Standard 1.0 Mental and Emotional Health - Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance wellness.

MSDE 1.A.1. Recognize and apply effective communication skills.
  • 1.A.1.a. Explain the importance of assuming responsibilities of personal health behavior (8th Grade Personal Well Being).
  • 1.A.1.a. Discuss skills for communicating effectively with family, peers, and others.
  • 1.A.1.b Utilize strategies to overcome barriers when communicating information, ideas, emotions and opinions about health issues.
  • 1.A.1.c. Analyze how interpersonal communication affects relationships.
  • 1.A.1.d. Demonstrate ways to communicate care, consideration, and respect for self and others in making positive health choices.

MSDE 1.D.1. Apply the decision-making process to personal issues and problems.
  • 1.D.1.a. Demonstrate the ability to utilize strategies when making decisions related to health needs and risks of young adults.
  • 1.D.1.d. Apply strategies and skills needed to attain personal health goals.
  • 1.D.1.e. Formulate an effective plan for lifelong health.

MSDE 1.F.1. Demonstrate, evaluate and analyze strategies to manage stress.
  • 1.F.1.a. Assess situations that are perceived as personal stressors.
  • 1.F.1.b. Compare stressors across the lifespan.
  • 1.F.1.c. Formulate positive ways to manage stressful situations.

  • 1.G.1.a. Assess conflict resolution strategies that promote and sustain interpersonal relationships.

MSDE 1.H.7. Compare internal and external influences on self-image.
  • 1.H.7.a. Analyze how self-image is influences by external forces such as media, friends, family and role models.
  • 1.H.7.b. Analyze how self-image is influenced by internal forces such as heredity, interests and likes/dislikes.
    *taken from 6th grade MSC, adapted for high school.

MSDE 1.J.1. Recognize and respond to destructive behaviors.
  • 1.J.1.a. Relate mental and emotional health to disease and disorder.
  • 1.J.1.b. Investigate the warning signs of depression and suicide.
  • 1.J.1.c. Apply strategies and skills to intervene when signs of depression occur.
  • 1.J.1.d. Design a plan to access information and services to help prevent suicide.
**Standard 2.0 Alcohol, Tobacco, and Other Drugs** - Students will demonstrate the ability to use drug knowledge, decision-making skills, and health enhancing strategies to address the non-use, use, and abuse of medications, alcohol, tobacco, and other drugs.

MSDE 2.A.1. Investigate effects of prescription and OTC drugs and resulting consequences.
   • 2.A.1.a. Analyze physical effects of combining OTC medicines with alcohol and other drugs.
   • 2.A.1.b. Create a lifelong plan for appropriate use of prescription and OTC medications.
   • 2.A.1.c. Compare use, misuse, and abuse of prescription and OTC medications.

MSDE 2.G.1. Identify factors that influence the use of tobacco, alcohol, and other drugs.
   • 2.G.1.a. Analyze the intended impact of advertising on the sale and purchase of tobacco, alcohol, and other drugs.
   • 2.G.1.b. Examine media messages and campaigns for alcohol and other drugs and discuss the targeted audience and outcomes.
   • 2.G.1.c. Describe the impact of peer pressure on the attitude and behaviors of youth in regard to the use of tobacco, alcohol, and other drugs.
   • 2.G.1.d. Demonstrate strategies for refusing alcohol, tobacco, and other drugs.
   • 2.G.1.e. Examine the influence the family has on the use/abuse of tobacco, alcohol and other drugs.
   • 2.G.1.f. Analyze genetics as a predisposing risk factor for the use/abuse of tobacco, alcohol and other drugs.

