



The Ohio Association for Health,  
Physical Education, Recreation, and Dance

## K-2 Grade Band OAHPERD Health Education Standards Alignment Chart

### Grade Band Overview

	Content Area	ATOD	HE	MEH	PHW	SAFE	VP
	Grade	2	2	2	2	2	2
Ohio Health Education Standard	1	E	E	E	E	E	E
	2	S	E	E	E	E	S
	3	E	S	S	S	E	E
	4	S	S	E	S	E	E
	5	E	*	E	S	E	E
	6	*	E	S	E	S	S
	7	*	E	E	E	E	S
	8	S	E	S	E	E	S
		Alcohol, Tobacco, and Other Drug Prevention	Healthy Eating	Mental and Emotional Health	Personal Health and Wellness	Safety	Violence Prevention

Note. E: Essential – Standard is prioritized and receives emphasis in this content area.

S: Supplemental – Standard is aligned with the topic and the standard could be met with additional time or resources.

(\*) indicates that this skill is not aligned with the content area.

Standard 1 - Functional Health Knowledge  
5 – Decision-Making Skills

2 – Analyzing Influences  
6 – Goal Setting Skills

3 – Accessing Valid, Reliable Resources  
7 – Practicing Healthy Behaviors

4 – Interpersonal Communication Skills  
8 – Advocacy Skills



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## Grades K-2: OAHPERD Health Education Standards Alignment Chart

### Grade Level Overview

Content Area	ATOD			HE			MEH			PHW			SAFE			VP			
	Grade	K	1	2	K	1	2	K	1	2	K	1	2	K	1	2	K	1	2
Ohio Health Education Standard	1	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
	2	S	S	S	S	S	E	E	S	S	S	E	S	S	S	E	S	S	S
	3	E	E	E	S	S	S	S	S	S	S	S	S	E	E	S	E	S	E
	4	S	S	S	S	S	S	E	E	E	S	S	S	S	E	S	E	E	E
	5	E	E	E	*	*	*	S	S	E	S	S	S	S	S	E	S	E	S
	6	*	*	*	S	E	E	S	S	S	E	E	E	S	S	S	S	S	S
	7	*	*	*	E	E	S	S	E	E	E	E	E	E	S	S	S	S	S
	8	S	S	S	E	S	S	S	S	S	S	S	E	S	E	S	S	S	S
		Alcohol, Tobacco, and Other Drug Prevention			Healthy Eating			Mental and Emotional Health			Personal Health and Wellness			Safety			Violence Prevention		

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## K-2 CONTENT ELABORATIONS

**ALCOHOL, TOBACCO, AND OTHER DRUGS (ATOD)** — As students focus on the safe use of medicines, kindergarten students learn how to identify trusted adults at home, at school, and in the community. When they fully understand the necessity of always asking a trusted adult to help them take needed medicine, kindergarteners practice distinguishing a safe medicine-related choice from an unsafe choice. Similarly, first and second grade students discuss how medicines can be harmful when used incorrectly and examine their school’s medicine-related rules. Both first and second graders learn and practice the basics of decision-making skills relevant to medicines and unknown substances.

**HEALTHY EATING (HE)** — In the K-2 grade band student learning progresses from naming/ identifying health foods to describing foods and beverages that need to be limited in the daily diet. After students examine the benefits of drinking plenty of water and eating breakfast daily, they are encouraged to express the intention to engage in these two behaviors consistently. Students learn about MyPlate and how to use this tool to create a healthy meal. Beginning in first grade students learn the basic steps of the goal setting skill and then practice identifying realistic personal short-term healthy eating goals and, with the help of others, following a basic plan to achieve those goals.

