) racial, ethnic, religious, dis/ability and cultural differences and traditions, and demonstrate respect for others, and demonstrate empathy and ways to treat all people with dignity and respect. [HPE; SE]
9. Demonstrate awareness of, and ways to show respect for, different family structures (e.g., families with heterosexual parents, families with same-gender parents, single parent families, intergenerational families, adoptive families, foster families). [HE; SE]
10. Predict how someone else may feel in a variety of situations and display compassionate and empathetic behaviors. [HPE; SE]

##### *Mental and Emotional Health [2.3.MH]*

1. Identify reasons why it is important to have positive social relationships (e.g., positive emotions, support and help, someone to play with). [HPE; SE]
2. Identify and practice strategies to make and keep friends, and develop positive peer relationships (e.g., identify and acknowledge other people’s feelings, communicate effectively, ask for help). [HPE; SE]
3. Identify and practice talking to trusted adults, parents/guardians, and/or family members about feelings. [HPE; SE]
4. Effectively express needs, wants, and feelings through both verbal and non-verbal actions. [HPE; SE]
5. Show respect for the feelings, rights, and property of others. [HPE; SE]
6. Demonstrate effective listening and communication skills, including giving and accepting a compliment and feedback, individually and in group settings. [HPE; SE]
7. Recognize and appreciate individual differences in others. [HPE; SE]
8. Describe positive qualities in self and others. [HPE; SE]
9. Identify reasons conflict and disagreements may arise in various situations and strategies for resolving misunderstandings and managing conflict. [HPE; SE]

**Practice 5: Self-awareness and Analyzing Influences.**

Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.

##### *Mental and Emotional Health [2.5.MH]*

1. Recognize and accurately label simple emotions (e.g., happy, sad, mad, worried, lonely). [HPE; SE]
2. Explain that emotions are information and that personal emotions may be the same or different from the emotions of others. [HPE; SE]
3. Demonstrate emotional regulation strategies to support mental and emotional health alone or with support from adults. [HPE; SE]
4. Accept failure and demonstrate the ability to persevere despite real or perceived failures. [HPE; SE]
5. Demonstrate growth-oriented practices by attempting, repeating, and experimenting with a variety of experiences and activities. [HPE; SE]
6. Describe personal strengths and the ways that those strengths support mental health. [HPE; SE]
7. Articulate and celebrate the individual characteristics that make a person unique, and explain that how a person views themselves can be influenced by different factors (e.g., peers, media, culture, family, phase of life). [HPE; SE]
8. Demonstrate strategies that help all students feel welcome and valued as a part of the school community (e.g., cooperative playing, listening, showing you care, sharing). [HPE; SE]

**Practice 6: Information and Resource Seeking.**

Access, evaluate, and use valid and reliable health information, products, services, and related resources.

##### *Physical Health and Hygiene [2.6.PH]*

1. Identify school and community health helpers and community resources.  [HPE; SE]
2. Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes, allergic reactions, seizures, concussions). [HPE]
3. Demonstrate the ability to access help for self or others (e.g., school nurse, counselors, health and physical educators) to support physical health and hygiene. [HPE; SE]

##### *Substance Use and Misuse [2.6.SU]*

1. Explain why it is important to use prescription and over-the-counter medicines correctly and safely, and the risks of ingesting household poisons (e.g., bleach, laundry detergent) and incorrectly using household products. [HE]
2. Identify trusted adults at home and school (e.g., school nurse, guidance counselor) who can discuss rules and practices related to medicine use (e.g., only taking medicine with an adult’s help, only taking prescriptions that are prescribed to you). [HE]

**Practice 7: Self-Advocacy and Health Promotion.**

Promote personal, family, and community health and well-being.

##### *Physical Health and Hygiene [2.7.PH]*

1. Demonstrate personal hygiene habits and other behaviors that prevent the spread of illness (including foodborne illness) and infection. [HPE]
2. Describe personal health habits (i.e., brushing and flossing teeth, hygiene, hand washing, sufficient sleep, sun safety, physical activity, limiting screen time) that can prevent illness and promote self-care and overall health. [HPE]
3. Self-advocate in order to have personal health needs met (e.g., needing to wash hands, asking for sun protection, access to bathrooms). [HPE]
4. Recognize how the actions of others can impact physical health (e.g., spreading germs) and encourage peers to make positive choices about physical health habits and prevention strategies. [HPE]

##### *Public, Community, and Environmental Health [2.7.CE]*

1. Identify the impact of personal activities that contribute, positively or negatively, to the environment. [HE]
2. Identify ways that the communities people live in can impact their health and well-being. [HPE]
3. Identify strategies to minimize impact on the environment (e.g., reduce, reuse, recycle). [HE]
4. Encourage peers and family members to make choices to help protect the environment (e.g., recycling, using less water, turning off the lights). [HE]
5. Encourage peers and family to help in the community (e.g., donate food to a food pantry, clean up litter). [HE]

# Standards—Grades 3–5 *(by the end of Grade 5)*

**Practice 1: Decision-making and Problem-Solving.**

Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations.

##### *Nutrition and Balanced Eating [5.1.NE]*

1. Identify principles of balanced eating to meet nutritional needs (e.g., moderation, eating a variety of fruits and vegetables, consuming nutrient-rich foods, limiting processed foods and foods high in added sugar, drinking water, limiting sugary beverages) when making nutrition-related decisions. [HPE]
2. Identify and describe hunger and satiety cues and how these can inform nutrition-related decision-making. [HE]
3. Discuss the benefits of balanced eating on physical health (e.g., supporting growth and development, ability to engage in physical activity), social health, and emotional and mental health (e.g., ability to manage stress, positive emotions) when making nutrition-related decisions. [HPE]
4. Demonstrate how to use food labels as part of nutrition-related decision-making. [HE]
5. Describe how cultivation, trade routes, and regions affect food supply, and how food production affects nutrition-related decisions. [HE]
6. Identify circumstances (e.g., budget, food access and availability, time management) that help or hinder decisions about nutrition and determine when assistance is needed in order to make a health-promoting decision. [HPE]
7. Explain a variety of factors that can influence decisions about nutrition (e.g., food during celebrations, food preferences, media advertising, celebrity endorsements and product placement, access and availability, financial resources, physical activity levels). [HPE]
8. Recognize that individuals have different food related needs, preferences, and traditions. [HE]
9. List options, predict potential outcomes of decision options, make a health-promoting choice, and analyze the outcome of decisions in common nutrition situations. [HE]

