



OAHPERD Health Education Model Curriculum CONTENT FRAMEWORK

Topic: PERSONAL HEALTH & WELLNESS (PHW)

HIGH SCHOOL

Key: **Essential Standards in BOLD.** Supportive Standards in Grey.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.			
<i>BENCHMARK</i>		<i>ESSENTIAL INDICATORS</i>	
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, Human Growth and Development, Healthy Relationships, Safety, Violence Prevention.	1.1.PHW.1.HS 1.1.PHW.2.HS 1.1.PHW.3.HS 1.1.PHW.4.HS 1.1.PHW.5.HS 1.1.PHW.6.HS	1.1.PHW.7.HS 1.1.PHW.8.HS 1.1.PHW.9.HS 1.1.PHW.10.HS 1.1.PHW.11.HS
SUPPORTIVE INDICATORS		SUPPORTIVE INDICATORS	
		1.1.PHW.12.HS 1.1.PHW.13.HS 1.1.PHW.14.HS	

Standard 2: Analyzing Influences		
Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.		
<i>BENCHMARKS</i>		<i>INDICATORS</i>
S2.1.HS.	Explain the influence of public health policies on health practices and behaviors.	
S2.2.HS.	Analyze how culture supports and challenges health beliefs, practices, and behaviors.	2.2.PHW.1.HS
S2.3.HS.	Analyze how peers and perceptions of norms influence healthy and unhealthy behaviors.	2.3.PHW.2.HS
S2.4.HS.	Analyze how personal attitudes, values, and beliefs influence healthy and unhealthy behaviors.	2.4.PHW.3.HS
S2.5.HS.	Analyze how some health risk behaviors influence the likelihood of engaging in other unhealthy behaviors.	2.5.PHW.4.HS
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.	
S2.8.HS.	Analyze the effect of media and technology on personal, family, and community health.	2.8.PHW.5.HS
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.	
S2.10.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.	



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Standard 3: Accessing Resources	
Students will demonstrate the ability to access valid information, products, and services to enhance health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S3.1.HS. Evaluate the validity and reliability of health information.	3.1.PHW.1.HS
S3.2.HS. Evaluate the validity and reliability of health products.	
S3.3.HS. Evaluate the validity and reliability of health services.	
S3.4.HS. Determine the accessibility of valid and reliable health products.	
S3.5.HS. Determine when professional health services may be required.	3.5.PHW.2.HS
S3.6.HS. Determine the accessibility of valid and reliable health services.	
S3.7.HS. Use resources that provide valid and reliable health information.	3.7.PHW.3.HS
S3.8.HS. Use valid and reliable health products.	
S3.9.HS. Use valid and reliable health services.	
Standard 4: Interpersonal Communication Skills	
Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S4.1.HS. Demonstrate effective communication skills to enhance health.	
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.	
S4.4.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.	4.5.PHW.1.HS
S4.6.HS. Demonstrate how to effectively offer assistance to improve the health of others.	
Standard 5: Decision-Making Skills	
Students will demonstrate the ability to use decision-making skills to enhance health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S5.1.HS. Examine barriers to healthy decision making.	5.1.PHW.1.HS
S5.2.HS. Determine the value of applying thoughtful decision making.	5.2.PHW.2.HS
S5.3.HS. Justify when individual or collaborative decision making is appropriate.	5.3.PHW.3.HS
S5.4.HS. Analyze how family, culture, media, peers, and personal beliefs affect a health-related decision.	5.4.PHW.4.HS
S5.5.HS. Generate alternatives when making a health-related decision.	5.5.PHW.5.HS
S5.6.HS. Predict potential short-term and long-term consequences of alternatives to health-related decisions.	5.6.PHW.6.HS
S5.7.HS. Choose a healthy alternative when making a health-related decision.	5.7.PHW.7.HS
S5.8.HS. Evaluate the effectiveness of health-related decisions.	5.8.PHW.8.HS



