

## Alcohol, Tobacco, And Other Drug Prevention (ATOD)

<b>HIGH SCHOOL (ATOD) - Essential</b>	
<b>Standard 1: Functional Knowledge</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
<b>Benchmark</b>	<b>Indicators</b>
S1.1.HS. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	<p>S1.1.ATOD.1.HS. Differentiate between proper use, misuse, and abuse of over-the-counter and prescription medicines.</p> <p>S1.1.ATOD.2.HS. Describe the dangers of drug use, including touching or ingesting dangerous substances.</p> <p>S1.1.ATOD.3.HS. Describe the harmful effects of binge drinking.</p> <p>S1.1.ATOD.4.HS. Summarize the harmful short- and long-term physical, psychological, and social effects of using alcohol, tobacco, and other drugs.</p> <p>S1.1.ATOD.5.HS. Describe the effects of using alcohol, tobacco, and other drugs on school performance, future career goals, and relationships with others.</p> <p>S1.1.ATOD.6.HS. Analyze why individuals choose to use or not to use alcohol, tobacco, marijuana, and other drugs.</p> <p>S1.1.ATOD.7.HS. Analyze short-term and long-term benefits of remaining drug free from alcohol, tobacco, marijuana, and other drugs.</p> <p>S1.1.ATOD.8.HS. Analyze the relationship between using alcohol, marijuana, and other drugs and other health risks such as unintentional injuries, violence, suicide, sexual risk behaviors, and disease transmission.</p> <p>S1.1.ATOD.9.HS. Analyze the dangers of driving or riding with a driver who is under the influence of alcohol, marijuana, and/or other drugs.</p> <p>S1.1.ATOD.10.HS. Evaluate the financial costs of alcohol, tobacco, marijuana, and other drug use on the individual and society.</p> <p>S1.1.ATOD.11.HS. Describe the stages and consequences of addiction.</p> <p>S1.1.ATOD.12.HS. Describe the importance of and identify resources for receiving help for alcohol, tobacco, marijuana, and other drug addiction.</p>



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## *High School: Learning Outcomes*

<b>Standard 4: Interpersonal Communication Skills</b>	
<b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S4.1.HS. Demonstrate effective communication skills to enhance health.</p> <p>S4.3.HS. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p>	<p>S4.1.ATOD.1.HS. Demonstrate effective communication skills to avoid taking others' prescription medication.</p> <p>S4.1.ATOD.2.HS. Demonstrate effective communication skills to being drug free from alcohol, tobacco, marijuana, and other drugs.</p> <p>S4.3.ATOD.3.HS. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid alcohol, tobacco, marijuana, and other drug use.</p>
<b>Standard 5: Decision-Making Skills</b>	
<b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S5.4.HS. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>S5.5.HS. Generate alternatives when making a health-related decision.</p> <p>S5.6.HS. Predict potential short-term and long-term consequences of alternatives to health-related decisions.</p> <p>S5.7.HS. Choose a healthy alternative when making a health-related decision.</p> <p>S5.8.HS. Evaluate the effectiveness of health-related decisions.</p>	<p>S5.4.ATOD.1.HS. Analyze how family, culture, media, peers, and personal beliefs affect a decision related to alcohol, tobacco, and other drug use.</p> <p>S5.5.ATOD.2.HS. Generate alternatives when making a decision related to alcohol, tobacco, and other drug use.</p> <p>S5.6.ATOD.3.HS. Predict the potential short-term and long-term consequences of alternatives when making a decision related to alcohol, tobacco, and other drug use.</p> <p>S5.7.ATOD.4.HS. Choose a healthy alternative when making a decision related to alcohol, tobacco, and other drug use.</p> <p>S5.7.ATOD.5.HS. Choose a healthy alternative when making a decision related to riding in a motor vehicle with a driver who has been drinking alcohol or using drugs.</p> <p>S5.8.ATOD.6.HS. Evaluate the effectiveness of decisions related to alcohol, tobacco, and other drug use.</p>



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## High School: Learning Outcomes

<b>Standard 8: Advocacy Skills</b> Students will demonstrate the ability to advocate for personal, family, and community health.	
<b>Benchmark</b>	<b>Indicators</b>
<p>S8.1.HS. Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.</p> <p>S8.2.HS. Persuade and support others to make positive health choices.</p>	<p>S8.1.ATOD.1.HS. Use peer and societal norms, based on accurate health information, to formulate a message that promotes being drug free from alcohol, tobacco, marijuana, and other drugs.</p> <p>S8.2.ATOD.2.HS. Persuade and support others to avoid driving or riding with a driver who is under the influence of alcohol, marijuana, or other drugs.</p>

*SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## HIGH SCHOOL (ATOD) - Supportive

<b>Standard 1: Functional Knowledge</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
<b>Benchmark</b>	<b>Indicators</b>
<p>S1.1.HS. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.</p> <p><i>*Additional functional knowledge is needed to develop these supportive skills.</i></p>	<p>S1.1.ATOD.13.HS. Explain the effects of alcohol, tobacco, and other drug use during pregnancy.</p> <p>S1.1.ATOD.14.HS. Evaluate situations that could lead to the use of alcohol, tobacco, marijuana, and other drug use.</p> <p>S1.1.ATOD.15.HS. Summarize long-term health benefits of abstaining from or discontinuing use of alcohol, tobacco, marijuana, or other drugs.</p> <p>S1.1.ATOD.16.HS. Analyze how the addiction to the use of alcohol or other drugs can be treated.</p> <p>S1.1.ATOD.17.HS. Evaluate community laws and policies related to the sale and use of alcohol and tobacco including e-cigarettes.</p> <p>S1.1.ATOD.18.HS. Distinguish appropriate ways to support family and friends who are trying to stop using tobacco.</p>



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## *High School: Learning Outcomes*

<b>Standard 2: Analyzing Influences</b> <b>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>Benchmark</b> <p>S2.2.HS. Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>S2.3.HS. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.</p> <p>S2.4.HS. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.</p> <p>S2.5.HS. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p>S2.6.HS. Analyze how laws, rules, and regulations influence health promotion and disease prevention.</p> <p>S2.8.HS. Analyze the effect of media and technology on personal, family, and community health.</p>	<b>Indicators</b> <p>S2.2.ATOD.1.HS. Analyze how culture supports and challenges alcohol, tobacco, and other drug use beliefs, practices, and behaviors.</p> <p>S2.3.ATOD.2.HS. Analyze how peers and perceptions of norms influence healthy and unhealthy alcohol, tobacco, and other drug related behaviors.</p> <p>S2.4.ATOD.3.HS. Analyze how personal attitudes, values, and beliefs influence health and unhealthy alcohol, tobacco, and other drug use behaviors.</p> <p>S2.5.ATOD.4.HS. Analyze how alcohol, tobacco, and other drug use can influence the likelihood of engaging in other unhealthy behaviors.</p> <p>S2.6.ATOD.5.HS. Analyze how laws, rules, and regulations influence behaviors related to alcohol, tobacco, and other drug use.</p> <p>S2.8.ATOD.6.HS. Analyze the effect of media and technology on personal, family, and community behaviors related to alcohol, tobacco, and other drug use.</p>
<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
<b>Benchmark</b> <p>S3.1.HS. Evaluate the validity and reliability of health information.</p> <p>S3.2.HS. Evaluate the validity and reliability of health products.</p> <p>S3.3.HS. Evaluate the validity and reliability of health services.</p>	<b>Indicators</b> <p>S3.1.ATOD.1.HS. Evaluate the validity and reliability of information for over-the-counter and prescription medicines.</p> <p>S3.2.ATOD.2.HS. Evaluate the validity and reliability of alcohol- and other drug-use prevention and cessation products.</p> <p>S3.3.ATOD.3.HS. Evaluate the validity and reliability of information for alcohol- and other drug-use prevention.</p>