**Practice 2: Self-management and Goal Setting.**

Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

##### *Mental and Emotional Health [5.2.MH]*

1. Identify different feelings and emotions (e.g., anger, fear, grief, sadness, anxiety, stress, hopelessness, gratitude, love, excitement, contentedness, hope, pride, happiness) that people may experience and how people might express those emotions (including individual and cultural differences in expression). [HPE; SE]
2. Discuss how feelings and emotions can impact behavior. [HPE; SE]
3. Recognize that all feelings and emotions are information that individuals can use to support mental and emotional health. [HPE; SE]
4. Identify how a person’s brain and body influence mental and emotional well-being. [HPE; SE]
5. Describe and demonstrate strategies for expressing and regulating emotions in health-promoting ways. [HPE; SE]
6. Identify characteristics of and practices to support mental and emotional well-being within various cultures and diverse perspectives. [HE; SE]
7. Set a goal to use one or more health-promoting practices or behaviors (e.g., being aware of your own feelings and the feelings of others, safe online behaviors, engaging in physical activity, limiting screen time) and track progress towards its achievement in order to maintain or improve mental and emotional well-being. [HPE; SE]
8. Apply self-monitoring strategies, alone or with support, to regulate emotions (e.g., breathing techniques, appropriate sleep, proper nutrition) in varied settings. [HPE; SE]
9. Identify personal stressors and demonstrate effective stress management techniques, alone or with support. [HPE; SE]
10. Demonstrate strategies and behaviors (which may include getting help) to help meet personal responsibilities and identify strategies to overcome barriers to meeting personal responsibilities. [HPE; SE]
11. Identify strategies for planning, prioritizing, and managing time. [HE; SE]
12. Demonstrate strategies that support a growth mindset in and out of school. [HPE; SE]

##### *Physical Health and Hygiene [5.2.PH]*

1. Describe the physical, social, and emotional changes that occur during puberty and adolescence, how the timing of puberty and adolescent development varies considerably, and the role of puberty in overall development. [HE]
2. Recognize and respect that all bodies are different. [HPE]
3. Explain a variety of health-promoting practices to manage the social, physical, and emotional changes associated with puberty and into adolescence. [HPE]
4. Describe health-promoting behaviors during menstruation, including ways to maintain personal hygiene, cope with emotional changes, manage pain and identify when help or support is needed. [HE]
5. Describe personal behaviors and strategies that promote health and/or avoid health risks (e.g., pedestrian safety, sun safety, protecting oneself from infectious diseases, adequate sleep, good nutrition, ergonomics, protective equipment, appropriate amounts of screen time, hearing protection, being physically active). [HPE]
6. Discuss influences on and barriers to maintaining or enhancing physical health and hygiene. [HPE]
7. Set a goal related to personal health (e.g., tooth brushing, sleep, hydration, ergonomics, sun safety, limiting screen time, hearing protection, physical activity, wearing protective equipment), identify resources to assist in achieving it, and track progress toward its achievement. [HPE; SE]

##### *Personal Safety [5.2.PS]*

1. Describe ways to promote personal safety and reduce the risk of unintentional injuries in a variety of situations (e.g., at home, at school, during physical activity, around motor vehicles, around firearms, around water, fire prevention, during a fire, as a pedestrian). [HPE]
2. Recognize aspects of the environment (e.g., whether or not crosswalks are clearly marked, presence of sidewalks, access to healthy foods, access to green space, levels of violence in a community) that can positively or negatively impact safety. [HPE]
3. Explain safety precautions for playing outdoors in different kinds of weather. [HPE]
4. Identify and demonstrate how to contact appropriate resources when someone is poisoned or injured and needs help (i.e., calling poison control and 9-1-1). [HPE]
5. Apply strategies to be and stay safe when using the Internet, and other digital technology, and social media, including addressing and preventing media overuse. [HE]
6. Define and provide examples of behaviors that would be considered child abuse and neglect (including physical, emotional, and sexual abuse), and describe actions and behaviors to take if feeling threatened by either someone known or not known. [HE]
7. Demonstrate the ability to set and maintain developmentally-appropriate boundaries (including physical, verbal, sexual, and emotional boundaries) and how to respond if those boundaries are violated. [HPE]
8. Distinguish among safe, unsafe, and inappropriate touch and demonstrate strategies for getting help including how to tell a trusted adult if this happens. [HE]
9. Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety. [HPE; SE]

##### *Physical Activity and Fitness [5.2.PF]*

1. Describe health benefits of regularly participating in physical activity on multiple dimensions of wellness (e.g., cardiovascular health, fitness levels, muscle strengthening, stress management, supporting positive mental health). [HPE]

**Practice 3: Social Awareness, Relationship, and Communication Skills.**

Enhance relationships, personal health, and the health of others through social awareness and effective communication.

##### *Healthy Relationships [5.3.HR]*

1. Identify characteristics of healthy and unhealthy relationships with a variety of individuals (i.e., family, peers, trusted adults, teachers). [HE; SE]
2. Define and demonstrate ways to determine and respect the boundaries of self and others. [HPE; SE]
3. Demonstrate strategies for addressing one’s own feelings and the feelings and perspectives of others in order to support positive relationships. [HPE; SE]
4. Differentiate between conflict and bullying and articulate the importance of the difference to avoid escalating conflicts into bullying or violence. [HE; SE]
5. Identify and respond to bullying situations in a variety of settings. [HPE; SE]
6. Identify and practice non-violent communication skills. [HPE, SE]
7. Identify and practice conflict prevention, management and resolution strategies. [HPE; SE]
8. Describe how personal experiences, peers, family, media, society, community, and culture influence ways people interact in relationships and social situations. [HPE; SE]
9. Describe the differences between assigned sex at birth and gender identity and explain how one’s outward appearance and behavior does not define one’s gender identity or sexual orientation. [HE; SE]
10. Describe a range of ways people may express their gender and that some people’s gender identity (how they think about themselves) matches others’ expectations about what their bodies look like on the outside and others do not. [HPE; SE]
11. Describe ways that stereotypes, perceived stereotypes, prejudice, discrimination, inequality and injustice can impact relationships, and demonstrate strategies to address these factors. [HPE; SE]

##### *Mental and Emotional Health [5.3.MH]*

1. Develop an awareness that emotions may be expressed in different ways (e.g., through body language, intensity of expression) by various groups and in different cultures. [HPE; SE]
2. Explain the importance of talking with friends, parents, guardians or other trusted adults about feelings and emotions. [HPE; SE]
3. Demonstrate how to ask for assistance with mental health questions, issues or concerns (e.g., challenges with friends, feeling anxious). [HE; SE]
4. Demonstrate how to discuss mental health and mental health conditions in culturally responsive ways and in ways that reduce stigma. [HE; SE]
5. Identify signs and symptoms of mental distress in self and others, and how to get help for self or others. [HE; SE]

##### *Physical Activity and Fitness [5.3.PF]*

1. Identify and describe social benefits gained from participating in physical activity and sports (e.g., making friends, being on a team, building trust). [HPE]
2. Identify opportunities and safe places for physical activity outside of school. [HPE]
3. Describe the benefits of movement and being physically active, especially with others, on physical, social, and emotional health. [HPE]

##### *Substance Use and Misuse [5.3.SU]*

1. Distinguish between the use and misuse of legal (e.g., prescription medications prescribed to you, over-the-counter drugs, and (at a certain age) nicotine, electronic vapor products, alcohol, and marijuana) and illegal drugs (e.g., prescription medicines not prescribed to you, cocaine, alcohol and nicotine use before legal age), and identify potential effects of each on the body. [HE]
2. Identify possible reasons (e.g., media, peer pressure, stress, culture) why individuals might use legal and illegal drugs and discuss health-promoting strategies to avoid illegal drug use and prevent unsafe or potentially harmful use of legal drugs. [HE]
3. Analyze data related to use of nicotine, alcohol or other legal drugs that are prohibited for minors. [HE]
4. Effectively communicate personal feelings or perspectives about substance use and misuse. [HE]
5. Demonstrate effective refusal of alcohol, nicotine, electronic vapor products, marijuana, inhalants, and other substances that can negatively impact health. [HE]

**5: Self-awareness and Analyzing Influences.**

Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.

