

Grades 9-12

Decision-making and Problem-solving. Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations.

SH. Sexual Health 12.1.SH

- 1 Demonstrate the ability to apply an effective decision-making process in situations related to sexual activity and sexual health. [HE] 12.1.SH.1
- 2 Discuss reasons for why it is wrong to trick, threaten, or coerce another person into sexual activity. [HE] 12.1.SH.2
- 3 Analyze factors that contribute to behaviors that increase the risk of pregnancy, HIV, and other STIs. [HE] 12.1.SH.3
- 4 Explain the importance of STI (including HIV) testing and counseling if sexually active on short and long-term health, identify where to get tested, and why it is important to proactively discuss STI status with a sexual partner. [HE] 12.1.SH.4
- 5 Evaluate readiness, options, and their respective consequences regarding sexual activity in consensual relationships including abstinence, postponing sexual intercourse, engaging in safe sex practices (e.g., using condoms and other barriers, using birth control). [HE] 12.1.SH.5

HR. Healthy Relationships 12.1.HR

- 1 Examine, compare, and contrast aspects of various personal relationships, including characteristics of healthy and unhealthy family, peer, romantic (dating), and/or sexual relationships. [HPE; SE] 12.1.HR.1
- 2 Analyze the benefits and risks of various ways people express feelings within relationships (e.g., words, acts of kindness, hugging, holding hands, kissing, sexual behaviors, jealousy, manipulation) and describe the characteristics of effective expression of feelings and emotions within a health-promoting relationship. [HE; SE] 12.1.HR.2
- 3 Analyze the role of individual versus shared responsibility in building and maintaining healthy relationships. [HPE; SE] 12.1.HR.3
- 4 Describe the cycle of violence in relationships and discuss strategies for getting help and leaving an unhealthy, violent, or exploitative relationship. [HPE; SE] 12.1.HR.4
- 5 Discuss different forms of abuse in relationships including emotional abuse, sexual abuse, domestic violence, dating violence, gender-based violence, sex trafficking and exploitation, and available supports and resources for getting help if in an abusive or exploitative relationship. [HPE; SE] 12.1.HR.5
- 6 Explain age of consent laws and why it is an individual's responsibility to obtain consent, verify that all sexual contact is consensual, recognize that consent must be asked for and verbally given, that it cannot be given if under the influence, and that it can be taken away at any point (i.e., someone can say yes and change their mind, or say yes to certain things but not others). [HE] 12.1.HR.6
- 7 Evaluate effective strategies for dealing with difficult relationships with family members, peers, and partners and demonstrate the ability to use these strategies to make health-promoting decisions regarding difficult relationships. [HPE; SE] 12.1.HR.7
- 8 Examine the complexity of, and discuss considerations related to, the decision to leave an unhealthy relationship, developing a safety plan to recognize and get out of any future unsafe or unhealthy relationships, and determine situations when adult and/or professional support is needed. [HPE; SE] 12.1.HR.8
- 9 Demonstrate the ability to apply a thoughtful decision-making process to maintain or enhance relationship health including the decision to leave or seek help in an unhealthy relationship. [HPE; SE] 12.1.HR.9

PF. Physical Activity and Fitness 12.1.PF

- 1 Identify snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. [HPE] 12.1.PF.1
- 2 Choose an appropriate level of challenge to experience success through participation in a self-selected physical activity. [PE] 12.1.PF.2
- 3 Evaluate opportunities and barriers for physical activity in a variety of contexts. [HPE] 12.1.PF.3
- 4 Modify group activities or behaviors to accommodate for individuals with lesser or greater skills or specific needs. [PE; SE] 12.1.PF.4
- 5 Solve problems and think critically in physical activity settings, both as an individual and in groups. [PE; SE] 12.1.PF.5
- 6 Demonstrate the ability to work cooperatively to problem solve/make decisions on how to proceed in physically challenging situations. [PE; SE] 12.1.PF.6