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## *High School: Learning Outcomes*

### Healthy Eating (HE)

## HIGH SCHOOL (HE) - Essential

### Standard 1: Functional Knowledge

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

#### Benchmark

S1.1.HS. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.

#### Indicators

- S1.1.HE.1.HS. Describe the recommendations of the *U.S. Dietary Guidelines for Americans*.
- S1.1.HE.2.HS. Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.
- S1.1.HE.3.HS. Explain how the *U.S. Dietary Guidelines for Americans* and *MyPlate* are useful in planning a healthy diet.
- S1.1.HE.4.HS. Distinguish food sources that provide key nutrients.
- S1.1.HE.5.HS. Describe the importance of eating a variety of appropriate foods to meet daily nutrient and caloric needs.
- S1.1.HE.6.HS. Summarize the relationship between access to healthy foods and personal food choices.
- S1.1.HE.7.HS. Analyze the benefits of healthy eating.
- S1.1.HE.8.HS. Investigate and summarize how to make healthy food selections when dining out.
- S1.1.HE.9.HS. Summarize the importance of healthy eating and physical activity in maintaining a healthy weight.
- S1.1.HE.10.HS. Analyze healthy and risky approaches to weight management.
- S1.1.HE.11.HS. Explain the effects of eating disorders on healthy growth and development.

### Standard 3: Accessing Resources

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

#### Benchmark

- S3.1.HS. Evaluate the validity and reliability of health information.
- S3.7.HS. Use resources that provide valid and reliable health information.

#### Indicators

- S3.1.HE.1.HS. Evaluate the validity and reliability of nutrition information and products.
- S3.7.HE.2.HS. Use resources that provide valid and reliable nutrition information.



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## High School: Learning Outcomes

**Standard 6: Goal Setting Skills**  
**Students will demonstrate the ability to use goal-setting skills to enhance health.**

Benchmark	Indicators
S6.1.HS. Assess personal health practices and behaviors. S6.2.HS. Set a realistic personal health goal. S6.3.HS. Assess the barriers to achieving a personal health goal. S6.4.HS. Develop a plan to attain a personal health goal. S6.6.HS. Use strategies to overcome barriers to achieving a personal health goal.	S6.1.HE.1.HS. Assess personal eating practices and energy expenditure to maintain healthy weight. S6.2.HE.2.HS. Set a realistic personal goal related to improving healthy eating behaviors. S6.3.HE.3.HS. Assess the barriers to achieving a personal goal to improve healthy eating behaviors. S6.4.HE.4.HS. Develop a plan to attain a personal goal to improve healthy eating behaviors. S6.6.HE.5.HS. Use strategies to overcome barriers to achieve a personal goal to improve healthy eating behaviors.

*SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## HIGH SCHOOL (HE) - Supportive

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

Benchmark	Indicators
S1.1.HS. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	S1.1.HE.12.HS. Summarize the physical, mental, social, and academic benefits of eating breakfast every day. S1.1. HE.13.HS. Explain how to incorporate foods that are high in fiber into a healthy daily diet. S1.1. HE.14.HS. Explain how to incorporate an adequate amount of calcium and iron into a healthy daily diet. S1.1.HE.15.HS. Describe how to incorporate the US Dietary guidelines when planning a vegetarian diet. S1.1.HE.16.HS. Summarize food preparation methods that add less fat, sugar, and sodium to food. S1.1.HE.17.HS. Describe the benefits of limiting the consumption of energy drinks. S1.1.HE.18.HS. Summarize food safety strategies that can control germs that cause foodborne illnesses. S1.1.HE.19.HS. Describe the relationship between nutrition and overall health.



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## *High School: Learning Outcomes*

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

<b>Benchmark</b>	<b>Indicators</b>
<p>S2.5.HS. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p>S2.6.HS. Analyze how laws, rules, and regulations influence health promotion and disease prevention.</p> <p>S2.7.HS. Analyze how school and community affect personal health practices and behaviors.</p> <p>S2.9.HS. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health practices and behaviors.</p> <p>S2.10.HS. Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.</p>	<p>S2.5.HE.1.HS. Analyze how some health risk behaviors influence the likelihood of engaging in unhealthy eating practices and behaviors.</p> <p>S2.6.HE.2.HS. Analyze how laws, rules, and regulations influence personal food choices and other eating practices and behaviors.</p> <p>S2.7.HE.3.HS. Analyze how school and community affect personal food choices and other eating practices and behaviors.</p> <p>S2.9.HE.4.HS. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies on personal food choices and other eating behaviors.</p> <p>S2.10.HE.5.HS. Analyze the factors that influence opportunities to obtain safe, accessible and affordable opportunities for healthy eating practices and behaviors for oneself and others.</p>

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

<b>Benchmark</b>	<b>Indicators</b>
<p>S4.3.HS. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p> <p>S4.5.HS. Demonstrate how to effectively ask for assistance to improve personal health.</p> <p>S4.6.HS. Demonstrate how to effectively offer assistance to improve the health of others.</p>	<p>S4.3.HE.1.HS. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid unhealthy food choices.</p> <p>S4.5.HE.2.HS. Demonstrate how to effectively ask for assistance to improve personal food choices, eating behaviors, and weight management.</p> <p>S4.6.HE.3.HS. Demonstrate how to effectively offer assistance to improve the food choices and healthy eating behaviors of others.</p>



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## *High School: Learning Outcomes*