**MENTAL & EMOTIONAL HEALTH (MEH)** — Kindergarten students learn to identify a variety of feelings (emotions) and how to express and manage those feelings in appropriate ways. First and second grade students expand their MEH functional knowledge by exploring bullying (first grade) and the benefits of healthy relationships as well as the importance of self-control and anger management (second grade). Students in the K-2 grade band expand their interpersonal communication skills to include demonstrating active listening, asking for help with bullying situations, using I-messages (first grade), and learning basic conflict resolution (second grade). While kindergartners examine possible ways their families can influence their thoughts, feelings, and behaviors related to MEH, first and second graders practice the healthy behaviors of coping skills, self-control strategies, and angry management skills.

**PERSONAL HEALTH & WELLNESS (PHW)** — Students discover the importance of good hygiene, ranging from proper hand washing and body care to preventing the spread of germs. The K-2 grade band students apply their functional knowledge of physical health and wellness to the process of setting and tracking personal goals relevant to their developmental level. Moreover, they delve into the health value of both proper rest and sleep as well as sun protection. At the second-grade level, students expand their health skills by advocating for their own personal health and wellness behaviors such as sun protection and proper sleep.

**SAFETY (SAFE)** — In grades K-2 students not only differentiate between safe and unsafe situations safety issues including; pedestrian and school bus safety; home safety, internet safety, and community safety; including safety rules for swimming, fire, strangers, dangerous objects/weapons and substances. Students learn and practice procedures related to calling 9-1-1 and strategies for how to ask a trusted adult for assistance with a safety situation or emergency. After identifying behaviors that

promote safety such as wearing seatbelts and sports equipment, kindergarten students make a commitment to practice a variety of specific safety and injury prevention strategies. Similarly, first and second graders practice applying decision-making skills to make healthy choices about safety and injury prevention scenarios.

**VIOLENCE PREVENTION (VP)** — Students in the K-2 grade band examine the differences between safe/ appropriate and unsafe/ inappropriate touches, identify trusted adults who can help them in unsafe situations, and practice how to tell a trusted adult when they are threatened or harmed. In addition to understanding why inappropriate/ unsafe touches need to be reported to a trusted adult, students learn how to manage strong disagreements with peers. K-2 students have opportunities to practice specific refusal skills to avoid or prevent violence as well as demonstrate how to communicate personal boundaries to others.

### PRIORITY CHART INFORMATION

Goal setting skills (Standard 6) are used to facilitate the adoption/ maintenance of a specific, measurable healthy behavior. Goal setting includes designing a developmentally appropriate action plan that supports the adoption of the goal best taught within HE and PHW, and is not aligned with ATOD. Decision-making skills (Standard 5) are best taught with content areas such as ATOD, HR, and SAFETY. Practicing Healthy Behaviors (Standard 7) is not addressed in ATOD, and is best taught in HE, MEH, and VP.



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## Grade Band 3-5, OAHPERD Health Education Standards Priority Chart

### Grade Band Overview

Content Area	ATOD	HE	HGD	HR	MEH	PHW	SAFE	VP
Grade	5	5	5	5	5	5	5	5
Ohio Health Education Standard	1	E	E	E	E	E	E	E
	2	E	E	S	E	S	E	S
	3	S	E	E	S	E	S	E
	4	E	S	E	S	E	S	E
	5	E	*	*	E	S	S	E
	6	*	E	*	S	S	E	S
	7	*	E	E	E	E	S	S
	8	E	S	S	E	E	E	S
	Alcohol, Tobacco, and Other Drug Prevention	Healthy Eating	Human Growth & Development	Healthy Relationships	Mental and Emotional Health	Personal Health and Wellness	Safety	Violence Prevention

Note. E: Essential – Standard is prioritized and receives emphasis in this content area.

S: Supplemental – Standard is aligned with the topic and the standard could be met with additional time or resources.

(\*) indicates that this skill is not aligned with the content area.