##### *Mental and Emotional Health [5.5.MH]*

1. Describe personal and cultural identities and assets, their importance and value, and explain how they support mental and emotional health. [HE; SE]
2. Describe personal interests and the skills needed to pursue those interests in ways that support personal growth. [HPE; SE]
3. Identify personal strengths and opportunities for growth and improvement in a variety of contexts (including physical activity). [HPE; SE]
4. Describe supports needed to achieve success for a difficult activity or task in varied contexts. [HPE; SE]
5. Describe how peers, media, family, society, community, and culture can influence ideas about body image, and the impact on self-esteem and behaviors. [HE; SE]
6. Demonstrate how media, including social media, and technology can influence mental and emotional well-being (e.g., stress levels, happiness, mood). [HE; SE]

**Practice 6: Information and Resource Seeking.**

Access, evaluate, and use valid and reliable health information, products, services, and related resources.

##### *Sexual Health [5.6.SH]*

1. Identify characteristics of valid health information, products, and services related to human sexual and reproductive anatomy, puberty, and personal hygiene. [HE]
2. Locate resources from home, school, and community that provide medically accurate sources of information about human sexual and reproductive anatomy, puberty, and personal hygiene. [HE]
3. Use valid, reliable, and medically accurate resources (e.g., school nurse, doctor, digital resources, health teacher, community organizations) to find information about the human reproductive systems, human sexual development, and the effects of hormones (e.g., romantic and sexual feelings, mood swings). [HE]
4. Explain how gender identity and sexual orientation can vary in each individual. [HE]
5. Explain the relationship between sexual intercourse and human reproduction, the range of ways pregnancy can occur, and valid and reliable resources for information or support related to these topics. [HE]
6. Identify parents, guardians, or other trusted adults (e.g., counselors and other health care professionals) whom students can ask questions about puberty and adolescent health issues (including abuse and neglect). [HE]
7. Locate trusted adults (including parents/guardians) from whom to get help if boundaries are being violated or one is being physically, emotionally, or sexually harassed or assaulted. [HE]

**Practice 7: Self-Advocacy and Health Promotion.**

Promote personal, family, and community health and well-being.

##### *Public, Community, and Environmental Health [5.7.CE]*

1. Analyze the relationship between personal health and the health of the community. [HPE]
2. Discuss that people may experience health disparities and health inequities (unfair and avoidable differences in health) due to factors such as socioeconomic status, disability, race, ethnicity, and access to resources. [HPE]
3. Analyze issues of health inequities and injustices locally, nationally, and internationally. [HE]
4. Describe ways that the community can impact the health of people within that community. [HE]
5. Describe the ways that rules and laws can affect community health and health disparities. [HE]
6. Use accurate information when discussing environmental health issues (e.g., littering, deforestation, recycling, climate change, clean water) that impact people’s health. [HE]
7. Demonstrate ways to treat people – including other students, their family members, and members of the school community – with dignity, respect, and empathy without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or personal characteristics such as body shape or weight. [HPE; SE]
8. Propose and support classroom policies and behaviors that promote dignity and respect. [HPE; SE]

# Standards—Grades 6-8 *(by the end of Grade 8)*

**Practice 1: Decision-making and Problem-Solving.**

Make health-promoting, informed, responsible decisions, and solve problems, in a variety of health-related situations.

##### *Healthy Relationships [8.1.HR]*

1. Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships and discuss various ways to show affection within different relationships (e.g., holding hands, hugging, kind words, acts of kindness, kissing, sexual behaviors). [HE; SE]
2. Compare and contrast the continuum of relationship behaviors (including identifying healthier and less healthy behaviors, and the potential impacts of power differences such as age, gender, status or position within relationships) and how these impact health and well-being. [HE; SE]
3. Identify warning signs of potential danger in a relationship and strategies to get help. [HE; SE]
4. Evaluate options and strategies a person might use to end an unhealthy relationship, including involving a trusted adult who can help. [HE; SE]
5. Define consent and describe factors, including drugs and alcohol, that may influence one’s capacity to request consent, and to give and receive consent, including sexual consent, in a variety of situations. [HE; SE]
6. Demonstrate the ability to apply a decision-making process to decisions related to consent in a variety of situations (e.g., friendships, familial, with an intimate partner, in a sexual relationship) and to communicate and respond to consent or non-consent. [HE; SE]
7. Demonstrate the ability to apply a decision-making model to arrive at a decision that promotes health and safety related to various types of relationships (including sexual relationships). [HPE; SE]

##### *Personal Safety [8.1.PS]*

1. Describe the role of individual versus shared responsibility in staying safe in a variety of situations (e.g., outdoor recreation, motor vehicle safety, digital safety, threats of violence). [HPE]
2. Discuss how systemic and other factors (e.g., home rules, school connectedness, environment, available supports, available equipment, weather, gender-based violence, racism, and discrimination) help or hinder an individual’s ability to remain safe in a variety of situations. [HPE]
3. Evaluate potential options and consequences for decisions related to personal safety in a variety of situations (e.g., motor vehicle safety, physical injury, digital safety, threats of violence, inappropriate touch, physical, emotional, and sexual abuse). [HPE]
4. Describe laws (e.g., age of consent laws, child abuse, including sexual abuse, and sexual exploitation laws, parental notification laws) that relate to young people’s sexual health and the rights of adolescents to maintain their own health, and how these might impact decisions related to sexual health. [HE]
5. Define exploitation, human trafficking and sex trafficking, and describe strategies used for and warning sign behaviors of exploitation and recruitment of youth. [HE]
6. Demonstrate strategies for avoiding situations that may lead to human trafficking and sexual exploitation and for getting help if concerned about self or others. [HE]
7. Explain the potential consequences of requesting, sending, or digitally posting sexually explicit pictures or messages (e.g., on social media sites, chat groups, e-mail, texting, websites, phone and tablet applications, and other digital forms) and demonstrate the ability to make health-promoting decisions related to safe and legal activity in online and digital spaces. [HE]
8. Demonstrate strategies for keeping oneself safe online and in digital spaces (including situations that could lead to exploitation or trafficking, and online sexual harassment). [HE]
9. Describe the characteristics of various forms of abuse (i.e., physical abuse, emotional abuse, psychological abuse, financial abuse, sexual abuse and exploitation), provide examples of how abuse is used to control an individual, and demonstrate strategies for getting help. [HE]
10. Evaluate a variety of non-violent responses to address conflict and demonstrate the ability to use these responses to act on health-related decisions. [HPE; SE]
11. Analyze barriers that may prevent someone from reporting unsafe situations and child maltreatment to adults and identify strategies to overcome these barriers. [HE]
12. Demonstrate the ability to use a decision-making process to thoughtfully and effectively address personal safety in a variety of situations. [HPE]