<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S5.1.HS. Examine barriers to healthy decision making.</p> <p>S5.3.HS. Justify when individual or collaborative decision making is appropriate.</p> <p>S5.4.HS. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>S5.5.HS. Generate alternatives when making a health-related decision.</p> <p>S5.6.HS. Predict potential short-term and long-term consequences of alternatives to health-related decisions.</p> <p>S5.7.HS. Choose a healthy alternative when making a health-related decision.</p> <p>S5.8.HS. Evaluate the effectiveness of health-related decisions.</p>	<p>S5.1.HE.1.HS. Examine barriers to making a decision related to healthy eating behaviors.</p> <p>S5.3.HE.2.HS. Justify when individual or collaborative decision making related to health eating behaviors is appropriate.</p> <p>S5.4HE.3.HS. Analyze how family, culture, media, peers, and personal beliefs affect a decision related to healthy eating behaviors.</p> <p>S5.5.HE.4.HS. Generate alternatives when making a decision related to healthy eating behaviors.</p> <p>S5.6.HE.5.HS. Predict the potential short-term and long-term consequences of alternatives to decisions related to healthy eating behaviors.</p> <p>S5.7.HE.6.HS. Choose a healthy alternative when making a decision related to healthy eating behaviors.</p> <p>S5.8.HE.7.HS. Evaluate the effectiveness of decisions related to healthy eating behaviors.</p>
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S7.3.HS. Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p> <p>S7.4.HS. Make a commitment to practice healthy behaviors.</p>	<p>S7.3.HE.1.HS. Demonstrate healthy eating practices and behaviors to improve the health of oneself and others.</p> <p>S7.4.HE.2.HS. Make a commitment to practice healthy eating behaviors.</p>
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<p>S8.1.HS. Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.</p> <p>S8.2.HS. Persuade and support others to make positive health choices.</p> <p>S8.4.HS. Encourage school and community environments to promote the health of others.</p>	<p>S8.1.HE.1.HS. Use peer and societal norms, based on accurate health information, to formulate a message that promotes healthy eating.</p> <p>S8.2.HE.2.HS. Persuade and support others to make positive choices related to healthy eating.</p> <p>S8.4.HE.3.HS. Encourage school and community environments to promote healthy eating.</p>





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## *High School: Learning Outcomes*

### Healthy Relationships (HR)

<b>HIGH SCHOOL (HR) - Essential</b>	
<b>Standard 1: Functional Knowledge</b>	
<b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S1.1.HS. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.</p>	<p>S1.1.HR.1.HS. Analyze characteristics of healthy relationships.</p> <p>S1.1.HR.2.HS. Summarize positive ways to express emotions in order to maintain healthy relationships.</p> <p>S1.1.HR.3.HS. Summarize the qualities of a healthy dating relationship.</p> <p>S1.1.HR.4.HS. Identify warning signs of dating violence and resources for help.</p> <p>S1.1.HR.5.HS. Explain why it is an individual's responsibility to verify that all sexual contact is consensual.</p> <p>S1.1.HR.6.HS. Summarize why individuals have the right to refuse sexual contact.</p> <p>S1.1.HR.7.HS. Explain why it is wrong to trick, threaten or coerce another person into having sex (vaginal, oral or anal).</p> <p>S1.1.HR.8.HS. Justify why abstinence from sex and drugs are the safest most effective risk avoidance methods of protection from HIV, other STDs, and pregnancy.</p> <p>S1.1.HR.9.HS. Analyze the factors that contribute to engaging in sexual risk behaviors.</p> <p>S1.1.HR.10.HS. Analyze the factors that protect one against engaging in sexual risk behaviors.</p> <p>S1.1.HR.11.HS. Summarize the importance of setting personal limits to avoid risky sexual behavior.</p> <p>S1.1.HR.12.HS. Describe the increased risks associated with having multiple sexual partners, including serial monogamy.</p> <p>S1.1.HR.13.HS. Analyze the emotional, social, physical, and financial effects of being sexually active, including teen parenthood.</p> <p>S1.1.HR.14.HS. Analyze the mental and emotional effects of being in a teen sexual relationship.</p> <p>S1.1.HR.15.HS. Summarize ways to show courtesy and respect for others whose sexual status, including sexual activity, sexual abstinence, sexual orientation, gender, or gender identity is different from one's own.</p>



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## *High School: Learning Outcomes*

<b>Standard 2: Analyzing Influences</b> <b>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S2.2.HS. Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>S2.3.HS. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.</p> <p>S2.4.HS. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.</p> <p>S2.5.HS. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p>S2.8.HS. Analyze the effect of media and technology on personal, family, and community health.</p>	<p>S2.2.HR.1.HS. Analyze how culture supports and challenges sexual health beliefs, practices, behaviors, and relationships.</p> <p>S2.3.HR.2.HS. Analyze how peers and perceptions of norms influence healthy and unhealthy sexual health practices, behaviors, and relationships.</p> <p>S2.4.HR.3.HS. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy sexual health practices, behaviors, and relationships.</p> <p>S2.5.HR.4.HS. Analyze how some health risk behaviors influence the likelihood of engaging in risky sexual behaviors.</p> <p>S2.8.HR.5.HS. Analyze the effect of media and technology on personal, family, and community sexual health practices, behaviors, and relationships.</p>
<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S4.1.HS. Demonstrate effective communication skills to enhance health.</p> <p>S4.3.HS. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p> <p>S4.4.HS. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.</p>	<p>S4.1.HR.1.HS. Demonstrate effective communication skills to abstain from sexual activity.</p> <p>S4.3.HR.2.HS. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal sexual health of oneself and others.</p> <p>S4.3.HR.3.HS. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in sexually risky behaviors.</p> <p>S4.4.HR.4.HS. Demonstrate effective communication skills to establish healthy boundaries in a dating relationship.</p>



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### *High School: Learning Outcomes*

<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S5.1.HS. Examine barriers to healthy decision making.</p> <p>S5.2.HS. Determine the value of applying thoughtful decision making.</p> <p>S5.3.HS. Justify when individual or collaborative decision making is appropriate.</p> <p>S5.4.HS. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>S5.5.HS. Generate alternatives when making a health-related decision.</p> <p>S5.6.HS. Predict potential short-term and long-term consequences of alternatives to health-related decisions.</p> <p>S5.7.HS. Choose a healthy alternative when making a health-related decision.</p>	<p>S5.1.HR.1.HS. Examine barriers to making a decision related to relationships or sexual health.</p> <p>S5.2.HR.2.HS. Determine the value of applying thoughtful decision making regarding a potentially risky sexual health-related situation.</p> <p>S5.3.HR.3.HS. Justify when individual or collaborative decision making is appropriate regarding a potentially risky sexual situation.</p> <p>S5.4.HR.4.HS. Analyze how family, culture, media, peers, and personal beliefs affect a sexual health-related decision.</p> <p>S5.5.HR.5.HS. Generate healthy alternatives when making a decision related to relationships or sexual health.</p> <p>S5.6.HR.6.HS. Predict potential short- and long-term consequences of alternatives of sexual health-related decisions.</p> <p>S5.7.HR.7.HS. Choose a healthy alternative and identify the benefits when evaluating a sexual health-related decision.</p>

