

High School Health

Topics: Intro to Health, Mental/Emotional Health, Substance Abuse (Tobacco, Alcohol and Drugs), Social Health (Media/Technology, Communication), Nutrition and Physical Activity, Conflict and Violence, Communicable vs. Non-communicable Diseases, Human Sexuality

Instructional Focus One: Students will comprehend concepts related to health promotion and disease prevention to enhance health. The acquisition of basic health concepts and functional health knowledge provides a foundation for promoting health-enhancing behaviors among youth. This standard includes essential concepts that are based on established health behavior theories and models. Concepts that focus on both health promotion and risk reduction are included in the performance indicators. *Key- N=National Standard, A= Alaska State Standard, L= Local Standard*

Standard	Objective	Topic	Examples
N.1.12.3 Analyze how environment and personal health are interrelated.	Students will: <ul style="list-style-type: none"> Identify how GMOs, pesticides, and second hand smoke effect the environment Identify how pesticides, GMOs, hormones, additives, and antibiotics affect the food supply List ways their behavior effects the environment 	Tobacco Alcohol Nutrition Social Media	<ul style="list-style-type: none"> Mainstream and Side stream Smoke effect on community Drinking and Driving Cyberbullying Texting Evaluate food choices
N.1.12.5 Propose ways to reduce or prevent injuries and health problems.	Students will: <ul style="list-style-type: none"> Be able to differentiate between intentional and unintentional injuries Describe how intentional and unintentional injuries can be prevented 	Mental/Emotional Health	<ul style="list-style-type: none"> Ways to cope with positive and negative stress Signs of suicide Emotional Disorders Safety (personal behaviors)
N.1.12.6 Analyze the relationship between access to health care and health status.	Students will: <ul style="list-style-type: none"> Examine current events in health care Be able to identify how community, friends and family affect access to health care Be able to identify health disparities/social factors that hinder the ability to achieve optimal health 	Alcohol, Tobacco, Drugs, Human Sexuality, Communicable Diseases, STDs and Disease Nutrition	<ul style="list-style-type: none"> Public Health Speakers Provide brochures and lists of local resources World-wide current events
N.1.12.7 Compare and contrast the benefits of and barriers to practicing a variety of health behaviors.	Students will: <ul style="list-style-type: none"> Be able to assess personal barriers to healthy eating and physical activity Be able to describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis Explain the physical, academic, mental, and social benefits of physical activity Be able to identify the relationship between a sedentary lifestyle and chronic disease. 	Nutrition and Physical Activity	<ul style="list-style-type: none"> Provide list of benefits of Nutrition and Physical Activity Brainstorm personal barriers Ways to overcome barriers

<p>N.1.12.8 Analyze personal susceptibility to injury, illness, or death in engaging in unhealthy behaviors.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Learn the signs, symptoms and causes of mental disorders, depression, and suicide Be given resources to contact for professional assistance if needed. 	<p>Mental and Emotional</p>	<ul style="list-style-type: none"> Self- Harming Behaviors Depression Suicide Eating disorders
<p>N.1.12.9 Analyze the potential severity of injury or illness if engaging in unhealthy behaviors.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Be able to define and give examples of domestic violence, harassment, sexual assault and dating violence and determine the consequences that may follow Identify trusted adults Discuss characteristics of healthy relationships Discuss proactive solutions to avoid unprotected sex, intravenous drug use, texting and driving, drinking and driving and effects of poor nutrition. 	<p>STDs, Social Media, Nutrition, Alcohol and Drugs.</p>	<ul style="list-style-type: none"> Consequences of drinking and driving. Unprotected sex Intravenous drug use Texting and driving Effects of poor nutrition Discuss Erin’s Law Find: Youth Information-Family & Relationships Website Box-Relationships Preplanning ideas: choose a safe environment for activities and parties, ways to divert conversation from risky behaviors, and planning for “what if” situations

Instructional Focus Two: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. Health is affected by a variety of positive and negative influences within society. This instructional focus focuses on identifying and understanding the diverse internal and external factors that influence health practices and behaviors among youth, including personal values, beliefs, and perceived norms.
Key- N=National Standard, A= Alaska State Standard, L= Local Standard