SU. Substance Use and Misuse 12.1.SU

- 1 Reflect on personal beliefs, choices, and values compared to cultural, community, and societal norms around substance use and misuse. [HPE] 12.1.SU.1
 - 2 Evaluate situations and how various internal and external factors (e.g., peers, media, social norms, corporate practices) influence substance use and misuse. [HPE] 12.1.SU.2
 - 3 Analyze the potential short- and long-term impacts (including addiction) of legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, cocaine) on multiple dimensions of health (e.g., physical, mental, emotional, social, intellectual) and on other health risk behaviors (e.g., sexual activity, impaired driving). [HPE] 12.1.SU.3
 - 4 Employ self-management skills to act on health-promoting decisions about legal drug use (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana). [HPE; SE] 12.1.SU.4
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Self-management and Goal Setting. Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

MH. Mental and Emotional Health 12.2.MH

- 1 Apply strategies to appropriately respond using different levels of emotions in routine interactions. [HPE; SE] 12.2.MH.1
- 2 Apply coping and stress management techniques to manage a variety of stressors (i.e., school, personal life, relationships) and create a long-term plan for stress management. [HPE; SE] 12.2.MH.2
- 3 Apply strategies, including developing protective factors and personal assets, to support positive mental and emotional well-being. [HPE; SE] 12.2.MH.3
- 4 Assess health practices and overall health status across multiple dimensions of wellness (e.g., physical, emotional, financial, cultural, sexual, intellectual, occupational, spiritual, environmental, social). [HPE] 12.2.MH.4
- 5 Set a goal, create a plan, monitor progress, and celebrate success for plans that maximize efficiency and minimize stress. [HPE; SE] 12.2.MH.5
- 6 Apply strategies that support a growth mindset including in challenging settings. [HPE; SE] 12.2.MH.6
- 7 Set personal short- and long-term mental and emotional health-related goals and create and execute a plan for monitoring progress. [HPE; SE] 12.2.MH.7

NE. Nutrition and Balanced Eating 12.2.NE

- 1 Compare and contrast various dietary guidelines and practices from different sources, locations, and cultures (e.g., USDA Guidelines, Harvard Healthy Eating Plate, Mediterranean Diet, food guidelines from different countries and cultures). [HE] 12.2.NE.1
- 2 Analyze the physical, mental, social, economic, and academic benefits or consequences of various dietary habits or behaviors. [HPE] 12.2.NE.2
- 3 Describe common safe food storage and preparation practices. [HE] 12.2.NE.3
- 4 Demonstrate how to comparison shop for foods, including comparing nutrient density, unit pricing, food packaging, and prices of foods in various forms. [HE] 12.2.NE.4
- 5 Assess personal nutrition-related practices using dietary guidelines of their choice. [HE] 12.2.NE.5
- 6 Compare and contrast various factors (e.g., culture, media, peers, portion sizes) that influence nutrition-related beliefs and behaviors and analyze the ways that these factors are impacting personal beliefs and behaviors. [HE] 12.2.NE.6
- 7 Develop short- and long-term nutrition goals that build on strengths and address areas for improvement. [HPE] 12.2.NE.7
- 8 Analyze barriers (e.g., finances, food availability and access, social norms, media) to succeeding with a personal nutrition-related goal and identify supports to help overcome those barriers. [HPE] 12.2.NE.8
- 9 Implement a plan to achieve a nutrition-related goal, monitor progress, and adjust as needed. [HPE] 12.2.NE.9

PH. Physical Health and Hygiene 12.2.PH

- 1 Develop a plan and implement strategies based on an identified need or want to attain a goal that improves physical health. [HPE] 12.2.PH.1
- 2 Create a plan that develops agency related to individual ownership of one's health and health care (e.g., locating a health care provider, scheduling appointments, taking medication properly, seeking support for medical issues). [HPE] 12.2.PH.2
- 3 Demonstrate strategies to self-advocate in healthcare settings (e.g., getting questions answered, seeking clarity of medical instructions, seeking a prescription refill). [HE] 12.2.PH.3
- 4 Examine and describe signs, causes and symptoms of menstruation-related health conditions (e.g., endometriosis, fibroids, premenstrual syndrome and polycystic ovary syndrome) and explain strategies to manage and reduce discomfort. [HE] 12.2.PH.4
- 5 Describe external factors (such as social determinants of health) that can affect health and one's agency in addressing health. [HPE] 12.2.PH.5