MSDE 2.H.1. Identify and examine physical, psychological, social, and legal consequences of the use of tobacco, alcohol, and other drugs.
   • 2.H.1.a. Describe how citizens can influence those in positions who determine rules, policies, and laws concerning the use of tobacco, alcohol, and/or other drugs.
   • 2.H.1.b. Interpret the legal issues and discuss the consequences of underage alcohol and tobacco use and/or possession.
   • 2.H.1.c. Demonstrate ways to minimize the impact of tobacco use by others on your health and wellbeing.
   • 2.H.1.d. Forecast the physical consequences of short and long-term alcohol, tobacco, and other drug use.
   • 2.H.1.e. Advocate healthy choices regarding alcohol, tobacco, and other drugs. (Legal Consequences and Addiction)

MSDE 2.I.1. Access information and services for treatment of addictive behaviors.
   • 2.I.1.a. Research resources to be used when a friend or family member has a drug problem.
   • 2.I.1.b. Apply strategies and skills needed to intervene with dependent and addictive behaviors.

**Standard 3.0 Personal and Consumer Health** - Students will demonstrate the ability to use knowledge, skills, and strategies to develop sound personal and consumer health practices involving the use of health care products, services, and community resources.

   • 3.A.1.b. Demonstrate the ability to access school and community health services for self and others.

MSDE 3.B.1. Investigate resources that provide valid health information concerning consumer health issues and services.
• 3.B.1.a. Evaluate the validity, cost, and accessibility of health information, products, and services.
• 3.B.1.b. Locate and utilize resources from home, school, community and technological sources that provide valid information concerning health issues, services, and careers.

• 3.D.1.a. Identify the role played by each of the following in causing illness: family history, lifestyle choices, environment, and genetics.
• 3.D.1.b. Analyze influences that affect the cause and course of illness.
• 3.D.1.c. Determine a plan of action to reduce personal health risks and/or improve personal health through regular medical/dental check-ups, immunizations and screening (vision, hearing), diet and weight management, exercise and rest, and environmental exposure (loud music).

Standard 4.0 Family Life and Human Sexuality – Students will demonstrate the ability to use human development knowledge, social skills, and health enhancing strategies to promote positive relationships and healthy growth and development throughout the life cycle.

MSDE 4.b.1. Analyze factors that influence an individual’s decisions concerning sexual behavior.
• 4.B.1.a. Investigate factors that contribute to sexual identity.

MSDE 4.C.1 Explain the process of human reproduction (fetal and maternal).
• 4.C.1.a. Describe fertilization, fetal development, and the birth process.
• 4.C.1.b. Identify the most prevalent congenital and hereditary conditions that affect the fetus.
• 4.C.1.c. Examine resources to maintain or promote reproductive health.

MSDE 4.D.1. Distinguish between healthy and unhealthy relationships.
• 4.D.1.a. Investigate factors that may contribute to a healthy relationship.

• 4.E.1.a. Distinguish between risks and consequences of sexual activity.
• 4.E.1.c. Advocate abstinence from sexual intercourse as the most effective and healthy means for preventing pregnancy and STIs.
• 4.E.1.d. Compare the effectiveness of various contraceptive methods in preventing pregnancy and STIs.

MSDE 4.J.1. Demonstrate capacity for setting limits on sexual intimacy.
• 4.J.1.a. Describe limits on sexual intimacy.
• 4.J.1.b. Demonstrate how to use decision-making steps for setting limits on sexual intimacy.
• 4.J.2.b. Assess several ways to communicate decisions about sexual behavior.

Standard 5.0 Safety and Injury Prevention - Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safe living in the home, school, and community.

MSDE 5.A.1. Demonstrate the ability to respond appropriately to emergency and non-emergency situations.
• 5.A.1.a. Distinguish between emergency and non-emergency situations.
• 5.A.1.b. Demonstrate skills related to cardiopulmonary resuscitation (CPR) and external defibrillators (AED).
• 5.A.1.c. Interpret laws and codes/regulations pertaining to emergency situations.
MSDE 5.C.1. Demonstrate appropriate responses to harassment and other violent behaviors.
• 5.C.1.a. Distinguish between healthy and unhealthy verbal and/or non-verbal interactions.
• 5.C.1.b. Assess ways to deter bullying and sexual harassment.
• 5.C.1.d. Develop a personal plan to resist and prevent gang activity and violence.

