

High School

Physical and Personal Wellness CH.HS.2

1 Synthesize the impact of healthy and unhealthy diets on daily living. CH.HS.2.1

- a Use nutritional evidence to describe a healthy diet and an unhealthy diet. CH.HS.2.1.A
 - b Analyze and describe the relationship among healthy eating, physical activity, and chronic diseases such as obesity, heart disease, cancer, type-2 diabetes, hypertension, and osteoporosis. CH.HS.2.1.B
 - c Describe the importance of eating a variety of foods to balance nutrient and caloric needs. CH.HS.2.1.C
 - d Explain the effects of disordered eating and eating disorders on healthy growth and development. CH.HS.2.1.D
 - e Analyze the relationship between eating behavior and metabolism. CH.HS.2.1.E
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2 Analyze how family, peers, media, culture, and technology influence healthy eating choices. CH.HS.2.2

- a Evaluate advertising claims for nutrition supplements and weight-loss products. CH.HS.2.2.A
 - b Analyze how family, peers, and the media influence food choices. CH.HS.2.2.B
 - c Analyze the influence of media on the selection of products and services related to weight management. CH.HS.2.2.C
 - d Examine the influence of family, peers, culture, and media on body image and the subsequent effects on eating behavior. CH.HS.2.2.D
 - e Differentiate how a positive or a negative body image can influence eating behavior. CH.HS.2.2.E
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3 Demonstrate ways to take personal responsibility for healthy eating. CH.HS.2.3

- a Describe and explain how current federal nutrition standards and guidelines are useful in planning a healthy diet. CH.HS.2.3.A
- b Apply information on food labels to make healthy eating choices. CH.HS.2.3.B
- c Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner. CH.HS.2.3.C
- d Design and implement a plan to improve one's personal food choices that lead to a healthier diet. CH.HS.2.3.D

4 Use a decision-making process to make healthy decisions about relationships and sexual health. CH.HS.2.4

- a Differentiate the characteristics of unhealthy and healthy relationships (e.g., dating, committed relationships, marriage, and family). CH.HS.2.4.A
- b Analyze the possible emotional, mental, social, and physical consequences of early sexual activity. CH.HS.2.4.B
- c Analyze the possible emotional, mental, social, and physical benefits for delaying sexual activity. CH.HS.2.4.C
- d Describe how a person can choose to abstain from sexual activity at any point in time, even after having engaged in prior sexual activity. CH.HS.2.4.D
- e Analyze factors that influence the choice, use, and effectiveness of contraception, including the availability of contraceptive methods. CH.HS.2.4.E
- f Compare the difference between risk avoidance, risk reduction and strategies one can utilize for each as it relates to STDs and pregnancy. CH.HS.2.4.F
- g Analyze when it is necessary to seek help with or leave an unhealthy situation. CH.HS.2.4.G
- h Analyze risks of sharing personal information through modern technology. CH.HS.2.4.H
- i Evaluate how HIV/AIDS and other sexually transmitted diseases (STDs) or pregnancy could impact life goals. CH.HS.2.4.I
- j Examine the responsibilities of parenthood. CH.HS.2.4.J
- k Appraise internal and external influences and pressures to become sexually active, and demonstrate strategies to resist those pressures. CH.HS.2.4.K
- l Identify what qualifies as clear consent for sexual activity. CH.HS.2.4.L

5 Support others in making positive and healthful choices about sexual activity. CH.HS.2.5

- a Demonstrate ways to encourage friends to remain sexually abstinent or return to abstinence if sexually active. CH.HS.2.5.A
- b Examine the benefits of avoiding or reducing the risk of unwanted pregnancy and sexually transmitted diseases, including HIV. CH.HS.2.5.B
- c Communicate the importance of HIV and sexually transmitted disease (STD) testing and counseling to those who are sexually active. CH.HS.2.5.C