Standard 1 - Functional Health Knowledge  
5 – Decision-Making Skills

2 – Analyzing Influences  
6 – Goal Setting Skills

3 – Accessing Valid, Reliable Resources  
7 – Practicing Healthy Behaviors

4 – Interpersonal Communication Skills  
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## Grades 3-5: OAHPERD Health Education Standards Priority Chart

### Grade Level Overview

Content Area	ATOD			HE			HGD			HR			MEH			PHW			SAFE			VP			
	Grade	3	4	5	3	4	5	3	4	5	3	4	5	3	4	5	3	4	5	3	4	5	3	4	5
Ohio Health Education Standard	1	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
	2	E	S	S	S	E	S	S	S	S	E	E	E	S	S	S	S	S	E	E	E	E	S	S	S
	3	S	S	S	S	E	S	*	S	E	S	S	S	E	E	E	S	S	S	S	S	S	E	S	S
	4	S	E	E	S	S	S	*	E	E	S	S	S	E	S	E	S	S	S	S	S	S	E	E	E
	5	E	E	S	*	*	*	*	*	*	S	S	E	S	S	S	S	S	S	E	E	E	S	S	E
	6	*	*	*	E	S	E	*	*	*	S	S	S	S	S	S	E	E	S	S	S	S	S	S	S
	7	*	*	*	E	E	S	E	S	S	S	E	S	S	E	S	S	S	S	S	S	S	S	E	S
	8	S	S	E	S	S	S	S	S	S	E	S	S	S	E	S	E	E	E	S	S	S	S	S	S
		Alcohol, Tobacco, and Other Drug Prevention			Healthy Eating			Human Growth & Development			Healthy Relationships			Mental and Emotional Health			Personal Health and Wellness			Safety			Violence Prevention		

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## GRADES 3-5 CONTENT ELABORATIONS

**ALCOHOL, TOBACCO, AND OTHER DRUGS (ATOD)** — In the 3-5 grade band the students broaden their ATOD functional knowledge to include potential risks associated the inappropriate use of over-the-counter medicines as well as the physical, social, and emotional consequences of all tobacco products (third grade) and alcohol (fourth grade). After examining both positive and negative influences on medicine and tobacco product choices, third and fourth grade students expand their decision-making skills to include: 1. identifying the probable outcomes of several ATOD-related options; 2. choosing the healthy option; and, 3. describing the final outcome of that choice. Beginning in fourth grade and continuing into fifth, students learn and practice interpersonal communication skills such as assertive communication and refusal skills. In addition to examining the inappropriate use and abuse of prescription drugs and the difference between medicines and illicit drugs, fifth graders learn and practice the advocacy skill of using factual information to persuade others to be ATOD-free.

**HEALTHY EATING (HE)** — Students in the 3-5 grade band explore the benefits of eating plenty of fruits and vegetables as well as the benefits of limiting the consumption of solid fats, added sugars, and sodium. While third and fifth graders hone their goal setting skills and healthy eating behaviors, the fourth graders analyze how family, peers, and cultural influences affect their personal food choices/habits and use MyPlate and food label information to design healthy meals.

**HEALTHY RELATIONSHIPS (HR)** — In addition to examining the characteristics and benefits of healthy relationships with peers, family members, and others, students in the third, fourth, and fifth grades analyze the negative and positive influences of culture, friends, and family upon these relationships. Third graders practice the advocacy skills of developing fact-based personal beliefs about healthy relationships and using these health-enhancing beliefs to persuade others to engage in positive relationships. While fourth grade students demonstrate healthy ways to express support and appreciation for peers and family members, fifth graders concentrate on applying the five core steps of decision-making to a variety of relevant personal relationship situations.

**HUMAN GROWTH & DEVELOPMENT (HGD)** — In grade 3 the human growth and development content area introduces the physical and emotional changes that children begin to experience around ages 8 or 9. Third graders explore the general physical and emotional changes they are experiencing, with an emphasis on the fact that different individuals grow and develop at different rates. They also make a commitment to respect the individual growth differences (e.g., height, weight, etc.) of their peers. Puberty concepts are introduced at the fourth and fifth grade levels. Students learn about the physical and emotional changes that occur during puberty as well as related hygiene practices. To build upon the functional knowledge of puberty, students learn interpersonal communication skills by practicing: how to ask for help with personal puberty changes; how to begin a discussion about puberty with a trusted adult; and, how to verbally express empathy and compassion to peers who are struggling with puberty issues.