# OAHPERD Health Education Model Curriculum

## *High School: Learning Outcomes*

*SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

## HIGH SCHOOL (HR) - Supportive

### Standard 1: Functional Knowledge

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

Benchmark	Indicators
<p>S1.1.HS. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.</p> <p><i>*Additional functional knowledge is needed to develop these supportive skills.</i></p>	<p>S1.1.HR.16.HS. Evaluate effective strategies for dealing with difficult relationships with family members, peers and significant others.</p> <p>S1.1.HR.17.HS. Describe the importance of shared responsibilities for avoiding sexual activity and preventing sexual risk behaviors.</p> <p>S1.1.HR.18.HS. Explain why it important to know the STD/HIV status of oneself and of a potential sexual partner.</p> <p>S1.1.HR.19.HS. Summarize why it is wrong to tease or bully others based on their sexual status, including sexual activity, sexual abstinence, sexual orientation, gender, or gender identity.</p> <p>S1.1.HR.20.HS. Summarize how intolerance of differences in sexual status, including sexual activity, sexual abstinence, sexual orientation, gender, or gender identity can affect others.</p>

### Standard 3: Accessing Resources

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

Benchmark	Indicators
<p>S3.4.HS. Determine the accessibility of valid and reliable health products.</p> <p>S3.7.HS. Use resources that provide valid and reliable health information.</p> <p>S3.8.HS. Use valid and reliable health products.</p> <p>S3.9.HS. Use valid and reliable health services.</p>	<p>S3.4.HR.1.HS. Determine the accessibility of valid and reliable sexual healthcare products.</p> <p>S3.7.HR.2.HS. Use resources that provide valid and reliable sexual health information.</p> <p>S3.8.HR.3.HS. Use valid and reliable sexual healthcare products.</p> <p>S3.9.HR.4.HS. Use valid and reliable sexual healthcare services.</p>

### Standard 7: Practicing Healthy Behaviors

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

Benchmark	Indicators
<p>S7.2.HS. Evaluate personal practices and behaviors that reduce or prevent health risks.</p> <p>S7.3.HS. Demonstrate healthy practices and behaviors to improve the health of oneself and others.</p>	<p>S7.2.HR.1.HS. Evaluate personal practices and behaviors that reduce or prevent sexual risk behaviors.</p> <p>S7.3.HR.2.HS. Demonstrate practices and behaviors to improve the sexual health of oneself and others.</p>

## OAHPERD Health Education Model Curriculum

### *High School: Learning Outcomes*

<b>Standard 8: Advocacy Skills</b> Students will demonstrate the ability to advocate for personal, family, and community health.	
<b>Benchmark</b>	<b>Indicators</b>
S8.1.HS. Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages. S8.2.HS. Persuade and support others to make positive health choices.	S8.1.HR.1.HS. Use accurate health information to formulate a health-enhancing message about avoiding or reducing risky sexual behaviors. S8.2.HR.2.HS. Persuade and support others to avoid or reduce risky sexual behaviors.

## **Mental and Emotional Health (MEH)**

<b>HIGH SCHOOL (MEH) - Essential</b>	
<b>Standard 1: Functional Knowledge</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	
<b>Benchmark</b>	<b>Indicators</b>
S1.1.HS. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.	S1.1.MEH.1.HS. Analyze the interrelationship of physical, mental, emotional, social, and spiritual health. S1.1.MEH.2.HS. Analyze characteristics of a mentally and emotionally healthy person. S1.1.MEH.3.HS. Analyze how mental and emotional health can affect health-related behaviors. S1.1.MEH.4.HS. Summarize strategies for coping with loss and grief. S1.1.MEH.5.HS. Analyze strategies for managing and reducing interpersonal conflicts. S1.1.MEH.6.HS. Evaluate effective strategies for dealing with stress. S1.1.MEH.7.HS. Summarize characteristics of someone who has self-respect and self-control. S1.1.MEH.8.HS. Analyze how pro-social behaviors can benefit overall health. S1.1.MEH.9.HS. Explain the body's physical and psychological responses to stressful situations. S1.1.MEH.10.HS. Summarize impulsive behaviors and strategies for controlling them. S1.1.MEH.11.HS. Recognize the signs and symptoms of a person who may be considering suicide. S1.1.MEH.12.HS. Determine when to seek help for mental and emotional health problems. S1.1.MEH.13.HS. Describe how to connect a person who is experiencing signs and symptoms of suicide to a health professional

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### *High School: Learning Outcomes*

<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
S3.1.HS. Evaluate the validity and reliability of health information. S3.5.HS. Determine when professional health services may be required. S3.7.HS. Use resources that provide valid and reliable health information.	S3.1.MEH.1.HS. Evaluate the validity and reliability of mental and emotional health information. S3.5.MEH.2.HS. Determine when professional mental and emotional health services may be required. S3.7.MEH.3.HS. Locate valid and reliable mental health services.
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
S7.3.HS. Demonstrate healthy practices and behaviors to improve the health of oneself and others. S7.4.HS. Make a commitment to practice healthy behaviors.	S7.3.MEH.1.HS. Demonstrate healthy mental and emotional health practices and behaviors to improve the health of oneself and others. S7.4.MEH.2.HS. Make a commitment to practice healthy mental and emotional health behaviors.
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
S8.1.HS. Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages. S8.2.HS. Persuade and support others to make positive health choices. S8.4.HS. Encourage school and community environments to promote the health of others.	S8.1.MEH.1.HS. Use positive peer and societal norms, based on accurate health information, to formulate mental and emotional health-enhancing messages. S8.2.MEH.2.HS. Persuade and support others to make positive mental and emotional health choices. S8.4.HR.3.HS. Encourage school and community environments to promote the mental and emotional health of others.



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## *High School: Learning Outcomes*

SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.

## HIGH SCHOOL (MEH) - Supportive

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

Benchmark	Indicators
<p>S1.1.HS. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.</p> <p><i>*Additional functional knowledge is needed to develop these supportive skills.</i></p>	<p>S1.1.MEH.14.HS. Analyze the personal physical, emotional, mental, and social health; educational; and vocational performance benefits of rest and sleep.</p> <p>S1.1.MEH.15.HS. Analyze the causes, symptoms, and effects of depression and anxiety.</p> <p>S1.1.MEH.16.HS. Justify why people with eating disorders need professional help.</p> <p>S1.1.MEH.17.HS. Describe personal characteristics that make people unique.</p> <p>S1.1.MEH.18.HS. Explain how to build and maintain healthy family and peer relationships.</p> <p>S1.1.MEH.19.HS. Evaluate effective strategies for dealing with difficult relationships with family members, peers, and significant others.</p>

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

Benchmark	Indicators
<p>S2.1.HS. Explain the influence of public health policies on health practices and behaviors.</p> <p>S2.2.HS. Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>S2.7.HS. Analyze how school and community affect personal health practices and behaviors.</p> <p>S2.9.HS. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health practices and behaviors.</p> <p>S2.10.HS. Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.</p>	<p>S2.1.MEH.1.HS. Explain the influences of public health policies on mental and emotional health practices and behaviors.</p> <p>S2.2.MEH.2.HS. Analyze how laws, rules, and regulations influence mental and emotional health promotion and disease prevention.</p> <p>S2.7.MEH.3.HS. Analyze how school and community affect mental and emotional health practices and behaviors.</p> <p>S2.9.MEH.4.HS. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology, and public health policies, on mental and emotional health practices and behaviors.</p> <p>S2.10.MEH.5.HS. Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support mental and emotional health for oneself and others.</p>