##### *Sexual Health [8.1.SH]*

1. Apply an effective decision-making process in situations related to sexual health. [HE]
2. Identify valid and reliable sources of information and resources to inform and support sexual health choices.  [HE]
3. Analyze ways to prevent pregnancy and sexually transmitted infections (STIs), including methods that can be taken before becoming sexually active (e.g., communicating with a partner, HPV vaccine, contraception).  [HE]
4. Describe possible short- and long-term consequences (positive and negative) of engaging in sexual activity and identify ways to avoid negative or potentially harmful consequences.  [HE]
5. Articulate the benefits of postponing sexual activity and setting personal limits, including to avoid early or unintended pregnancy and to reduce the risk of sexually transmitted infections, based on personal beliefs and values.  [HE]
6. Analyze personal beliefs (including level of readiness) and values related to sexual activity and sexual health.  [HE]
7. Explain the importance of, and ways to identify, setting personal limits to avoid unintended outcomes from risky or unwanted sexual behavior and to make sexual health decisions.  [HE]
8. Describe strategies that can be used to make decisions that adhere to personal values, beliefs, and limits.  [HE]

##### *Substance Use and Misuse [8.1.SU]*

1. Thoughtfully apply a decision-making process in situations or to problems related to legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana) and illegal drug (e.g., prescription drugs not prescribed to you, cocaine) use.  [HE]
2. Identify circumstances that enable or encourage the use and misuse of legal and illegal drugs (in regard to age of legal use or type of substance), determine when situations or problems related to illegal drugs might require assistance, and identify possible options in how to respond. [HE]
3. Access valid and reliable information (from home, school, and community) about legal and illegal drugs (in regard to age of legal use or type of substance) and use it to understand and communicate the risks and dangers of drug use and misuse.  [HE]
4. Analyze factors (e.g., personal beliefs, source of substance, purpose of use) that may affect a decision to use of legal or illegal substances. [HE]
5. Analyze the potential negative effects of legal and illegal drug use on personal safety, physical activity, relationships with friends and families, school success, brain development, and attainment of present and future goals. [HPE]
6. Develop positive norms regarding substance use (e.g., most people (including teens) do not use illegal drugs, most teens do not use nicotine or regularly consume alcohol, and most teens refrain from even trying marijuana).  [HE]

**Practice 2: Self-management and Goal Setting.**

Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

##### *Mental and Emotional Health [8.2.MH]*

1. Explain the role of individual and collective responsibility for maintaining and enhancing mental and emotional well-being and describe environmental and contextual factors that affect mental and emotional health and well-being. [HPE; SE]
2. Describe and demonstrate strategies to effectively manage changing emotions during adolescence. [HPE; SE]
3. Describe how emotions can impact one’s behaviors and experiences and how this might vary in differing contexts. [HPE; SE]
4. Demonstrate techniques to independently manage emotions in a variety of settings. [HPE; SE]
5. Demonstrate behaviors that will maintain or improve the mental and emotional well-being of self and others. [HPE; SE]
6. Explain possible outcomes of expressing or repressing emotions. [HPE; SE]
7. Examine how various coping strategies may help or harm health. [HPE; SE]
8. Apply health-promoting coping and stress management strategies. [HPE; SE]
9. Demonstrate strategies to persevere when facing adversity. [HPE; SE]
10. Create and monitor personal goals to meet identified emotional and mental health needs or wants and identify people or resources to assist in meeting those goals. [HPE; SE]
11. Analyze and demonstrate strategies for planning, prioritizing, and managing time. [HPE; SE]

##### *Physical Activity and Fitness [8.2.PF]*

1. Compare and contrast health-related and skill-related fitness components (i.e., strength, muscular endurance, cardiovascular endurance, flexibility, balance, speed, balance, agility) and principles (i.e., overload, specificity, progression, FITT – frequency, intensity, time, type). [HPE]
2. Explain connections between fitness and physical activity level and overall physical, emotional, and mental health. [HPE]

##### *Sexual Health [8.2.SH]*

1. Assess personal health practices and develop short- and long-term goals that support healthy sexual behaviors (e.g., abstinence, delay, use of contraception, use of barriers, giving and obtaining consent). [HE]
2. Determine strategies that will reduce the risk of HIV and sexually transmitted infections (STIs) and early pregnancy. [HE]
3. Examine reasons and considerations (e.g., cultural and societal norms, personal values and beliefs) for determining emotional readiness for sexual behaviors. [HE]
4. Describe how sexual health values and priorities may change over time, with varying responsibilities and maturity. [HE]

**Practice 3: Social Awareness, Relationship, and Communication Skills.**

Enhance relationships, personal health, and the health of others through social awareness and effective communication.

##### *Healthy Relationships [8.3.HR]*

1. Identify characteristics of healthy and unhealthy relationships and ways to seek help in unhealthy or unwanted relationships. [HE; SE]
2. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships). [HPE; SE]
3. Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings [HPE; SE].
4. Explain why consent and respecting a person’s boundaries are important. [HPE; SE]
5. Demonstrate effective approaches to boundary setting (e.g., acknowledge feelings, communicate the boundary, target alternative), maintenance of a variety of boundaries (e.g., related to technology use, emotional, physical). [HPE; SE]
6. Recognizing when boundaries are being violated and identify tactics used to coerce or pressure someone to change a personal boundary (e.g., to have sex, to share a password, to send an explicit photo, break a rule). [HE; SE]
7. Demonstrate techniques and assertive responses to counter coercive tactics in order to maintain boundaries. [HE; SE]
8. Analyze how media and technology can be both a positive and negative influence on beliefs about what constitutes a healthy relationship (including sexual relationships). [HE; SE]
9. Analyze the impact of technology and social media on relationships (e.g., use of smartphones, sharing relationship information, GPS tracking). [HE; SE]
10. Describe potential impacts of power and privilege (e.g., associated with age, race, ethnicity, sexual orientation, gender, gender identity, socioeconomic status, immigration status, ability, position of authority) within a variety of relationships and in various settings. [HPE; SE]
11. Analyze ways that prejudice, discrimination (e.g., sexism), and injustice can impact relationship health and describe ways to address these issues to support health of self and others. [HPE; SE]
12. Apply conflict resolution strategies in a variety of situations (e.g., interpersonal, intrapersonal, intragroup, intergroup). [HPE; SE]
13. Demonstrate positive ways to communicate differences of opinion in a variety of relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team). [HPE; SE]
14. Compare and contrast bullying, harassment, and abuse and demonstrate ways to support and seek help for someone who is being bullied, harassed, or abused, or who is the target of unhealthy or coercive behaviors. [HPE; SE]