Standard	Objective	Topic	Examples
<p>N.2.12.4 Evaluate how the school and community can affect personal health practices and behaviors.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Be able to identify the importance of making connections in school and the community through clubs and activities Analyze how community environmental factors can affect their school nutrition choices and physical activity 	<p>Nutrition and Physical Activity</p>	<ul style="list-style-type: none"> Identify opportunities to be physically active in your community. Analyze school nutrition choices. Analyze food choices in the community.
<p>N.2.12.5 Evaluate the effect of media on personal and family health.</p>	<p>Students will:</p> <ul style="list-style-type: none"> Evaluate various advertising techniques and how they can influence personal, family and community health choices 	<p>Tobacco, Alcohol, Nutrition, Drugs (prescription/OTC) and Physical Activity Body Image</p>	<ul style="list-style-type: none"> Analyzing means of advertising.

<p>N.2.12.6 Evaluate the impact of technology on personal, family, and community health.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to evaluate the influence of technology and media on physical activity • Be able to evaluate the impact of technology use and distracted driving. • Be able to evaluate the legal consequences of sexting and cyberbullying 	<p>Social Media, Cyberbullying and Physical Activity</p>	<ul style="list-style-type: none"> • Impact of technology on distracted driving. • Sedentary lifestyles related to gaming and television. • Legal ramifications of sexting and cyberbullying • Texting and driving videos by: Volkswagen Eyes On The Road Cinema Stunt Shocking Danger of Texting and Driving
<p>N.2.12.7 Analyze how the perceptions of norms influence healthy and unhealthy behaviors.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to analyze the role media plays in influencing self-esteem, nutrition and behavioral choices 	<p>Human Sexuality, Alcohol and Drugs. Goal setting to enhance health Nutrition</p>	<ul style="list-style-type: none"> • Use YRBS Survey from MSBSD to compare student perceptions with data • Research how media can give false perceptions about body image.
<p>N.2.12.8 Analyze the influence of personal values and beliefs on individual health practices and behaviors.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to analyze their personal and family values on substance use, nutrition, dating and sexual intercourse 	<p>All</p>	<ul style="list-style-type: none"> • Bell Question/Journal entry addressing integration of values and beliefs. • Identify personal values and beliefs and where they come from while discussing each topic.
<p>N.2.12.9 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to analyze situations that could lead to pressure for sexual activity and increase the risk of HIV, other STDs/STIs, and pregnancy • Be able to analyze how alcohol and drug use can influence the likelihood of risky sexual behavior 	<p>Alcohol, Tobacco, Drugs, and Human Sexuality</p>	<ul style="list-style-type: none"> • Describe substance abuse and how it can increase risky sexual behaviors
<p>N.2.12.10 Analyze how public health policies and government regulations can influence health promotion and disease prevention.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to analyze the financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs • Be able to analyze the financial, political, social, legal influences on FDA regulations 	<p>Tobacco, Alcohol, Drugs, Communicable and Non-communicable Diseases Nutrition</p>	<ul style="list-style-type: none"> • Tobacco Free Zones • Local/State Laws • Open Container Laws • Public Health Speaker • Immunizations • Local Law Enforcement Speaker • FDA Policies

Instructional Focus Three: Students will demonstrate the ability to access valid information, products, and services to enhance health. Access to valid health information and health-promoting products and services is critical in the prevention, early detection, and treatment of health problems. This instructional focus focuses on how to identify and access valid health resources and to reject unproven sources. Application of the skills of analysis, comparison, and evaluation of health resources empowers students to achieve health literacy. *Key- N=National Standard, A= Alaska State Standard, L= Local Standard*