6 Develop and maintain ongoing evaluation of factors that impact health, and modify lifestyle accordingly. CH.HS.2.6

- a Analyze the role of personal responsibility in maintaining and enhancing personal, family, and community wellness. CH.HS.2.6.A
 - b Debate the social and ethical implications of the availability, use of technology and medical advances to support wellness. CH.HS.2.6.B
 - c Explore the importance of health screenings, immunizations, and checkups, including screenings, and examinations that are necessary to maintain health. CH.HS.2.6.C
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Social and Emotional Wellness CH.HS.3

1 Analyze the interrelationship of physical, mental, emotional, and social health. CH.HS.3.1

- a Analyze the characteristics of a mentally, emotionally, and socially healthy person. CH.HS.3.1.A
 - b Describe how mental, emotional and social health can affect health-related behaviors. CH.HS.3.1.B
 - c Implement effective strategies for dealing with personal and environmental stress. CH.HS.3.1.C
 - d Analyze internal and external causes, symptoms, and effects of depression and anxiety. CH.HS.3.1.D
 - e Assess the effects of disordered eating and eating disorders on healthy growth and development. CH.HS.3.1.E
 - f Analyze the influences of family, peers, culture, and media on body image. CH.HS.3.1.F
 - g Analyze how a positive or a negative body image can influence health behaviors. CH.HS.3.1.G
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3 Set goals, and monitor progress on attaining goals for future success. CH.HS.3.2

- a Connect how setting a personal goal contributes to positive mental, emotional, and social wellness CH.HS.3.2.A
- b Define a clear, attainable personal goal. CH.HS.3.2.B
- c Describe steps needed to reach personal goals. CH.HS.3.2.C
- d Apply concepts to self-reflect on the progress and success of personal goals. CH.HS.3.2.D

3 Advocate to improve or maintain positive mental, emotional well-being for self and others. CH.HS.3.3

- a Demonstrate effective and respectful advocacy strategies in support of the needs and rights of other. CH.HS.3.3.A
 - b Demonstrate support and respect for diversity. CH.HS.3.3.B
 - c Advocate for positive and respectful school environment that supports prosocial behavior. CH.HS.3.3.C
 - d Demonstrate how to communicate the importance of seeking help for mental and emotional problems. CH.HS.3.3.D
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Prevention and Risk Management CH.HS.4

1 Analyze the impact of individuals' use or non use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. CH.HS.4.1

- a Analyze healthy alternatives to substance use. CH.HS.4.1.A
 - b Predict the potential effects of an individual's substance abuse on others. CH.HS.4.1.B
 - c Analyze the consequences of using weight-loss pills and products as well as and performance-enhancing drugs. CH.HS.4.1.C
 - d Analyze the relationship between using alcohol and other drugs as well as other health risks such as unintentional injuries, violence, suicide, sexual activity, and tobacco use. CH.HS.4.1.D
 - e Describe the harmful effects of binge drinking. CH.HS.4.1.E
 - f Summarize the relationship between intravenous drug use and the transmission of blood borne diseases such as HIV and hepatitis. CH.HS.4.1.F
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2 Analyze the factors that influence a person's decision to use or not to use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. CH.HS.4.2

- a Evaluate strategies for managing the impact of internal and external influences on the use of marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. CH.HS.4.2.A
- b Analyze the role of individual, family, community, and cultural norms on the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. CH.HS.4.2.B
- c Describe the financial, political, social, and legal influences on the use marijuana, illegal drugs, prescription drugs, alcohol, and tobacco. CH.HS.4.2.C

3 Develop interpersonal communication skills to refuse or avoid marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco. CH.HS.4.3

- a Demonstrate verbal and nonverbal ways to refuse or avoid marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco. CH.HS.4.3.A
- b Demonstrate effective negotiating skills to avoid riding in a car with someone who has been using marijuana, illegal drugs, abusing prescription drugs, alcohol, and tobacco. CH.HS.4.3.B
- c Demonstrate effective persuasion skills that encourage friends and family not to abuse prescription drugs or use drugs (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco). CH.HS.4.3.C

4 Develop self-management skills to improving health by staying drug free (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco). CH.HS.4.4