##### *Mental and Emotional Health [8.3.MH]*

1. Discuss how adverse childhood experiences and toxic stress as well as resilience and positive childhood experiences can impact mental and emotional health and demonstrate ways to communicate effectively about these factors and ways to support people who have experienced or are experiencing trauma. [HE; SE]
2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations. [HPE; SE]
3. Accurately recognize and effectively respond to emotions, thoughts, values, and perspectives when communicating with others and when resolving interpersonal conflicts. [HPE; SE]
4. Analyze how people from diverse groups can learn from each other and how this can enhance emotional well-being. [HPE; SE]
5. Apply refusal or negotiation skills in ways that support or improve mental health and minimize health risks. [HPE; SE]
6. Advocate for oneself by creating ‘I’-messages to express feelings and needs in appropriate ways. [HPE; SE]
7. Identify signs and symptoms of mental and emotional distress, in self and others, that may require assistance from adults. [HE; SE]
8. Demonstrate how to respond (e.g., calling 9-8-8, telling a trusted adult) when there is a concern about one’s own or someone else’s mental well-being or where someone is considering harming or killing themselves. [HE; SE]
9. Effectively express needs, wants, emotions, and feelings (including affection, love, friendship, concern, anger) in respectful and health-promoting ways. [HPE; SE]

##### *Physical Activity and Fitness [8.3.PF]*

1. Exhibit responsible social behaviors by respectfully interacting with others, including and cooperating with classmates, asking for help when needed for self and others, maintaining positive relationships, and collaborating productively on problem-solving initiatives during adventure activities, large-group initiatives, and/or game play. [HPE; SE]
2. Provide constructive feedback to a peer, using teacher-generated guidelines, and incorporate appropriate tone and other communication skills (e.g., eye-contact, body language). [HPE; SE]

##### *Sexual Health [8.3.SH]*

1. Explain the difference between sexual orientation and gender identity. [HE]
2. Explain three dimensions of sexual orientation (i.e., identity, attraction, and behavior) and how they are all a part of an individual’s sexual orientation that may or may not align with each other. [HE]
3. Explain how assigned sex assigned at birth, gender identity, and gender expression are distinct concepts and how they interact with each other. [HE]
4. Explain that attractions can be romantic, emotional, and/or sexual to an individual of the same gender and/or a different gender(s) and that attractions can change over time. [HE]
5. Demonstrate the ability to create or maintain positive relationships with people of all gender identities, gender expressions, and sexual orientations. [HPE; SE]

##### *Substance Use and Misuse [8.3.SU]*

1. Analyze social situations in multiple settings (e.g., at home, at school, out with friends, at a party) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances. [HE]
2. Analyze influences (e.g., culture, peers, media, perceptions of norms) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances. [HE]
3. Describe the ways that social characteristics (i.e., socioeconomic status, culture, gender) can impact risk and protective factors for substance use and misuse. [HE]
4. Summarize and communicate the effects of using legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, cocaine) on brain development and multiple dimensions of health (e.g., physical, social, occupational, mental/emotional). [HE]
5. Demonstrate effective verbal and nonverbal communication skills (including refusal) to keep self or others safe in substance use- and misuse-related situations (e.g., avoiding riding with a driver who is under the influence, seeking help, leaving a situation) in order to protect individuals from risk or injury. [HE]

**Practice 5: Self-awareness and Analyzing Influences.**

Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.

##### *Personal Safety [8.5.PS]*

1. Analyze how various influences (e.g., peers, family, culture, society, school, and community policies) impact the safety of adolescents in a varied of situations (including during physical activity). [HPE]
2. Analyze laws related to sexual harassment, sexual abuse, sexual assault, and domestic violence and how the laws impact individual safety. [HE]
3. Analyze how sharing or posting personal information electronically about self or others (e.g., chat groups, email, texting, sexting, websites, social media, phone and tablet applications) can impact the safety of self or others. [HE]

##### *Public, Community and Environmental Health [8.5.CE]*

1. Analyze how a variety of social determinants of health (e.g., education, social environment, socioeconomic conditions, food availability, public safety, discrimination) may impact health at different levels (e.g., individual, family, and community). [HPE]
2. Analyze how stigma and public perception can influence access to health and health care (e.g., menstrual health care, mental health services and supports, preventative screenings). [HE]
3. Explain how public health policies and government regulations influence health promotion and disease prevention in both positive and negative ways. [HE]
4. Analyze how environmental factors (e.g., air quality, trash and litter, availability of clean drinking water) and types of pollution (e.g., air, noise, chemical, water) affect health. [HPE]
5. Encourage others to improve health outcomes. [HPE]

##### *Sexual Health [8.5.SH]*

1. Explain how perceptions, social norms, and social environment influence thoughts, attitudes, beliefs, and behaviors toward sexual orientation, sexual health and sexual activity. [HE; SE]
2. Analyze external influences (e.g., peers, media, technology, family, society, community, culture, cultural stigmas) that have an impact on an individual’s attitudes, beliefs, and expectations about gender identity, gender roles, and sexual orientation. [HE; SE]
3. Analyze internal and external influences (e.g., personal values and beliefs, peers, media, technology, family, society, community, culture, stigmas) that have an impact on an individual’s sexual behaviors. [HE; SE]

**Practice 6: Information and resource seeking.**

Access, evaluate, and use valid and reliable health information, products, services, and related resources.

##### *Mental and Emotional Health [8.6.MH]*

1. Describe situations where professional health services are necessary to support or improve mental and emotional well-being. [HE]
2. Demonstrate the ability to access professional health services if needed. [HE; SE]
3. Locate valid and reliable products and services to enhance mental and emotional well-being, manage stress and emotions, and treat mental health conditions. [HE]

##### *Physical Health and Hygiene [8.6.PH]*

1. Determine the accessibility of public, community, and environmental products, resources and services that enhance health and identify supports or barriers to accessing the products or services. [HPE]
2. Locate valid and reliable information on puberty, personal hygiene, menstruation, and personal health products from a variety of resources in one’s home, school, and community and evaluate their validity. [HPE]
3. Access personal health products (e.g., deodorant, hair care, menstrual products, sunscreen, dental care products) based on individual needs, and evaluate the ease of accessibility and use. [HPE]
4. Locate a variety of personal health-related digital resources and assess each for reliability and validity. [HPE]
5. Identify sources of support such as parents or other trusted adults to whom students can go if they or someone they know is being bullied, harassed, abused, assaulted, or exploited. [HPE; SE]
6. Explain why a person who has been bullied, exploited, sexually harassed, sexually abused, sexually assaulted, or has been a victim of incest, rape, domestic violence, dating violence, or gender-based violence is not at fault. [HPE]
7. Locate community resources that provide support and resources related to sexual exploitation or for getting help for self or others in situations related to sex trafficking. [HE]

##### *Sexual Health [8.6.SH]*

1. Analyze the validity of claims for health information, products, and services about human sexual and reproductive health. [HE]
2. Access credible sources of information about human sexual and reproductive health (including pregnancy and pregnancy options). [HE]
3. Access credible sources of information about gender identity, gender expression, sexual orientation, and healthy sexuality development. [HE]
4. Identify parents, guardians, or other supportive and trusted adults to whom students can ask questions about gender, gender-role stereotypes, gender identity, and sexual orientation and demonstrate strategies for engaging in these conversations. [HE; SE]

**Practice 7: Self-Advocacy and Health Promotion.**

Promote personal, family, and community health and well-being.