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## *High School: Learning Outcomes*

<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
S4.1.HS. Demonstrate effective communication skills to enhance health. S4.3.HS. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors. S4.4.HS. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict. S4.5.HS. Demonstrate how to effectively ask for assistance to improve personal health.	S4.1.MEH.1.HS. Demonstrate effective communication skills to enhance mental and emotional health. S4.3.MEH.2.HS. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in mentally and emotionally unhealthy behaviors. S4.4.MEH.3.HS. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict. S4.5.MEH.4.HS. Demonstrate how to effectively ask for assistance to improve personal mental and emotional health.
<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
S5.2.HS. Determine the value of applying thoughtful decision making. S5.3.HS. Justify when individual or collaborative decision making is appropriate.	S5.2.MEH.1.HS. Determine the value of applying thoughtful decision making regarding a mental and emotional health problem. S5.3.MEH.2.HS. Justify when individual or collaborative decision making is appropriate regarding an emotional or mental health problem.
<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
S6.6.HS. Use strategies to overcome barriers to achieving a personal health goal. S6.7.HS. Formulate an effective long-term plan to achieve a health goal.	S6.6.MEH.1.HS. Use strategies to overcome barriers to achieve a goal to improve or maintain positive mental and emotional health. S6.7.MEH.2.HS. Formulate an effective long-term personal health plan to achieve a goal to improve or maintain positive mental and emotional health.





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### *High School: Learning Outcomes*

## Personal Health and Wellness (PHW)

<b>HIGH SCHOOL (PHW) - Essential</b>	
<b>Standard 1: Functional Knowledge</b>	
<b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S1.1.HS. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.</p>	<p>S1.1.PHW.1.HS. Summarize how common infectious diseases are transmitted by indirect contact and person-to-person contact.</p> <p>S1.1.PHW.2.HS. Explain the relationship between intravenous drug use and transmission of bloodborne diseases such as HIV and hepatitis.</p> <p>S1.1.PHW.3.HS. Summarize ways to prevent the spread of germs that cause infectious diseases, such as HIV, by not having sex, not touching blood, and not touching used hypodermic or tattoo needles.</p> <p>S1.1.PHW.4.HS. Summarize ways to prevent the spread of sexually transmitted diseases (STDs) by avoiding behaviors that transmit blood, semen, and vaginal secretions.</p> <p>S1.1.PHW.5.HS. Analyze the relationship between using alcohol and other drugs and sexual risk behaviors.</p> <p>S1.1.PHW.6.HS. Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of pregnancy, HIV, and STDs, including Human Papillomavirus (HPV).</p> <p>S1.1.PHW.7.HS. Summarize the signs and symptoms of common STD's, including HIV.</p> <p>S1.1.PHW.8.HS. Summarize the problems associated with asymptomatic STDs and HIV.</p> <p>S1.1.PHW.9.HS. Summarize the short- and long-term consequences of common STDs, including HIV.</p> <p>S1.1.PHW.10.HS. Explain the importance of STD and HIV testing and counseling if sexually active.</p> <p>S1.1.PHW.11.HS. Explain the importance of immunizations, checkups, examinations and self-examinations such as, breast and testicular self-examinations, and health screenings such as, mammograms and Pap smears necessary to maintain sexual and reproductive health.</p>



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### *High School: Learning Outcomes*

<b>Standard 3: Accessing Resources</b> <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
S3.1.HS. Evaluate the validity and reliability of health information. S3.5.HS. Determine when professional health services may be required. S3.7.HS. Use resources that provide valid and reliable health information.	S3.1.PHW.1.HS. Evaluate the validity and reliability of personal health and wellness information. S3.5.PHW.2.HS. Determine when professional personal health and wellness services may be required. S3.7.PHW.3.HS. Use resources that provide valid and reliable personal health and wellness information.
<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
S4.5.HS. Demonstrate how to effectively ask for assistance to improve personal health.	S4.5.PHW.1.HS. Demonstrate how to effectively ask for assistance to improve personal health and wellness.
<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
S7.1.HS. Analyze the role of individual responsibility in enhancing personal health. S7.4.HS. Make a commitment to practice healthy behaviors.	S7.1.PHW.1.HS. Analyze the role of individual responsibility in enhancing personal health and wellness. S7.4.PHW.2.HS. Make a commitment to practice positive personal health and wellness-related behaviors.
<i>SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.</i>	
<h2 style="margin: 0;">HIGH SCHOOL (PHW) - Supportive</h2>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
S1.1.HS. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.  <i>*Additional functional knowledge is needed to develop these supportive skills.</i>	S1.1.PHW.12.HS. Analyze the behavioral and environmental factors that contribute to the major chronic diseases. S1.1.PHW.13.HS. Describe the relationship between poor personal health and wellness habits and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis. S1.1.PHW.14.HS. Summarize the potential health and social consequences of popular fads or trends such as body piercing and tattooing.



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## *High School: Learning Outcomes*

<b>Standard 2: Analyzing Influences</b> <b>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S2.2.HS. Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>S2.3.HS. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.</p> <p>S2.4.HS. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.</p> <p>S2.5.HS. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p>S2.8.HS. Analyze the effect of media and technology on personal, family, and community health.</p>	<p>S2.2.PHW.1.HS. Analyze how culture supports and challenges health and wellness-related beliefs, practices, and behaviors.</p> <p>S2.3.PHW.2.HS. Analyze how peers and perceptions of norms influence healthy and unhealthy personal health and wellness-related behaviors.</p> <p>S2.4.PHW.3.HS. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy personal health and wellness-related behaviors.</p> <p>S2.5.PHW.4.HS. Analyze how some health risk behaviors, such as using alcohol and other drugs, influence the likelihood of engaging in other unhealthy personal health and wellness-related behaviors.</p> <p>S2.8.PHW.5.HS. Analyze the effect of media and technology on personal, family, and community health and wellness.</p>
<b>Standard 5: Decision-Making Skills</b> <b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S5.1.HS. Examine barriers to healthy decision making.</p> <p>S5.2.HS. Determine the value of applying thoughtful decision making.</p> <p>S5.3.HS. Justify when individual or collaborative decision making is appropriate.</p> <p>S5.4.HS. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>S5.5.HS. Generate alternatives when making a health-related decision.</p> <p>S5.6.HS. Predict potential short-term and long-term consequences of alternatives to health-related decisions.</p> <p>S5.7.HS. Choose a healthy alternative when making a health-related decision.</p> <p>S5.8.HS. Evaluate the effectiveness of health-related decisions.</p>	<p>S5.1.PHW.1.HS. Examine barriers that can hinder choosing healthy alternatives in making a personal health and wellness-related decision.</p> <p>S5.2.PHW.2.HS. Determine the value of applying thoughtful decision making regarding a personal health and wellness-related problem.</p> <p>S5.3.PHW.3.HS. Justify when individual or collaborative decision making is appropriate for a personal health and wellness-related problem.</p> <p>S5.4.PHW.4.HS. Analyze how family, culture, media, peers, and personal beliefs affect a personal health and wellness-related decision.</p> <p>S5.5.PHW.5.HS. Generate alternatives when making a decision related to personal health and wellness.</p> <p>S5.6.PHW.6.HS. Predict potential short-term and long-term consequences of alternatives to a health and wellness-related decision.</p> <p>S5.7.PHW.7.HS. Choose a healthy alternative when making a personal health and wellness-related decision.</p> <p>S5.8.PHW.8.HS. Evaluate the effectiveness of personal health and wellness-related decisions.</p>