**MENTAL & EMOTIONAL HEALTH (MEH)** — In grades 3-5 students continue to investigate feelings and emotions, particularly those related to stress, loss/ grief, as well as feelings of sadness and depressed thoughts. After exploring personal stressors and the effects of stress, students learn and practice healthy stress management skills. In addition to demonstrating how to be empathetic and compassionate, students re-visit how to effectively ask trusted adults for help, especially when they are feeling threatened or harmed. Throughout the grade band student progressively hone the skill of accessing valid resources, including becoming proficient in describing the characteristics of accurate, trustworthy MEH information and services as well as demonstrating how to locate these resources.

**PERSONAL HEALTH & WELLNESS (PHW)** — In the Grade 3-5 band students acquire functional knowledge about infectious and non-infectious diseases, vision and hearing safety, and taking personal responsibility for individual health and wellness. Throughout the third and fourth grades, students practice the previously learned skills of goal setting and advocacy to improve or maintain their own personal health and wellness as well as that of others. In addition to gathering facts about infectious disease prevention and developing health-enhancing personal health beliefs, fifth graders design a school campaign that persuades others to make healthy PHW choices.

**SAFETY (SAFE)** — Using functional health knowledge of basic safety guidelines, students describe ways to increase safety and decrease risk of injury in a wide range of situations, including fire, accidental poisoning, water and sports safety, internet safety, and dangerous, risky behaviors. After examining how relevant influences of family, peers, and media could affect their thoughts, feelings and behaviors related to safety, students hone their decision-making skills by applying a five-step process to a variety of safety-related situations.

**VIOLENCE PREVENTION (VP)** — Using their functional knowledge of basic violence prevention guidelines, students describe ways to express anger appropriately, distinguish between safe and unsafe touches, identify bullying, and describe general methods to prevent violence. They progress from identifying examples of self-control to explaining the probable consequences of violence to perpetrators, victims, and bystanders. Along with practicing developmentally appropriately assertiveness skills and resistance skills, student learn and demonstrate healthy ways to manage/ resolve conflict to avoid violence and make a commitment to practice these communication strategies, when needed. Subsequently, fifth graders reinforce their decision-making skills, including comprehensively examining the probable legal, safety, respect/ non-respect factors of relevant violence-related incidents.

### PRIORITY CHART INFORMATION

Goal setting skills (Standard 6) are best taught within HE and MEH, and not aligned with ATOD and HGD. Decision-making skills (Standard 5) are best taught with content areas such as ATOD, HR, and SAFETY. Practicing Healthy Behaviors (Standard 7) is not addressed in ATOD, and is best taught in HE, MEH, and VP.



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## Grade Band 6-8, OAHPERD Health Education Standards Priority Chart

### Grade Band Overview

	Content Area	ATOD	HE	HR	MEH	PHW	SAFE	VP
	Grade	8	8	8	8	8	8	8
Ohio Health Education Standard	1	E	E	E	E	E	E	E
	2	E	E	E	E	S	S	E
	3	S	E	S	E	E	S	E
	4	E	S	E	E	E	S	E
	5	E	S	S	S	E	S	E
	6	*	E	*	S	E	S	S
	7	*	S	S	E	S	E	S
	8	E	S	S	S	S	E	E
		Alcohol, Tobacco, and Other Drug Prevention	Healthy Eating	Healthy Relationships	Mental and Emotional Health	Personal Health and Wellness	Safety	Violence Prevention