- a Develop a personal plan to improve health by staying free of drugs (marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco). CH.HS.4.4.A
- b Demonstrate the ability to monitor personal behavior related to marijuana, illegal drugs, abuse prescription drugs, alcohol, and tobacco, including sexual activity and other risky behaviors. CH.HS.4.4.B
- c Identify strategies to reduce the risk of potential unwanted consequences involving alcohol, marijuana and other drugs. CH.HS.4.4.C
- d Identify strategies to reduce the risk of potential unwanted consequences involving marijuana, illegal drugs, abuse of prescription drugs, alcohol, and tobacco. CH.HS.4.4.D

5 Analyze the factors that influence community and societal beliefs that underlie violence, and describe relationships, attitudes, behavior, and vulnerability to violence. CH.HS.4.5

- a Examine the importance of respecting individual differences. CH.HS.4.5.A
- b Analyze the consequences of prejudice, discrimination, bias, racism, sexism, and hate crimes. CH.HS.4.5.B
- c Analyze situations that could lead to different types of violence such as bullying, verbal abuse, hazing, physical assault and fighting, dating violence acquaintance rape, sexual assault, and family violence. CH.HS.4.5.C
- d Demonstrate the ability to take the perspectives of others in a conflict situation. CH.HS.4.5.D

6 Analyze the underlying causes of self-harming behavior and harming others, and identify strategies involved in seeking help. CH.HS.4.6

- a Analyze the signs and symptoms of people who are in danger of harming themselves or others. CH.HS.4.6.A
- b Explain how self-directed violence is the result of the accumulation of multiple problems rather than just one problem. CH.HS.4.6.B
- c Summarize why it is important to tell a parent or adult if there are people who are in danger of harming themselves or others. CH.HS.4.6.C

7 Identify the emotional and physical consequences of violence, and find strategies to deal with, prevent, and report them. CH.HS.4.7

- a Analyze how power and control differences in relationships such as peer, dating, or family relationships can contribute to aggression and violence. CH.HS.4.7.A
- b Analyze situations that could lead to pressure to have sex. CH.HS.4.7.B
- c Summarize why individuals have the right to refuse sexual contact. CH.HS.4.7.C
- d Analyze the effects of emotional abuse. CH.HS.4.7.D
- e Analyze how media messages normalize violence (e.g., physical, sexual, emotional, relational). CH.HS.4.7.E
- f Identify strategies to deal with, prevent, and or report violence. CH.HS.4.7.F

8 Access valid information and resources that provide information about sexual assault and violence. CH.HS.4.8

- a Identify resources such as rape crisis centers that provide accurate information about sexual assault and sexual violence. CH.HS.4.8.A
- b Evaluate reliable school and community resources to assist with problems related to violence. CH.HS.4.8.B

9 Demonstrate verbal and nonverbal communication skills and strategies to prevent violence. CH.HS.4.9

- a Demonstrate verbal and nonverbal ways to ask for help from a parent, other trusted adult, or friend when pressured to engage in violence. CH.HS.4.9.A
- b Demonstrate verbal and nonverbal ways to refuse pressure to engage in violence. CH.HS.4.9.B
- c Explain the strategies that could be used to prevent a conflict from starting or escalating. CH.HS.4.9.C
- d Discuss effective strategies for resolving conflicts with another person in nonviolent ways. CH.HS.4.9.D
- e Demonstrate verbal and nonverbal ways to stop or prevent hazing. CH.HS.4.9.E

10 Advocate for changes in the home, school, or community that would increase safety. CH.HS.4.10

- a Evaluate situations and environments that could lead to unsafe risks that cause injuries. CH.HS.4.10.A
- b Identify strategies to reduce the risk of injuries in situation and environments. CH.HS.4.10.B
- c Determine and utilize the correct steps in reporting unsafe or suspicious behavior. CH.HS.4.10.C
- d Advocate for self and others to prevent risk of unhealthy situations when operating a motor vehicle. CH.HS.4.10.D
- e Advocate for changes at home, in school, or in the community that would increase safety. CH.HS.4.10.E