Standard	Objective	Topic	Examples
N.3.12.1 Evaluate the validity of health information, products, and services.	Students will: <ul style="list-style-type: none"> • Evaluate the validity of online health information about communicable, non-communicable diseases and STDs/STIs. • Evaluate the validity and accessibility of products, including contraception, over the counter prescription medicines and community services including health clinics, psychologists and/or hospitals 	All	<ul style="list-style-type: none"> • Analyzing online advertising • Fad diets and diet products • Product claims • Reliable resources <ul style="list-style-type: none"> ○ Local/National
N.3.12.2 Use resources from home, school and community that provide health information.	Students will: <ul style="list-style-type: none"> • Be able to access accurate health resources at home and school regarding physical activity, mental/emotional, nutrition and sexual health issues 	All	<ul style="list-style-type: none"> • Analyze validity of online info. • Appropriate internet use • Accessing Fitness Clubs/Gyms and other local resources
N.3.12.3 Determine the accessibility of products and services that enhance health.	Students will: <ul style="list-style-type: none"> • Research the accessibility and validity of products and services that claim to enhance health 	All	<ul style="list-style-type: none"> • See 3.12.1 and 3.12.2 • Public Health Speakers
N.3.12.4 Determine when professional health services may be required.	Students will: <ul style="list-style-type: none"> • Be able to determine when it is necessary to seek professional services for mental, emotional, social or physical health conditions 	All	<ul style="list-style-type: none"> • Mental Health • Reproductive Health • Physical Health (illness/injury) • Nutritional Health
N.3.12.5 Access valid and reliable health products and services.	Students will: <ul style="list-style-type: none"> • Be able to access valid and reliable professional health products and services for mental, emotional, social or physical health conditions 	All	See 3.12.1, 3.12.2 and 3.12.4

Instructional Focus Four: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. Effective communication enhances personal, family, and community health. This standard focuses on how responsible individuals use verbal and non-verbal skills to develop and maintain healthy personal relationships. The ability to organize and to convey information and feelings is the basis for strengthening interpersonal interactions and reducing or avoiding conflict. *Key- N=National Standard, A= Alaska State Standard, L= Local Standard*

Standard	Objective	Topic	Examples
<p>N.4.12.1 Use skills for communicating effectively with family, peers, and others to enhance health.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to describe and demonstrate appropriate communication strategies to avoid potentially dangerous situations, such as domestic violence, dating violence, underage drinking, intravenous drug use and sexual assault • Identify trusted adults 	<p>Mental/Emotional, Conflict/Violence, and Human Sexuality Drugs, Alcohol</p>	<ul style="list-style-type: none"> • Role Play • Conflict Resolution • Refusal Skills • Letter writing to a specific audience (family, students, teachers) • Discuss Erin’s Law
<p>N.4.12.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Learn how to set appropriate sexual boundaries for dating situations. • Rehearse and demonstrate ways to say no in situations relating to substance use, conflict/violence and dating relationships. • Demonstrate refusal, negotiation, and/or collaboration skills to avoid situations that have the potential to be unsafe 	<p>Conflict/Violence, Alcohol, Tobacco, Drugs and Human Sexuality</p>	<ul style="list-style-type: none"> • Refusal Skills • Negotiation Skills • Assertive Communication • Body Language • Students will discuss responsibilities of ending an unhealthy friendship or relationship.
<p>N.4.12.3 Demonstrate strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to demonstrate effective communication skills within healthy dating relationships • Be able to demonstrate effective negotiation skills for avoiding dangerous and risky situations • Demonstrate effective peer pressure resistance, negotiation, and collaboration skills to avoid engaging in practices and behaviors that can negatively affect personal health and wellness 	<p>Conflict/Violence, Social Media, Alcohol, Tobacco and Drugs</p>	<ul style="list-style-type: none"> • Conflict Resolution Skills • Assertive vs. Aggressive • Communication Role Play
<p>N.4.12.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to use effective communication skills to ask for assistance from parents, trusted adults, or health professionals to enhance their overall health. 	<p>All</p>	<ul style="list-style-type: none"> • Role Play • Written Letter and/or • Sentence starters • Brainstorm questions that may help open dialogue for specific situations with peers or adults

Instructional Focus Five: Students will demonstrate the ability to use decision-making skills to enhance health.