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Standard 6: Goal Setting Skills	
Students will demonstrate the ability to use goal-setting skills to enhance health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S6.1.HS. Assess personal health practices and behaviors.	6.1.PHW.1.HS
S6.2.HS. Set a realistic personal health goal.	6.2.PHW.2.HS
S6.3.HS. Assess the barriers to achieving a personal health goal.	6.3.PHW.3.HS
S6.4.HS. Develop a plan to attain a personal health goal.	6.4.PHW.4.HS
S6.5.HS. Implement strategies, including self-monitoring, to achieve a personal health goal.	6.5.PHW.5.HS
S6.6.HS. Use strategies to overcome barriers to achieving a personal health goal.	6.6.PHW.6.HS
S6.7.HS. Formulate an effective long-term plan to achieve a health goal.	6.7.PHW.7.HS
Standard 7: Practicing Healthy Behaviors	
Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
S7.1.HS. Analyze the role of individual responsibility in enhancing personal health.	7.1.PHW.1.HS
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.	
S7.4.HS. Make a commitment to practice healthy behaviors.	7.4.PHW.2.HS
Standard 8: Advocacy Skills	
Students will demonstrate the ability to advocate for personal, family, and community health.	
<i>BENCHMARKS</i>	<i>INDICATORS</i>
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.	
S8.3.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.	8.4.PHW.1.HS
S8.5.HS. Adapt health messages and communication techniques for a specific target audience.	8.5.PHW.2.HS
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.	8.6.PHW.3.HS

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CONTENT ELABORATION

Content Elaboration for HS Grade Band: Students in high school focus on the functional knowledge that continues the development of skills for accessing valid, reliable resources to build health literacy and effective interpersonal communication skills. Students at this developmental age have higher demands that require additional health knowledge and communication skills. For example, older teens are driving to their own doctors' appointments and must rely on their interpersonal communication skills to express their personal health and wellness needs. Students in high school must also have the confidence to ask health care professionals questions and understand the health information that is given to them. Practicing healthy behaviors is another essential skill that is focused upon for this grade band. They must analyze the role of individual responsibility to enhance personal health, and evaluate personal practices and behaviors to prevent health risks.

The supportive skills at the high school level can be addressed with additional time in health education. Standard 1 is also addressed as a supportive skill because additional functional knowledge would be needed to achieve the supportive skills.

Previous Grade Band Progression Statement: Students in grades 6-8 focused on the functional knowledge that would assist with accessing valid, reliable resources, effective interpersonal communication skills, decision-making, and setting goals to enhance personal health and wellness. While all skills are important, these skills are essential for grades 6-8 because of the developmental age and time available for health education. Students in this grade band need experience accessing valid, reliable health information from credible resources and how to navigate through all the information technology provides. It is essential for students to know how to communicate with trusted adults and health care professionals about their personal health and wellness needs using effective interpersonal communication skills. It is also necessary to guide students with the decision-making steps that include identifying influences that impact decisions, distinguishing healthy and unhealthy alternatives, potential outcomes of the alternatives, choosing a healthy alternative, and analyzing the effectiveness of the health decision that was made. Students in this grade band also learn goal setting skills. Goal setting gives students the opportunity to assess personal health practices, set a realistic goal, identify barriers that would prevent achieving the goal, apply strategies to overcome the barriers, and use strategies and skills to achieve the personal health goal.

Next Grade Band Progression Statement. Applying Health Behaviors:

Students will be able to determine how their choices lead to positive or negative outcomes. They will develop skills to promote a lifelong, healthy lifestyle.

FUNCTIONAL KNOWLEDGE AND SKILLS

Essential Understandings

- Transmission of infectious diseases including HIV and STI's.
- The importance of STI and HIV testing and counseling if sexually active.
- Risk factors that contribute to chronic diseases.
- Identify the positive impact of self-examinations.
- Routine health and wellness information.

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- Identify when to consult with a healthcare professional and how to effectively ask for assistance to improve personal health and wellness.
- Signs and symptoms of STI's and ways to prevent STI's.
- Effectiveness of condoms on STI's.
- Access valid sources to promote personal health and wellness including culture, family, peers and attitudes.
- The benefits of practicing positive personal health and wellness-related behaviors and the role of personal responsibility.