MSDE 5.C.2. Recognize contributors to harassment, intimidating behaviors, and violence.
• 5.C.2.a. Describe examples of harassment and intimidating behaviors in media.
• 5.C.2.b. Analyze the impact of media influences on harassing and intimidating behaviors.
• 5.C.2.c. Differentiate between healthy and unhealthy use of technology through internet, email, websites, instant messaging, and telephone/cell phone as it relates to harassment and intimidating behaviors.
• 5.C.2.d. Examine the influence of peer groups as they relate to harassing and intimidating behaviors.

MSDE 5.D.1. Assess and respond appropriately to sexual aggression.
• 5.D.1.a. Describe sexual aggression.
• 5.D.1.b. Demonstrate ways to prevent sexual aggression.
• 5.D.1.c. Investigate community resources for victims of sexual aggression.

Standard 6.0 Nutrition and Fitness - Students will demonstrate the ability to use nutrition and fitness knowledge, skills, and strategies to promote a healthy lifestyle.

MSDE 6.E.1. Analyze the benefits of maintaining a healthy weight.
• 6.E.1.a. Discuss what constitutes a healthful weight based on the Body Mass Index (BMI).
• 6.E.1.b. Assess the benefits of physical activity in relationship to weight management.
• 6.E.1.c. Describe the concept of energy balance.
• 6.E.1.d. Evaluate common factors that contribute to excess weight gain.

MSDE 6.E.3. Analyze eating and activity behaviors that need improvement.
• 6.E.3.a. Identify areas of personal eating behaviors that need improvement.
• 6.E.3.b. Assess personal fitness and identify areas of personal physical activity behaviors that need improvement.
• 6.E.3.c. Determine a plan of action to address areas targeted for improvement.

MSDE 6.G.1. Explain body image, how it is developed, and how it is influenced.
• 6.G.1.a. Implement strategies to counteract negative influences on body image.
• 6.G.1.b. Describe a variety of eating disorders and the relationship between eating and the body.
• 6.G.1.c. Analyze the impact of the media on body image.

Standard 7.0 Disease Prevention and Control - Students will demonstrate the ability to apply prevention and treatment knowledge, skills, and strategies to reduce susceptibility and manage disease.

MSDE 7.A.1. Describe risk factors and behaviors that influence contraction and transmission of communicable diseases.
• 7.A.1.a. Explain how sexual behaviors and practices including abstinence, use of condoms, sexual activity, and multiple partners influence contraction of HIV/AIDS and STIs.
7.A.1.b. Explain how other behaviors and practices, such as drug use, sharing needles (piercing, drugs, and tattoos), mother to child, and occupational exposure influence contraction of HIV/AIDS, STIs, and Hepatitis.

MSDE 7.C.1. Access and assess valid information about HIV/AIDS.
- 7.C.1.a. List specific symptoms of HIV/AIDS.
- 7.C.1.b. Explain the progression from HIV to AIDS.
- 7.C.1.c. Investigate the effect HIV/AIDS has on the body, including the immune system.
- 7.C.1.d. Formulate ways to prevent HIV/AIDS.

MSDE 7.E.1. Examine the roles of the individual and society in preventing disease.
- 7.E.1.a. Evaluate the impact of communicable and non-communicable disease on the individual, family, and society.
- 7.E.1.c. Illustrate behaviors that may decrease the probability of developing disease.
- 7.E.1.f. Identify resources for reliable information, assessment, and treatment of communicable and noncommunicable disease or disability.

**National Health Education Standards**

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

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

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

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

Standard 5 – Students will demonstrate the ability to use decision-making skills to enhance health

Standard 6 – Students will demonstrate the ability to use goal-setting skills to enhance health.

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

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