Decision-making skills are needed to identify, implement, and sustain health-enhancing behaviors. This standard includes the essential steps that are needed to make healthy decisions as prescribed in the performance indicators. When applied to health issues, the decision-making process enables individuals to collaborate with others to improve their quality of life. *Key- N=National Standard, A= Alaska State Standard, L= Local Standard*

Standard	Objective	Topic	Examples
<p>N.5.12.1 Examine barriers that can hinder healthy decision making.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to use critical thinking to examine barriers that hinder healthy decisions about relationships, nutrition, physical health, and substance use. 	<p>All</p>	<ul style="list-style-type: none"> • Create a list of economic, social, environmental and mental barriers • Discuss how to make friends and improve or discontinue unhealthy friendships
<p>N.5.12.2 Determine the value of applying a thoughtful decision-making process in health-related situations.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to apply a decision-making process to a personal health issue/problem 	<p>All</p>	<ul style="list-style-type: none"> • Role play health situations where prior thought is required. • Alcohol/drugs lower decision making capabilities.
<p>N.5.12.3 Justify when individual or collaborative decision making is appropriate.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to identify when individual or collaborative group decisions are effective 	<p>Social Health</p>	<ul style="list-style-type: none"> • Group mentality • Assignments involving collaboration from home.
<p>N.5.12.4 Generate alternatives to health-related issues or problems.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to identify health enhancing alternatives to health risk behaviors • Provide alternative choices to risky behavior in the areas of substance abuse, human sexuality, and nutrition 	<p>Tobacco, Drugs, Alcohol and Nutrition</p>	<ul style="list-style-type: none"> • Discuss better options to substance abuse • Investigate activities in the community and school that enhance health. • Discuss how to improve personal nutrition choices.
<p>N.5.12.5 Predict the potential short-term and long-term impact of each alternative on self and others.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to use critical thinking to predict how the use of alcohol, tobacco, and other drugs as well as nutritional choices affects individuals, families, and society. • Be able to pre plan ways to decrease engaging in risky behaviors and situations. 	<p>Tobacco, Drugs, Alcohol, Nutrition, Physical Activity and Human Sexuality</p>	<ul style="list-style-type: none"> • Identify the short and long term effects of tobacco use, substance abuse, binge drinking, lack of nutrition, sedentary lifestyle, and risky sexual behaviors. • Preplanning ideas: choose a safe environment for activities and parties, ways to divert conversation from risky behaviors, and planning for “what if” situations.

<p>N.5.12.6 Defend the healthy choice when making decisions.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to apply a decision making process to avoid potentially dangerous situations. • Be able to apply a decision making process and how to use effective coping strategies when faced with various social situations involving the use of alcohol, tobacco, illegal drugs, or risky sexual behavior. • Be able to demonstrate assertive communication when practicing refusal skills related to risky sexual behaviors and bullying. 	<p>All</p>	<ul style="list-style-type: none"> • Accessing valid health information • Evidence based decisions on alcohol, drugs, dating violence, and premarital sex • Erin’s law • Refusal skills demonstrating healthy decision making for bullying, dating violence, and premarital sex
<p>N.5.12.7 Evaluate the effectiveness of health-related decisions.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Analyze the impact of diets and physical activity on various body systems. • Design and compare the nutritional value of a fast food meal, “out of a box” homemade meal and non-processed homemade meal. • Design a grocery list of affordable foods for a healthy lifestyle. 	<p>All</p>	<ul style="list-style-type: none"> • Pre/post evaluations • Identify current habits to make change. • Nutrition Choices • Level of Physical Activity • Consequences of Substance Abuse/Use

Instructional Focus Six: Students will demonstrate the ability to use goal-setting skills to enhance health. Goal-setting skills are essential to help students identify, adopt, and maintain healthy behaviors. This standard includes the critical steps that are needed to achieve both short-term and long-term health goals. These skills make it possible for individuals to have aspirations and plans for the future. *Key- N=National Standard, A= Alaska State Standard, L= Local Standard*

Standard	Objective	Topic	Examples
<p>N.6.12.1 Assess personal health practices and overall health status.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to determine a personal fitness plan to improve and maintain muscle strength, muscle endurance, flexibility and cardiovascular endurance. 	<p>Nutrition and Physical Activity</p>	<ul style="list-style-type: none"> • Record and analyze current nutrition status and activity levels. • Identify personal risk factors
<p>N.6.12.3 Implement strategies and monitor progress in achieving a personal health goal.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Chart and evaluate current calorie intake and activity level. 	<p>Nutrition and Physical Activity</p>	<ul style="list-style-type: none"> • Track and evaluate improvements in nutrition and physical activity status.