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### Grade Level Overview

Content Area	ATOD			HE			HR			MEH			PHW			SAFE			VP				
	Grade	6	7	8	6	7	8	6	7	8	6	7	8	6	7	8	6	7	8	6	7	8	
Ohio Health Education Standard	1	E	E	E	E	E	E	S	E	E	E	E	E	E	E	E	E	S	E	E	E	E	E
	2	E	E	E	S	E	S	S	S	E	E	S	S	S	S	E	S	S	S	S	S	E	S
	3	S	S	S	E	E	S	S	S	S	S	E	S	S	E	S	S	S	S	S	S	S	E
	4	E	E	E	S	S	S	S	E	E	E	E	E	S	S	E	S	S	S	E	S	E	E
	5	E	S	E	S	S	S	S	S	S	S	S	S	S	S	E	S	S	S	E	S	S	S
	6	*	*	*	S	S	E	*	*	*	S	S	S	E	S	S	S	S	S	S	S	S	S
	7	*	*	*	S	S	S	S	S	S	S	S	E	S	S	S	E	S	S	S	S	S	S
	8	S	E	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	E	S	E	S	S
		Alcohol, Tobacco, and Other Drug Prevention			Healthy Eating			Healthy Relationships			Mental and Emotional Health			Personal Health and Wellness			Safety			Violence Prevention			

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## GRADES 6-8 CONTENT ELABORATIONS

**ALCOHOL, TOBACCO, AND OTHER DRUGS (ATOD)** — ATOD in Grades 6-8 is focused on the functional knowledge that would assist with analyzing influences, developing effective interpersonal communication skills, decision-making, and advocacy skills around prevention of ATOD use. Students in this grade band have several influences on their health behavior. Looking at the role of family, peers, media, personal attitude, values and beliefs as potential influences on health behavior help students to navigate their decisions associated with ATOD. In addition, students in this grade band learn effective communication skills to avoid dangers associated with ATOD. They then use these skills to advocate for themselves and others to avoid the dangers associated with ATOD.

**HEALTHY EATING (HE)** — Healthy Eating in Grades 6-8 is focused on the functional knowledge that would assist with analyzing influences, accessing valid, reliable resources, and goal setting skills regarding healthy eating. Students in this grade band have several influences on their health behavior. Looking at the role of family, peers, media, personal attitude, values and beliefs as potential influences on health behavior help students to navigate their decisions associated with making healthy food choices. In addition, students in this grade band will learn how to access valid, reliable resources for nutrition information. The information they acquire will assist in their ability to set goals to improve or maintain a healthy nutrition plan.

**HEALTHY RELATIONSHIPS (HR)** — Healthy Relationships in Grades 6-8 is focused on the functional knowledge that would assist with analyzing influences and developing interpersonal communication skills to facilitate healthy relationships. Students in this grade band have several influences on their health behavior. Looking at the role of family, peers, media, personal attitude, values and beliefs are all potential influences on students as they are developing relationships. In addition, students in this grade band learn effective communication skills to help develop and maintain healthy relationships.

**MENTAL & EMOTIONAL HEALTH (MEH)** — Mental and Emotional Health in Grades 6-8 is focused on the functional knowledge that would assist with analyzing influences, accessing valid and reliable resources, effective interpersonal communication skills, and practicing healthy behaviors to enhance mental emotional health. Students in this grade band have several influences on their health behavior. Looking at the role of family, peers, media, personal attitude, values and beliefs as potential influences on health behavior help students to identify factors that impact their mental/emotional health. Because information will change from year to year, students will learn to access valid and reliable mental/emotional health resources when needed. Additionally, when students need help with their mental/emotional health, it is important they feel comfortable and confident to talk to a trusted adult. Interpersonal communication skills help students in challenging situations and build confidence with what to say if the need should arise. Lastly, practicing healthy behaviors at home to enhance mental/emotional health are essential. Students can identify family bonding activities that can provide opportunities to talk with one another.

**PERSONAL HEALTH & WELLNESS (PHW)** — Personal Health and Wellness in Grades 6-8 is 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. 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.

**SAFETY (SAFE)** — Safety in Grades 6-8 is focused on the functional knowledge that would align with the skills of practicing healthy behaviors and advocating for safety behaviors. 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 learned about the importance of being responsible for personal health behaviors, and how to analyze their personal practices to reduce or prevent injuries. When students make a commitment to practice safety related behaviors, they increase their awareness about safety. Additionally, advocating for safe choices makes students more likely to practice these behaviors.