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## OAHPERD Health Education Model Curriculum

### *High School: Learning Outcomes*

<b>Standard 6: Goal Setting Skills</b> <b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S6.1.HS. Assess personal health practices and behaviors.</p> <p>S6.2.HS. Set a realistic personal health goal.</p> <p>S6.3.HS. Assess the barriers to achieving a personal health goal.</p> <p>S6.4.HS. Develop a plan to attain a personal health goal.</p> <p>S6.5.HS. Implement strategies, including self-monitoring, to achieve a personal health goal.</p> <p>S6.6.HS. Use strategies to overcome barriers to achieving a personal health goal.</p> <p>S6.7.HS. Formulate an effective long-term plan to achieve a health goal.</p>	<p>S6.1.PHW.1.HS. Assess personal health and wellness-related practices and behaviors.</p> <p>S6.2.PHW.2.HS. Set a realistic goal to improve a personal health and wellness-related practice.</p> <p>S6.3.PHW.3.HS. Assess the barriers to achieving a personal health and wellness-related goal.</p> <p>S6.4.PHW.4.HS. Develop a plan to attain a personal health and wellness-related goal.</p> <p>S6.5.PHW.5.HS. Implement strategies, including self-monitoring, to achieve a personal health and wellness-related goal.</p> <p>S6.6.PHW.6.HS. Use strategies to overcome barriers to achieve a personal health and wellness-related goal.</p> <p>S6.7.PHW.7.HS. Formulate an effective long-term plan to achieve a personal health and wellness-related goal.</p>
<b>Standard 8: Advocacy Skills</b> <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S8.4.HS. Encourage school and community environments to promote the health of others.</p> <p>S8.5.HS. Adapt health messages and communication techniques for a specific target audience.</p> <p>S8.6.HS. Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.</p>	<p>S8.4.PHW.1.HS. Encourage school and community environments to promote the health and wellness of others.</p> <p>S8.5.PHW.2.HS. Adapt personal health and wellness messages and communication techniques for a specific target audience.</p> <p>S8.6.PHW.3.HS. Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable personal health and wellness opportunities, products, and services to improve the health of oneself and others.</p>

## HIGH SCHOOL (SAFE) - Essential

### Standard 1: Functional Knowledge

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

#### Benchmark

S1.1.HS. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.

#### Indicators

S1.1.SAFE.1.HS. Summarize ways to reduce the risk of injuries while riding in or driving a motor vehicle.  
S1.1.SAFE.2.HS. Analyze the dangers of driving or riding in a car while the driver is distracted (e.g. texting, talking on the phone, friends in the car, use of GPS, etc.).  
S1.1.SAFE.3.HS. Explain ways to reduce the risk of injuries around water, while playing sports, at home, in the community, or at school.  
S1.1.SAFE.4.HS. Summarize ways to reduce the risk of injuries from firearms or injuries due to poisoning.  
S1.1.SAFE.5.HS. Analyze the benefits of reducing the risks of injury.  
S1.1.SAFE.6.HS. Explain the life-saving and life-enhancing process of organ and tissue donation (anatomical gifts).

### Standard 4: Interpersonal Communication Skills

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

#### Benchmark

S4.2.HS. Demonstrate how to manage personal information in electronic communications and when using social media (e.g., chat groups, e-mail, texting, websites, phone and tablet applications) to protect the personal health and safety of oneself and others.  
S4.3.HS. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.  
S4.5.HS. Demonstrate how to effectively ask for assistance to improve personal health.  
S4.6.HS. Demonstrate how to effectively offer assistance to improve the health of others.

#### Indicators

S4.2.SAFE.1.HS. Demonstrate how to manage personal information in electronic communications and when using social media to protect the personal safety of oneself and others.  
S4.3.SAFE.2.HS. Demonstrate effective communication skills to avoid riding in a motor vehicle with a driver who is under the influence of alcohol, marijuana, or other drugs.  
S4.5.SAFE.3.HS. Demonstrate how to effectively ask for assistance to improve personal safety and injury prevention.  
S4.6.SAFE.4.HS. Demonstrate how to effectively offer assistance to improve the safety and injury prevention of others.

## OAHPERD Health Education Model Curriculum

### *High School: Learning Outcomes*

<b>Standard 5: Decision-Making Skills</b>	
<b>Students will demonstrate the ability to use decision-making skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S5.1.HS. Examine barriers to healthy decision making.</p> <p>S5.2.HS. Determine the value of applying thoughtful decision making.</p> <p>S5.3.HS. Justify when individual or collaborative decision making is appropriate.</p> <p>S5.4.HS. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.</p> <p>S5.5.HS. Generate alternatives when making a health-related decision.</p> <p>S5.6.HS. Predict potential short-term and long-term consequences of alternatives to health-related decisions.</p> <p>S5.7.HS. Choose a healthy alternative when making a health-related decision.</p> <p>S5.8.HS. Evaluate the effectiveness of health-related decisions.</p>	<p>S5.1.SAFE.1.HS. Examine barriers to making a decision related to safety and injury prevention.</p> <p>S5.2.SAFE.2.HS. Determine the value of applying thoughtful decision making regarding a situation related to safety and injury prevention.</p> <p>S5.3.SAFE.3.HS. Justify when individual or collaborative decision making is appropriate regarding a situation related to safety and injury prevention.</p> <p>S5.4.SAFE.4.HS. Analyze how family, culture, media, peers, and personal beliefs affect a decision related to safety and injury prevention.</p> <p>S5.5.SAFE.5.HS. Generate alternatives when making a decision related to safety and injury prevention.</p> <p>S5.6.SAFE.6.HS. Predict potential short-term and long-term consequences of alternatives to decisions related to safety and injury prevention.</p> <p>S5.7.SAFE.7.HS. Choose a healthy alternative when making a decision related to safety and injury prevention.</p> <p>S5.8.SAFE.8.HS. Evaluate the effectiveness of decisions related to safety and injury prevention.</p>
<b>Standard 6: Goal Setting Skills</b>	
<b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S6.1.HS. Assess personal health practices and behaviors.</p> <p>S6.2.HS. Set a realistic personal health goal.</p> <p>S6.3.HS. Assess the barriers to achieving a personal health goal.</p> <p>S6.4.HS. Develop a plan to attain a personal health goal.</p> <p>S6.5.HS. Implement strategies, including self-monitoring, to achieve a personal health goal.</p>	<p>S6.1.SAFE.1.HS. Assess personal safety and injury prevention practices and behaviors.</p> <p>S6.2.SAFE.2.HS. Set a realistic personal goal to avoid or reduce injury.</p> <p>S6.3.SAFE.3.HS. Assess the barriers to achieving a personal goal to avoid or reduce injury.</p> <p>S6.4.SAFE.4.HS. Develop a plan to attain a personal goal to avoid or reduce injuries.</p> <p>S6.5.SAFE.5.HS. Implement strategies, including self-monitoring, to achieve a personal goal to avoid or reduce injuries.</p>