##### *Mental and Emotional Health [8.7.MH]*

1. Analyze how stereotyping, bias, prejudice, and discrimination can impact mental and emotional health. [HPE; SE]
2. Analyze influences on body image and the relationship between body image, disordered eating, and mental health. [HPE; SE]
3. Analyze the effects of social media on mental and emotional health. [HPE; SE]
4. Demonstrate strategies for supporting healthy body image in youth and adolescents. [HPE; SE]
5. Demonstrate strategies for reducing stigma related to mental health. [HPE; SE]
6. Utilize positive peer and societal norms when formulating a health-promoting position related to eliminating discrimination, injustice, and challenge negative norms. [HPE; SE]
7. Evaluate strategies for opposing, reducing, or eliminating stereotyping, prejudice, discrimination, and injustice.  [HPE; SE]
8. Encourage others to refrain from teasing or bullying others based on personal characteristics (e.g., race, national origin, disability, body shape or weight), or personal values and beliefs. [HPE; SE]

##### *Nutrition and Balanced Eating [8.7.NE]*

1. Demonstrate the importance of food to all people and how food is used to keep us healthy, return us to health, and connect us (e.g., soup when you are ill, comfort food, food after major events). [HE]
2. Analyze a variety of influences (e.g., media, peers, family, culture, stigmas, school, economics, food access, food production and cultivation) on nutrition-related beliefs and behaviors, and today’s society.  [HE]
3. Discuss a variety of perspectives on health-promoting eating practices (e.g., food guidelines from other countries and cultures, USDA Guidelines and Harvard’s Healthy Eating plate, cultural food practices, buying locally grown or produced foods) and describe the health benefits of and strategies for implementing these practices. [HE]
4. Articulate a health-promoting position on a nutrition-related topic and support the claim with accurate information. [HPE]
5. Identify personal dietary needs (e.g., dietary allergies, food preferences) and goals, and advocate to address the identified needs and goals. [HPE]
6. Collaborate effectively to support nutrition-related practices or behaviors that maintain or enhance health. [HPE]

##### *Personal Safety [8.7.PS]*

1. State a position, supported by accurate information, that encourages peers to adopt or continue practices that maintain or enhance personal safety. [HPE]
2. Demonstrate how to influence and support others to make choices that maintain or enhance personal safety. [HPE]
3. Work cooperatively to support the safety of individuals, families, and communities. [HPE; SE]
4. Identify reasons that harassment is harmful and illegal along with warning signs for when to report it and seek help from a safe/trusted adult or health professional. [HE]

##### *Sexual Health [8.7.SH]*

1. Demonstrate ways to show courtesy and respect for others when aspects of their sexuality (e.g., sexual activity [including abstinence], sexual orientation) or gender (e.g., gender expression, gender identity) are different from one’s own. [HPE; SE]
2. Encourage others to refrain from teasing or bullying others based on their sexuality (e.g., sexual activity [including abstinence], sexual orientation) or gender (e.g., gender expression, gender identity). [HPE; SE]
3. Identify behaviors, policies and practices in the school community that promote or hinder dignity and respect for all individuals, including those of different sexual orientations, gender identities, and gender expression. [HPE; SE]

# Standards—Grades 9–12 *(by the end of Grade 12)*

**Practice 1: Decision-making and Problem-solving.**

Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations.

##### *Sexual Health [12.1.SH]*

1. Demonstrate the ability to apply an effective decision-making process in situations related to sexual activity and sexual health. [HE]
2. Discuss reasons for why it is wrong to trick, threaten, or coerce another person into sexual activity.  [HE]
3. Analyze factors that contribute to behaviors that increase the risk of pregnancy, HIV, and other STIs.  [HE]
4. Explain the importance of STI (including HIV) testing and counseling if sexually active on short- and long-term health, identify where to get tested, and why it is important to proactively discuss STI status with a sexual partner.  [HE]
5. Evaluate readiness, options, and their respective consequences regarding sexual activity in consensual relationships including abstinence, postponing sexual intercourse, engaging in safe sex practices (e.g., using condoms and other barriers, using birth control). [HE]

##### *Healthy Relationships [12.1.HR]*

1. Examine, compare, and contrast aspects of various personal relationships, including characteristics of healthy and unhealthy family, peer, romantic (dating), and/or sexual relationships. [HPE; SE]
2. Analyze the benefits and risks of various ways people express feelings within relationships (e.g., words, acts of kindness, hugging, holding hands, kissing, sexual behaviors, jealousy, manipulation) and describe the characteristics of effective expression of feelings and emotions within a health-promoting relationship. [HE; SE]
3. Analyze the role of individual versus shared responsibility in building and maintaining healthy relationships. [HPE; SE]
4. Describe the cycle of violence in relationships and discuss strategies for getting help and leaving an unhealthy, violent, or exploitative relationship. [HPE; SE]
5. Discuss different forms of abuse in relationships including emotional abuse, sexual abuse, domestic violence, dating violence, gender-based violence, sex trafficking and exploitation, and available supports and resources for getting help if in an abusive or exploitative relationship.  [HPE; SE]
6. Explain age of consent laws and why it is an individual’s responsibility to obtain consent, verify that all sexual contact is consensual, recognize that consent must be asked for and verbally given, that it cannot be given if under the influence, and that it can be taken away at any point (i.e., someone can say yes and change their mind, or say yes to certain things but not others). [HE]
7. Evaluate effective strategies for dealing with difficult relationships with family members, peers, and partners and demonstrate the ability to use these strategies to make health-promoting decisions regarding difficult relationships. [HPE; SE]
8. Examine the complexity of, and discuss considerations related to, the decision to leave an unhealthy relationship, developing a safety plan to recognize and get out of any future unsafe or unhealthy relationships, and determine situations when adult and/or professional support is needed. [HPE; SE]
9. Demonstrate the ability to apply a thoughtful decision-making process to maintain or enhance relationship health including the decision to leave or seek help in an unhealthy relationship. [HPE; SE]

##### *Physical Activity and Fitness [12.1.PF]*

1. Identify snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. [HPE]
2. Evaluate opportunities and barriers for physical activity in a variety of contexts. [HPE]

##### *Substance Use and Misuse [12.1.SU]*

1. Reflect on personal beliefs, choices, and values compared to cultural, community, and societal norms around substance use and misuse. [HPE]
2. Evaluate situations and how various internal and external factors (e.g., peers, media, social norms, corporate practices) influence substance use and misuse. [HPE]
3. Analyze the potential short- and long-term impacts (including addiction) of legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, cocaine) on multiple dimensions of health (e.g., physical, mental, emotional, social, intellectual) and on other health risk behaviors (e.g., sexual activity, impaired driving).  [HPE]
4. Employ self-management skills to act on health-promoting decisions about legal drug use (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana). [HPE; SE]