**VIOLENCE PREVENTION (VP)** — Violence Prevention in Grades 6-8 is focused on the functional knowledge that helps students to analyze influences, access valid, reliable resources, practice effective interpersonal communication, decision-making, and advocacy skills regarding violence prevention. Students in this grade band have several influences on their health behavior. Looking at the role of family, peers, media, personal attitude, values and beliefs as potential influences on health behavior help students navigate decisions associated with violence prevention. In addition, students in this grade band will learn how to access valid, reliable violence prevention resources. Practicing effective communication skills is done through various scenarios where students diffuse a situation in a conversation to prevent violence. Providing scenarios or situations where students have the opportunity to make healthy decisions to avoid violence is an effective strategy to enhance this skill. Advocacy is another essential skill. When students advocate for others to make positive health choices regarding violence, this also increases the likelihood of them practicing the healthy behavior.

### PRIORITY CHART INFORMATION

Goal setting skills (Standard 6) are used to facilitate the adoption/maintenance a specific, measurable healthy behavior. Goal setting includes designing a developmentally appropriate action plan that supports the adoption of the goal. Goal setting skills are best taught with content areas such as HE, PHW. Practicing healthy behaviors (Standard 7) is not aligned with ATOD. Standard 7 is aligned with MEH and Safety.



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## High School OAHPERD Health Education Standards Alignment Chart

### Grade Band Overview

Content Area	ATOD	HE	HR	MEH	PHW	SAFE	VP
Grade	HS	HS	HS	HS	HS	HS	HS
<b>Ohio Health Education Standard</b>	<b>1</b>	E	E	E	E	E	E
	<b>2</b>	S	S	E	S	S	E
	<b>3</b>	S	E	S	E	E	S
	<b>4</b>	E	S	E	S	E	E
	<b>5</b>	E	S	E	S	S	E
	<b>6</b>	*	E	*	S	S	E
	<b>7</b>	*	S	S	E	E	E
	<b>8</b>	E	S	S	E	S	S
	Alcohol, Tobacco, and Other Drug Prevention	Healthy Eating	Healthy Relationships	Mental and Emotional Health	Personal Health and Wellness	Safety	Violence Prevention

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## HIGH SCHOOL CONTENT ELABORATIONS

**ALCOHOL, TOBACCO, AND OTHER DRUGS (ATOD)** — Students in high school focus on the functional knowledge that continues the development of skills around effective communication, decision-making, and advocacy skills. Students at this developmental age have higher demands that require additional practice in communication skills. For example, refusing to ride in a car with a person who is under the influence; or to prevent a friend from driving under the influence.

The level of decision-making is also augmented. Students need a variety of scenarios to practice analyzing how influences impact their decisions; generating alternatives; identifying consequences associated with those alternatives; and evaluating the healthiest decision. Lastly, students at the high school level have more opportunities to advocate for healthy choices regarding ATOD. For example, high school students can advocate for staying drug free to junior high and elementary classrooms. Many high school students also drive and have the opportunity to promote drug free messages in their community. Students who advocate for healthy behaviors are more likely to practice those healthy behaviors.

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.

The skill of goal setting (Standard 6) is not focused upon in the ATOD unit because goal setting around negative behaviors is not good practice in health education. In addition, practicing healthy behaviors (Standard 7), is not best practice for the ATOD unit because we do not reinforce the skill to students “practice not using alcohol, tobacco and other drugs at home.”

**HEALTHY EATING (HE)** — Students in high school focus on the functional knowledge that enhances their ability to access valid, reliable nutrition resources. The valid and reliable information they access will assist with the setting of personal goals to maintain or improve their nutrition plan. For example, referring to valid and reliable information about key nutrients in foods will assist in setting a goal to consume a variety of foods that contain these key nutrients.