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# OAHPERD Health Education Model Curriculum

## High School: Learning Outcomes

<b>Standard 7: Practicing Healthy Behaviors</b> <b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
S7.1.HS. Analyze the role of individual responsibility in enhancing personal health. S7.3.HS. Demonstrate healthy practices and behaviors to improve the health of oneself and others. S7.4.HS. Make a commitment to practice healthy behaviors.	S7.1.SAFE.1.HS. Analyze the role of individual responsibility in promoting safety and avoiding or reducing injury. S7.3.SAFE.2.HS. Demonstrate lifesaving emergency care through the practice of CPR and AED skills. S7.3.SAFE.3.HS. Demonstrate safety and injury prevention practices and behaviors to improve the health of oneself and others. S7.4.SAFE.4.HS. Make a commitment to practice safety and injury prevention.
<i>SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.</i>	
<h2 style="margin: 0;">HIGH SCHOOL (SAFE) - Supportive</h2>	
<b>Standard 1: Functional Knowledge</b> <b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
S1.1.HS. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.  <i>*Additional functional knowledge is needed to develop these supportive skills.</i>	S1.1.SAFE.7.HS. Identify the necessary protective gear for biking, motorcycling, ATVs, snowmobiling, inline skating, riding a scooter, and/or skateboarding. S1.1.SAFE.8.HS. Explain ways to reduce the risk of injuries when using tools or machinery. S1.1.SAFE.9.HS. Analyze the relationship between unintentional injuries and using alcohol and other drugs. S1.1.SAFE.10.HS. Prioritize actions to take to prevent injuries during severe weather. S1.1.SAFE.11.HS. Describe appropriate actions to take in case of mass trauma
<b>Standard 2: Analyzing Influences</b> <b>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
S2.6.HS. Analyze how laws, rules, and regulations influence health promotion and disease prevention. S2.7.HS. Analyze how school and community affect personal health practices and behaviors. S2.9.HS. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health policies, on personal health practices and behaviors.	S2.6.SAFE.1.HS. Analyze how laws, rules, and regulations influence safety and injury prevention behaviors. S2.7.SAFE.2.HS. Analyze how school and community affect safety and injury prevention practices and behaviors. S2.9.SAFE.3.HS. Differentiate the relevant influences, including family, culture, peers, school, community, media, technology and public health



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<p>S2.10.HS. Analyze the factors that influence opportunities to obtain safe, accessible, equitable, and affordable products and services that support health practices and behaviors for oneself and others.</p>	<p>policies, on safety and injury prevention practices and behaviors.</p> <p>S2.10.SAFE.4.HS. Analyze the factors that influence opportunities to obtain safe, accessible and affordable products and services that support safety and injury prevention practices and behaviors for oneself and others.</p>
<p><b>Standard 3: Accessing Resources</b>  <b>Students will demonstrate the ability to access valid information, products, and services to enhance health.</b></p>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S3.1.HS. Evaluate the validity and reliability of health information.</p> <p>S3.2.HS. Evaluate the validity and reliability of health products.</p> <p>S3.3.HS. Evaluate the validity and reliability of health services.</p> <p>S3.7.HS. Use resources that provide valid and reliable health information.</p> <p>S3.8.HS. Use valid and reliable health products.</p> <p>S3.9.HS. Use valid and reliable health services.</p>	<p>S3.1,2,3.SAFE.1.HS. Evaluate the validity and reliability of safety and injury prevention information, products, and services.</p> <p>S3.7.SAFE.2.HS. Use resources that provide valid and reliable safety and injury prevention information.</p> <p>S3.8,9.SAFE.3.HS. Use valid and reliable safety and injury prevention products and services.</p>
<p><b>Standard 8: Advocacy Skills</b>  <b>Students will demonstrate the ability to advocate for personal, family, and community health.</b></p>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S8.1.HS. Use peer and societal norms, based on accurate health information, to formulate health-enhancing messages.</p> <p>S8.2.HS. Persuade and support others to make positive health choices.</p> <p>S8.4.HS. Encourage school and community environments to promote the health of others.</p>	<p>S8.1.SAFE.1.HS. Use peer and societal norms, based on accurate health information, to formulate messages about safety and injury prevention.</p> <p>S8.2.SAFE.2.HS. Persuade and support others to prevent injuries.</p> <p>S8.4.SAFE.3.HS. Encourage school and community environments to promote safety and injury prevention.</p>



**Violence Prevention (VP)**

<b>HIGH SCHOOL (VP) - Essential</b>	
<b>Standard 1: Functional Knowledge</b>	
<b>Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S1.1.HS. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.</p>	<p>S1.1.VP.1.HS. Describe ways to express anger non-violently.</p> <p>S1.1.VP.2.HS. Analyze why it is important to understand the perspectives of others in resolving a conflict.</p> <p>S1.1.VP.3.HS. Summarize impulsive behaviors that can lead to violence and strategies for controlling them.</p> <p>S1.1.VP.4.HS. Analyze short- and long-term consequences of violence to perpetrators, victims, and bystanders.</p> <p>S1.1.VP.5.HS. Explain how bystanders can help prevent violence by reporting dangerous situations or actions.</p> <p>S1.1.VP.6.HS. Analyze the consequences of prejudice, discrimination, racism, sexism, and hate crimes.</p> <p>S1.1.VP.7.HS. Summarize the benefits of living in a diverse society.</p> <p>S1.1.VP.8.HS. Summarize how intolerance can affect others.</p> <p>S1.1.VP.9.HS. Analyze the relationship between using alcohol and other drugs and violence.</p> <p>S1.1.VP.10.HS. Explain why a person who has been sexually assaulted or raped is not at fault.</p> <p>S1.1.VP.11.HS. Explain why rape and sexual assault should be reported to a trusted adult.</p> <p>S1.1.VP.12.HS. Explain why it is important to tell an adult if there are people in danger of hurting themselves or others.</p> <p>S1.1.VP.13.HS. Explain when to seek help for mental health problems that result from and contribute to violence.</p> <p>S1.1.VP.14.HS. Identify the warning signs of sex trafficking and resources to help prevent sex trafficking.</p>