<p>N.6.12.4 Formulate an effective long- term personal health plan.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to make a personal plan for improving one’s nutrition and incorporating physical activity into daily routines. • Predict how a drug free lifestyle will support the achievement of short and long term goals. • Be able to identify short and long term goals related to abstinence and maintaining reproductive and sexual health. • Discuss consequences of sexual activity. 	<p>Mental/Emotional Nutrition, Physical Activity, Human Sexuality, Tobacco, Alcohol and Drugs.</p>	<ul style="list-style-type: none"> • Proactive resilient behaviors that relate to Nutrition, Physical • Activity, Substance Use, Human Sexuality and Mental Health • Students will discuss why some plans fail and how to get back on track. • Collaborate with external and internal resources on contraception information and contacts for students not choosing abstinence. • Discuss the ramifications of sexual activity on school, family, friendships, finances, and emotions.
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Instructional Focus Seven: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. Research confirms that practicing health-enhancing behaviors can contribute to a positive quality of life. In addition, many diseases and injuries can be prevented by reducing harmful and risk-taking behaviors. This standard promotes the acceptance of personal responsibility for health and encourages the practice of healthy behaviors.
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Standard	Objective	Topic	Examples
<p>N.7.12.1 Analyze the role of individual responsibility for enhancing health.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to analyze personal actions that can protect sexual and reproductive health • Be able to analyze personal nutrition and physical activity level. 	<p>All</p>	<ul style="list-style-type: none"> • Nutritional choices • Activity choices • Risk taking behavior

Instructional Focus Eight: Students will demonstrate the ability to advocate for personal, family, and community health. Advocacy skills help students promote healthy norms and healthy behaviors. This standard helps students develop important skills to target their health-enhancing messages and to encourage others to adopt healthy behaviors.
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Standard	Objective	Topic	Examples
<p>N.8.12.1 Utilize accurate peer and societal norms to formulate a health-enhancing message.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Discuss the different societal norms in their community versus national norms • Draw conclusions from the Youth Risk Behavior Survey (YRBS) on how that data relates to them. • Use the YRBS or the SCCS data to formulate a health – enhancing message, including a Public Service Announcement. 	<p>All</p>	<ul style="list-style-type: none"> • Provide students with information and statistics. • Local and National • Examine YRBS • Create Public Service Announcements

<p>N.8.12.2 Demonstrate how to influence and support others to make positive health choices.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Discuss and brainstorm positive phrases that would help peers make healthy choices before a risky behavior is chosen. 	<p>All</p>	<ul style="list-style-type: none"> • National, State and local resources • Help hotlines • Informational Pamphlets • Public Service Announcements
<p>N.8.12.3 Work cooperatively as an advocate for improving personal, family, and community health.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Work cooperatively to bring a health concern to the forefront or design a healthy message to inform their peers, family and community. 	<p>All</p>	<ul style="list-style-type: none"> • National, State and local resources • Help hotlines • Informational Pamphlets • Public Service Announcements • Community advocacy options • Reporting suspected dangerous behaviors of peers to appropriate individuals/agencies and/or trusted adults
<p>N.8.12.4 Adapt health messages and communication techniques to specific target audience.</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to educate family and peers about choosing healthy foods. • Be able to present a persuasive solution to the problem of texting and driving, alcohol, tobacco, and other drug use among youth. 	<p>All</p>	<ul style="list-style-type: none"> • Anti-Tobacco Speech (for specific target audience). • How to communicate with target audience (ex: health care providers, partners, parents and peers) • How to take your health message home. • Anti-texting and driving message