**Practice 2: Self-management and Goal Setting.**

Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

##### *Mental and Emotional Health [12.2.MH]*

1. Apply strategies to appropriately respond using different levels of emotions in routine interactions.  [HPE; SE]
2. Apply coping and stress management techniques to manage a variety of stressors (i.e., school, personal life, relationships) and create a long-term plan for stress management.  [HPE; SE]
3. Apply strategies, including developing protective factors and personal assets, to support positive mental and emotional well-being. [HPE; SE]
4. Assess health practices and overall health status across multiple dimensions of wellness (e.g., physical, emotional, financial, cultural, sexual, intellectual, occupational, spiritual, environmental, social).  [HPE]
5. Set a goal, create a plan, monitor progress, and celebrate success for plans that maximize efficiency and minimize stress. [HPE; SE]
6. Apply strategies that support a growth mindset including in challenging settings.  [HPE; SE]
7. Set personal short- and long-term mental and emotional health-related goals and create and execute a plan for monitoring progress. [HPE; SE]

##### *Nutrition and Balanced Eating [12.2.NE]*

1. Compare and contrast various dietary guidelines and practices from different sources, locations, and cultures (e.g., USDA Guidelines, Harvard Healthy Eating Plate, Mediterranean Diet, food guidelines from different countries and cultures). [HE]
2. Analyze the physical, mental, social, economic, and academic benefits or consequences of various dietary habits or behaviors.  [HPE]
3. Describe common safe food storage and preparation practices. [HE]
4. Demonstrate how to comparison shop for foods, including comparing nutrient density, unit pricing, food packaging, and prices of foods in various forms. [HE]
5. Assess personal nutrition-related practices using dietary guidelines of their choice. [HE]
6. Compare and contrast various factors (e.g., culture, media, peers, portion sizes) that influence nutrition-related beliefs and behaviors and analyze the ways that these factors are impacting personal beliefs and behaviors. [HE]
7. Develop short- and long-term nutrition goals that build on strengths and address areas for improvement.  [HPE]
8. Analyze barriers (e.g., finances, food availability and access, social norms, media) to succeeding with a personal nutrition-related goal and identify supports to help overcome those barriers.  [HPE]
9. Implement a plan to achieve a nutrition-related goal, monitor progress, and adjust as needed. [HPE]

##### *Physical Health and Hygiene [12.2.PH]*

1. Develop a plan and implement strategies based on an identified need or want to attain a goal that improves physical health.  [HPE]
2. Create a plan that develops agency related to individual ownership of one’s health and health care (e.g., locating a health care provider, scheduling appointments, taking medication properly, seeking support for medical issues). [HPE]
3. Demonstrate strategies to self-advocate in healthcare settings (e.g., getting questions answered, seeking clarity of medical instructions, seeking a prescription refill). [HE]
4. Examine and describe signs, causes and symptoms of menstruation‐ related health conditions (e.g., endometriosis, fibroids, premenstrual syndrome and polycystic ovary syndrome) and explain strategies to manage and reduce discomfort. [HE]
5. Describe external factors (such as social determinants of health) that can affect health and one’s agency in addressing health. [HPE]

##### *Personal Safety [12.2.PS]*

1. Explain human trafficking and sexual exploitation and identify recruitment tactics used to exploit vulnerabilities and recruit youth. [HE]
2. Demonstrate strategies, including risk reduction strategies, that can help avoid or address situations related to sexual exploitation in physical and digital settings. [HE]
3. Evaluate ways and demonstrate strategies to reduce risk and stay safe, follow laws, and act respectfully in physical and digital settings. [HE]
4. Evaluate personal responsibility in and the consequences related to pressuring someone for sexually explicit pictures, sending sexually explicit pictures or messages by email or cell phone, or posting sexually explicit pictures on social media sites (e.g., chat groups, email, texting, websites, phone and tablet applications). [HE]
5. Demonstrate strategies for asking for assistance or providing support for self and peers when faced with unsafe situations. [HPE; SE]
6. Demonstrate proficiency in Cardiopulmonary Resuscitation (CPR) and the use of Automated External Defibrillators (AEDs). [HPE]

##### *Physical Activity and Fitness [12.2.PF]*

1. Assess personal strengths and interests and how they influence engagement in physical activity. [HPE; SE]
2. Discuss the benefits of a physically active lifestyle across multiple dimensions of health and across a person’s lifespan.  [HPE]
3. Investigate relationships among different types of physical skills and activities with personal interest, social interaction, and self-expression and enjoyment and impacts on fitness, nutrition, and multiple dimensions of health. [HPE]

**Practice 3: Social Awareness, Relationship, and Communication Skills.**

Enhance relationships, personal health, and the health of others through social awareness and effective communication.

##### *Healthy Relationships [12.3.HR]*

1. Explain why it is harmful to disrespect others who have differing views and beliefs and demonstrate positive ways to express understanding of differing perspectives. [HPE; SE]
2. Use effective strategies (e.g., boundary setting, maintaining personal boundaries, respecting others’ boundaries, I-statements, stating your needs, recognizing warning signs) to avoid negative relationships and improve or maintain positive relationships.  [HPE; SE]
3. Summarize benefits (e.g., mutual respect, deeper connections, inclusion) of respecting individual differences in aspects of sexuality (e.g., sexual activity, sexual abstinence, sexual orientation), gender (e.g., gender expression, gender identity), growth and development, and physical appearance.  [HPE; SE]
4. Reflect on the role individual behaviors and external factors have in a conflict and discuss how individual behaviors and external factors may inform the ability to resolve conflict in the future.  [HPE; SE]
5. Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, assault, discrimination, or exploitation.  [HPE; SE]
6. Appropriately resolve interpersonal conflicts in a variety of settings (e.g., school, family, work, community, and personal relationships).  [HPE; SE]
7. Demonstrate empathy (e.g., active listening, withholding judgement, compassion) toward others. [HPE; SE]
8. Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement.  [HPE; SE]
9. Evaluate verbal, physical, and non-verbal social, cultural, and environmental cues to predict and respond to the emotions and communication style of others. [HPE; SE]
10. Use assertive communication techniques, including refusals, in a variety of settings and with a variety of audiences to meet personal needs and maintain or enhance overall health. [HPE; SE]
11. Summarize the importance of talking with parents, guardians, caregivers, and other trusted adults about issues related to relationships, growth and development, and sexual health. [HPE; SE]

##### *Mental and Emotional Health [12.3.MH]*

1. Describe both positive (e.g., developmental assets, protective factors, resilience, supportive adult relationships) and negative factors (e.g., trauma, adversity, adverse childhood experiences) that can impact mental and emotional health and well-being. [HE; SE]
2. Discuss the benefits of trauma-informed approaches to relationships. [HE; SE]
3. Demonstrate strategies for expressing understanding towards those who hold different beliefs. [HPE; SE]
4. Evaluate how society and cultural norms, morals, and values affect personal interactions.  [HPE; SE]
5. Evaluate the influence of peers, media, family, society, community, and culture on body image and the impact body image has on health. [HPE; SE]
6. Evaluate personal engagement in social situations at home, school, and in the community and create a plan for personal growth in social engagement.  [HPE; SE]
7. Analyze power imbalances in relationships and demonstrate strategies that communicate your value, your right to say no, and hold others accountable for their actions. [HE; SE]
8. Apply appropriate boundary setting strategies (e.g., acknowledge feelings, communicate the boundary, target alternative) within authentic contexts.  [HPE; SE]
9. Demonstrate a variety of culturally responsive strategies for collaborating with peers, adults, and others in the community. [HPE; SE]
10. Demonstrate strength-based strategies for implementing aspects of cultural humility, embracing differences, accepting others, and acknowledging others’ perspectives. [HPE; SE]
11. Demonstrate the ability to communicate about mental health in culturally responsive ways that reduce stigma. [HE; SE]
12. Communicate non-judgmentally when there is a concern about one’s own or someone else’s mental well-being or where someone is considering harming or killing themselves. [HE; SE]

##### *Physical Activity and Fitness [12.3.PF]*

1. Evaluate the opportunity for social interaction and social support in a variety of physical activities in and out of school. [HPE; SE]

**Practice 5: Self-awareness and Analyzing Influences.**

Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.