Supportive Understandings

- Behavioral and environmental factors that contribute to chronic disease.
- The relationship between poor personal health and wellness habits and chronic disease such as heart disease, cancer, diabetes, etc.
- Potential health and social consequences of popular fads or trends such as body piercing and tattooing.
- The impact of influences on health behavior.
- Steps to decision-making: identify barriers, analyze influences, generate alternatives, predict potential consequences associated with alternatives, chose the healthiest option, and evaluate the effectiveness of the decision.
- Set goals to improve personal health and wellness-related practice.
- Implement strategies to help achieve health and wellness-related goals.
- Advocacy efforts to enhance personal health and wellness of self and others.

INSTRUCTIONAL RESOURCES

Electronic Resources

- American Heart Association, Healthy Living: <https://www.heart.org/en/healthy-living>
- CDC, Teen Dating Violence: [c.gov/violenceprevention/intimatepartnerviolence/teen-dating-violence.htm](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen-dating-violence.htm)
- CDC, Get Tested. FAQ: <https://gettested.cdc.gov/faq-page>
- CDC, Teen Dating Violence: [c.gov/violenceprevention/intimatepartnerviolence/teen-dating-violence.htm](https://www.cdc.gov/violenceprevention/intimatepartnerviolence/teen-dating-violence.htm)
- CDC, STI's: <https://www.cdc.gov/std/default.htm>
- CDC, Health Check Ups: <https://www.cdc.gov/family/checkup/index.htm>
- CDC, Healthy Relationships: https://www.cdc.gov/violenceprevention/intimatepartnerviolence/datingmatters/index.html?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fviolenceprevention%2Fdatingmatters%2Findex.htm
- HIV RRT w/CDC, abstinence and HIV reduction: https://wwwn.cdc.gov/hivrisk/decreased_risk/abstinence.html
- Info about Kids, Body, Mind, Emotions, Relationships: <https://infoaboutkids.org/>
- Healthy Children powered by AAP (American Academy of Pediatrics, Dating and Sex, Fitness, Nutrition, Substance Use, Driving Safely): <https://www.healthychildren.org/English/ages-stages/teen/Pages/default.aspx>



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- HHS Office of Adolescent Health, Reproductive Health: <https://www.hhs.gov/ash/oah/adolescent-development/reproductive-health-and-teen-pregnancy/index.html>
- Kids Health, Abstinence: <https://kidshealth.org/en/teens/abstinence.html#cattake-care>
- Kids Health, Self Breast exams: <https://kidshealth.org/en/teens/bse.html#cattake-care>
- Kids Health, STI's: <https://kidshealth.org/en/parents/talk-child-stds.html#cattake-care>
- Kids Health, GYN check ups: <https://kidshealth.org/en/teens/obgyn.html#cattake-care>
- Love is Respect, Teen Relationships: <https://www.loveisrespect.org/>
- Love Without Hurt, Healthy Relationships: <http://www.lovewithouthurt.org/>
- Medical Institute for Sexual Health: <http://www.medinstitute.org/>
- National Sex Education Standards – FoSE: <http://www.futureofsexed.org/documents/josh-fose-standards-web.pdf>
- Nationwide Children's, Helping Hands: <https://www.nationwidechildrens.org/family-resources-education/health-wellness-and-safety-resources/helping-hands>
- National Breast Cancer Foundation, Breast Health: <https://www.nationalbreastcancer.org/breast-self-exam>
- NetSmartz, Trusted adults, refusal skills, technology safety: <https://www.netsmartz.org/Home>
- NIH, Drug use and STIs: <https://www.drugabuse.gov/publications/drugfacts/drug-use-viral-infections-hiv-hepatitis>
- Smart Sex Resource, STIs: <https://smartsexresource.com/about-stis/types-stis>
- Teen Source, Sex + Health: <https://www.teensource.org/std>
- Testicular Cancer Society, Testicular self exams: <https://www.testicularcancersociety.org/testicular-self-exam.html>

CONNECTIONS

Skill Connections within Health Education:

- Mental Emotional Health – The impact of disease on a person's mental emotional health
- Healthy Relationships – Discuss when and how to communicate comfortable boundaries with partner to maintain a healthy relationship; establish healthy relationships with health care professionals to maintain positive personal health and wellness

Interdisciplinary Connections:

- Science – The study of disease; areas of the body that are affected by disease
- Social Studies – The history of disease
- ELA – Create a public service announcement through use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentation to enhance understanding of findings, reasoning, and evidence and to add interest