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. Analyzing influences, interpersonal communication skills, decision-making, practicing behaviors, and advocacy skills are all possible to achieve with additional health education classes. Examples of how these skills can assist students include the understanding of influences on food choices; how to communicate nutrition needs to care givers by offering healthy food choices on the grocery list; making decisions about vegetarian or vegan food plans; putting food plans into practice at home; and advocating for healthy food choices in their school, community, or at home.

**HEALTHY RELATIONSHIPS (HR)** — Students in high school focus on the functional knowledge that continues the development of skills around analyzing influences and interpersonal communication, but also includes decision-making skills. Students at this developmental age have higher demands when developing relationships and additional practice analyzing influences and communication skills will increase student confidence. High school students also have more decisions to make in their relationships. Students need a variety of scenarios to practice analyzing how influences impact their decisions; generating alternatives; identifying consequences associated with those alternatives; and evaluating the healthiest decision. For example, students can be given the opportunity to think about healthy boundaries for teen dating relationships. The skill can then be enhanced with how to communicate healthy boundaries in a teen dating relationship and how to combat influences from peers and social media.

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.

The skill of goal setting (Standard 6) is not focused upon in the healthy relationships unit because goal setting around negative behaviors is not good practice in health education. Students would not be asked to make a goal to avoid unhealthy relationships. To help students develop healthy relationships, they would focus on the impact of influences on health behavior, interpersonal communication, and healthy decision-making skills.

**MENTAL & EMOTIONAL HEALTH (MEH)** — Students in high school focus on the functional knowledge that continues the development of accessing valid and reliable mental health information and practicing healthy mental emotional health behaviors, but also includes advocacy skills to give students the opportunity to persuade and support others to make positive mental and emotional health choices. Students at this developmental age have higher demands that require additional practice accessing valid, reliable resources, practicing healthy behaviors at home, and advocating for positive mental emotional health choices. Students can use valid and reliable information to support their advocacy efforts that can take place at home, in school, or in the community to enhance the mental emotional health for self or others. Students who advocate for healthy behaviors are more likely to practice those healthy behaviors.

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.

**PERSONAL HEALTH & WELLNESS (PHW)** — 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.

## HIGH SCHOOL CONTENT ELABORATIONS

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.

**SAFETY (SAFE)** — Students in high school focus on the functional knowledge that continues the development of practicing healthy behaviors, but includes additional skill development in communication, decision-making, and goal setting. Students at this developmental age have higher demands that require additional practice in these skills. The review of the skill to evaluate personal practices and behaviors that reduce or prevent health risks is essential at the high school level because there are additional safety concerns such as teen driving. Practice with communication and decision-making skills can be done through scenarios. For example, if a student was in a car and the friend was driving recklessly how are they going to communicate their concern? Will they say anything at all? What are the possible consequences if they say or do nothing? How will they handle this situation? This grade band also includes goal setting skills. This allows students to assess their safety behaviors and set goals to decrease their risk of injury.

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.

**VIOLENCE PREVENTION (VP)** — Students in high school focus on the functional knowledge that continues the development of analyzing influences and interpersonal communication skills. Students at this developmental age have higher demands that require additional practice in the analysis of influences and communication skills. Students take a closer look at how the influence of culture supports and challenges violence prevention beliefs, practices, and behaviors. Other influences include, peers and perceptions of norms; personal attitudes, values, and beliefs; alcohol and other drug use; and media and technology. Students also enhance their interpersonal communication skills by practicing strategies to prevent, manage, or resolve interpersonal conflict to prevent violence. They will also demonstrate how to effectively ask for assistance to prevent violence; and effectively offer assistance to help others prevent violence.

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.

### PRIORITY CHART INFORMATION

Goal setting skills (Standard 6) are used to facilitate the adoption/ maintenance of a specific, measurable healthy behavior. Goal setting includes designing a developmentally appropriate action plan that supports the adoption of the goal. In addition, practicing healthy behaviors (Standard 7), is not best practice for the ATOD unit because we do not reinforce the skill to students "practice not using alcohol, tobacco and other drugs at home." Decision-making skills (Standard 5) are best taught with content areas such as ATOD, MEH, PHW, S, and VP.