##### *Physical Health and Hygiene [12.5.PH]*

1. Analyze how different cultural backgrounds, perceptions of norms, and social influences encourage or discourage health-promoting and risky behaviors. [HPE; SE]
2. Analyze how health risk behaviors (e.g., lack of physical activity, lack of sleep, poor nutrition, texting and driving) and protective factors (e.g., school connectedness, meaningful relationships, access to health care, regular physical activity) can influence overall health and how environmental factors can impact those behaviors.  [HPE]

##### *Physical Activity and Fitness [12.5.PF]*

1. Analyze the role of technology and social media tools in supporting a healthy, active lifestyle.  [HPE]
2. Analyze the impact of a variety of factors (e.g., culture, life choices, economics, motivation and accessibility) on people’s participation in physical activity.  [HPE]
3. Recognize personal assets and demonstrate strategies that support growth mindset related to personal abilities to succeed, grow, and persist through physical activity challenges.  [HPE; SE]

##### *Public, Community and Environmental Health [12.5.CE]*

1. Explore the impact of social determinants of health (e.g., education, social environment, socioeconomic conditions, public safety) on individuals at different levels (e.g., interpersonal, intrapersonal, community, policy). [HPE]
2. Evaluate the influence of social context/environment, not solely personal choices, on an individual’s health. [HPE]
3. Identify contributing causes (e.g., public policy, industrial growth, racism, power, inequity/inequality) that can influence public, community, or environmental health and analyze strategies to address these causes in ways that may improve health outcomes. [HPE; SE]
4. Analyze the behavioral (e.g., sedentary lifestyle, smoking, dietary habits) and environmental factors (e.g., policies, access and availability, built environment) that contribute to major chronic diseases (e.g., diabetes, heart disease, lung cancer).  [HPE]
5. Identify and evaluate global influences (e.g., pollution, climate change, warfare, global policies) on personal and community health. [HE]
6. Analyze the relationship between the health of various groups in a community and its impact on overall community health. [HPE; SE]
7. Analyze behaviors, policies and practices in the school community that promote dignity and respect and reduce stigma for all individuals. [HPE; SE]

##### *Sexual Health [12.5.SH]*

1. Analyze a variety of internal and external influences (e.g., peers, media, family, society, community, culture) on a person’s attitudes, beliefs, and expectations about sexual behavior and identity. [HE]
2. Determine the role of personal views about gender, sexual identity, and sexual health on choices and behaviors. [HE]
3. Discuss the role of personal and collective beliefs and values in creating a culture free of bullying, sexual harassment, sexual abuse, sexual assault, exploitation, incest, rape, domestic violence, dating violence, and gender-based violence. [HE; SE]

**Practice 6: Information and Resource Seeking.**

Access, evaluate, and use valid and reliable health information, products, services, and related resources.

##### *Healthy Relationships [12.6.HR]*

1. Demonstrate how to access valid information and resources to help maintain positive relationships and get help if in negative or unhealthy relationships. [HE; SE]
2. Demonstrate how to access valid information and resources to help or support someone else (e.g., who is being bullied or harassed or is a survivor of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence, gender-based violence). [HPE; SE]

##### *Mental and Emotional Health [12.6.MH]*

1. Discuss a variety of supports available at home, school, and community for maintaining or enhancing mental and emotional health. [HE; SE]
2. Evaluate the validity of and use resources from home, school, and community that provide valid health information on enhancing mental and emotional well-being, including effective coping strategies for loss and grief.  [HPE; SE]
3. Use valid and reliable resources to find information on risk factors for, and signs and symptoms of, mental health issues and conditions and access appropriate support for self or others. [HE; SE]
4. Recognize the signs of behavioral addictions (e.g., gambling, overuse of social media) and demonstrate strategies for seeking help for self or others. [HE]
5. Use valid and reliable resources to find information on risk factors for, and signs and symptoms of suicide ideation or non-suicidal self-injury. [HE; SE]

##### *Physical Activity and Fitness [12.6.PF]*

1. Evaluate the validity of claims made by commercial products and programs intended to promote or improve fitness and a healthy, active lifestyle.  [HPE]
2. Evaluate available resources, supports, and participation requirements of community-sponsored activities related to physical activity and fitness.  [HPE]
3. Develop a physical fitness and/or health plan using community resources (e.g., facilities, programs) to maintain or improve one’s fitness goals. [HPE]

##### *Substance Use and Misuse [12.6.SU]*

1. Evaluate the validity of information, products and services that are intended to help a person make health-promoting choices when making decisions related to legal drug use (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol and marijuana). [HE]
2. Use valid and reliable information to analyze the relationship of using legal and illegal (regarding legal age of use and type) drugs to causes of death (including overdose) and disease (including addiction) in the United States. [HE]
3. Recognize the signs of substance misuse, substance use crisis, and addiction (including addictive behaviors such as gambling, overeating, and overuse of social media) and demonstrate strategies for seeking help for self or others. [HE]
4. Identify laws that protect a person who calls for professional help during a substance use crisis (e.g., Good Samaritan Laws) [HE]
5. Access valid and reliable resources to determine laws regarding the purchasing, distributing, and selling of drugs (e.g., dispensaries, on the street, store, legal vs. illegal, travel across state lines). [HE]
6. Determine when professional services may be required related to legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, cocaine) and locate valid and reliable resources and services in the community that can help. [HE]

**Practice 7: Self-Advocacy and Health Promotion.**

Promote personal, family, and community health and well-being.

##### *Public, Community and Environmental Health [12.7.CE]*

1. Identify cost-effective ways to minimize environmental pollutants (e.g., chemicals, trash, noise) in the home and in the community. [HE]
2. Analyze programs, policies, and strategies to reduce and eliminate health inequities and disparities. [HPE; SE]
3. Examine health outcome data and evaluate policies or initiatives that address a public health concern within the community. [HPE]
4. Participate in projects to help make positive change in a community (e.g., volunteering, service-learning, service project). [HPE; SE]
5. Evaluate the ways communities are, and are not, supporting menstrual health. [HE]
6. Demonstrate proper and effective technique as it relates to CPR and AED use. [HPE]

##### *Sexual Health [12.7.SH]*

1. Discuss how to foster empathy, inclusiveness, and respect around issues related to sexuality (such as sexual activity, sexual abstinence, sexual orientation), gender expression, and gender identity. [HPE; SE]
2. Identify and support school and community policies and programs that promote safety, dignity, and respect for all sexual orientations and people of all gender identities and gender expressions. [HPE; SE]