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<b>Standard 2: Analyzing Influences</b> <b>Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S2.2.HS. Analyze how culture supports and challenges health beliefs, practices, and behaviors.</p> <p>S2.3.HS. Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.</p> <p>S2.4.HS. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.</p> <p>S2.5.HS. Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.</p> <p>S2.8.HS. Analyze the effect of media and technology on personal, family, and community health.</p>	<p>S2.2.VP.1.HS. Analyze how culture supports and challenges sexual health beliefs, practices, behaviors, and relationships.</p> <p>S2.3.VP.2.HS. Analyze how peers and perceptions of norms influence healthy and unhealthy sexual health practices, behaviors, and relationships.</p> <p>S2.4.VP.3.HS. Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy sexual health practices, behaviors, and relationships.</p> <p>S2.5.VP.4.HS. Analyze how some health risk behaviors influence the likelihood of engaging in risky sexual behaviors.</p> <p>S2.8.VP.5.HS. Analyze the effect of media and technology on personal, family, and community sexual health practices, behaviors, and relationships.</p>
<b>Standard 4: Interpersonal Communication Skills</b> <b>Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
<p>S4.1.HS. Demonstrate effective communication skills to enhance health.</p> <p>S4.3.HS. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in unhealthy behaviors.</p> <p>S4.4.HS. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict.</p> <p>S4.5.HS. Demonstrate how to effectively ask for assistance to improve personal health.</p> <p>S4.6.HS. Demonstrate how to effectively offer assistance to improve the health of others.</p>	<p>S4.1.VP.1.HS. Demonstrate effective communication skills to prevent violence.</p> <p>S4.3.VP.2.HS. Demonstrate effective peer resistance, negotiation, and collaboration skills to avoid engaging in violence.</p> <p>S4.4.VP.3.HS. Demonstrate effective communication strategies to prevent, manage, or resolve interpersonal conflict to prevent violence.</p> <p>S4.5.VP.4.HS. Demonstrate how to effectively ask for assistance to prevent violence.</p> <p>S4.6.VP.5.HS. Demonstrate how to effectively offer assistance to help others prevent violence.</p>



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*SUPPORTIVE SKILLS - If a school district would like to enhance their health education curriculum, these supportive skills and their performance indicators are recommended additions to the essential standards.*

### HIGH SCHOOL (VP) - Supportive

#### Standard 1: Functional Knowledge

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

Benchmark	Indicators
<p>S1.1.HS. Students will comprehend developmentally appropriate, functional health information to help them adopt healthy behaviors in the following health content areas: Alcohol, Tobacco, and other Drugs, Healthy Eating, Mental and Emotional Health, Personal Health and Wellness, Healthy Relationships, Safety, Violence Prevention.</p> <p><i>*Additional functional knowledge is needed to develop these supportive skills.</i></p>	<p>S1.1.VP.15.HS. Analyze why pro-social behaviors can help prevent violence.</p> <p>S1.1.VP.16.HS. Analyze how power and control differences in relationships, peer dating, or family relationships can contribute to aggression and violence.</p> <p>S1.1.VP.17.HS. Describe characteristics of the school or community that can increase or decrease the likelihood of violence.</p> <p>S1.1.VP.18.HS. Analyze situations that could lead to different types of violence.</p> <p>S1.1.VP.19.HS. Analyze how gang involvement can contribute to violence.</p> <p>S1.1.VP.20.HS. Describe actions to take in case of a disaster emergency or act of terrorism.</p> <p>S1.1.VP.21.HS. Explain that violence can be the result of the accumulations of multiple problems rather than just one incident.</p>

#### Standard 3: Accessing Resources

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

Benchmark	Indicators
<p>S3.1.HS. Evaluate the validity and reliability of health information.</p> <p>S3.3.HS. Evaluate the validity and reliability of health services.</p> <p>S3.7.HS. Use resources that provide valid and reliable health information.</p> <p>S3.9.HS. Use valid and reliable health services.</p>	<p>S3.1.VP.1.HS. Evaluate the validity and reliability of violence prevention information.</p> <p>S3.3.VP.2.HS. Evaluate the validity and reliability of violence prevention or intervention services.</p> <p>S3.7.VP.3.HS. Use resources that provide valid and reliable violence prevention information.</p> <p>S3.9.VP.4.HS. Use valid and reliable violence prevention or intervention services.</p>

#### Standard 5: Decision-Making Skills

**Students will demonstrate the ability to use decision-making skills to enhance health.**

Benchmark	Indicators
<p>S5.1.HS. Examine barriers to healthy decision making.</p> <p>S5.3.HS. Justify when individual or collaborative decision making is appropriate.</p>	<p>S5.1.VP.1.HS. Examine barriers to making a decision that could lead to violence.</p> <p>S5.3.VP.2.HS. Justify when individual or collaborative decision making regarding a potentially violent situation is appropriate.</p>



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<b>Standard 6: Goal Setting Skills</b>	
<b>Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
S6.1.HS. Assess personal health practices and behaviors. S6.7.HS. Formulate an effective long-term plan to achieve a health goal.	S6.1.VP.1.HS. Assess personal violent and non-violent health practices and behaviors. S6.7.VP.2.HS. Formulate an effective long-term personal health plan to achieve a goal to prevent violence.
<b>Standard 7: Practicing Healthy Behaviors</b>	
<b>Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	
<b>Benchmark</b>	<b>Indicators</b>
S7.2.HS. Evaluate personal practices and behaviors that reduce or prevent health risks. S7.3.HS. Demonstrate healthy practices and behaviors to improve the health of oneself and others.	S7.2.VP.1.HS. Evaluate personal practices and behaviors that reduce or prevent violence. S7.3.VP.2.HS. Demonstrate violence prevention practices and behaviors to improve the health of oneself and others.
<b>Standard 8: Advocacy Skills</b>	
<b>Students will demonstrate the ability to advocate for personal, family, and community health.</b>	
<b>Benchmark</b>	<b>Indicators</b>
S8.2.HS. Persuade and support others to make positive health choices. S8.3.HS. Collaborate with others to advocate for improving personal, family and community health. S8.4.HS. Encourage school and community environments to promote the health of others. S8.6.HS. Persuade community leaders about the importance of ensuring there are safe, accessible, equitable, and affordable opportunities, products, and services to improve the health of oneself and others.	S8.2.VP.1.HS. Persuade and support others to prevent violence. S8.3.VP.2.HS. Collaborate with others to advocate for preventing personal, family and community violence. S8.4.VP.3.HS. Encourage school and community environments to prevent violence. S8.6.VP.4.HS. Persuade community leaders about the importance of ensuring safe, accessible, equitable, and affordable violence prevention opportunities, products and services to improve the health of oneself and others.