PS. Personal Safety 12.2.PS

- 1 Explain human trafficking and sexual exploitation and identify recruitment tactics used to exploit vulnerabilities and recruit youth. [HE] 12.2.PS.1
- 2 Demonstrate strategies, including risk reduction strategies, that can help avoid or address situations related to sexual exploitation in physical and digital settings. [HE] 12.2.PS.2
- 3 Evaluate ways and demonstrate strategies to reduce risk and stay safe, follow laws, and act respectfully in physical and digital settings. [HE] 12.2.PS.3
- 4 Evaluate personal responsibility in and the consequences related to pressuring someone for sexually explicit pictures, sending sexually explicit pictures or messages by email or cell phone, or posting sexually explicit pictures on social media sites (e.g., chat groups, email, texting, websites, phone and tablet applications). [HE] 12.2.PS.4
- 5 Demonstrate strategies for asking for assistance or providing support for self and peers when faced with unsafe situations. [HPE; SE] 12.2.PS.5
- 6 Demonstrate proficiency in Cardiopulmonary Resuscitation (CPR) and the use of Automated External Defibrillators (AEDs). [HPE] 12.2.PS.6

PF. Physical Activity and Fitness 12.2.PF

- 1 Assess personal strengths and interests and how they influence engagement in physical activity. [HPE; SE] 12.2.PF.1
 - 2 Discuss the benefits of a physically active lifestyle across multiple dimensions of health and across a person's lifespan. [HPE] 12.2.PF.2
 - 3 Employ effective self-management skills to analyze and overcome personal barriers and appropriately modify physical activity patterns to maintain or enhance health. [PE; SE] 12.2.PF.3
 - 4 Evaluate risks and safety factors that might affect physical activity choices and preferences throughout a person's lifespan. [PE] 12.2.PF.4
 - 5 Investigate relationships among different types of physical skills and activities with personal interest, social interaction, and self-expression and enjoyment and impacts on fitness, nutrition, and multiple dimensions of health. [HPE] 12.2.PF.5
 - 6 Apply various methods for monitoring and adjusting workout intensity in order to meet goals and heart-rate targets (e.g., calculating heart rate by taking their pulse or wearable monitors, determine intensity using rate of perceived exertion [RPE] scale). [PE] 12.2.PF.6
 - 7 Determine a variety of physical activities that can be implemented independently or with minimal support for the purposes of personal enjoyment or challenge, or to maintain or improve fitness. [PE] 12.2.PF.7
 - 8 Create a goal and plan for participating in physical activity to maintain or improve health and monitor progress. [PE] 12.2.PF.8
 - 9 Set a goal and create a practice plan to improve performance for a self-selected skill. [PE] 12.2.PF.9
 - 10 Apply movement concepts and principles (e.g., force, motion, rotation) to analyze and improve the performance of self and/or others in a selected skill or lifetime physical activities (e.g., yoga, aquatics, biking, rock climbing, dancing, canoeing, weight training, golf, tennis). [PE] 12.2.PF.10
 - 11 Select and participate in physical activities that meet a variety of personal needs (personal goals, strengths, interests, enjoyment, social interaction or self-expression). [PE] 12.2.PF.11
 - 12 Utilize safety practices when exercising in a variety of weather conditions. [PE] 12.2.PF.12
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Social Awareness, Relationship, and Communication Skills. Enhance relationships, personal health, and the health of others through social awareness and effective communication.

HR. Healthy Relationships 12.3.HR

- 1 Explain why it is harmful to disrespect others who have differing views and beliefs and demonstrate positive ways to express understanding of differing perspectives. [HPE; SE] 12.3.HR.1
- 2 Use effective strategies (e.g., boundary setting, maintaining personal boundaries, respecting others' boundaries, I-statements, stating your needs, recognizing warning signs) to avoid negative relationships and improve or maintain positive relationships. [HPE; SE] 12.3.HR.2
- 3 Summarize benefits (e.g., mutual respect, deeper connections, inclusion) of respecting individual differences in aspects of sexuality (e.g., sexual activity, sexual abstinence, sexual orientation), gender (e.g., gender expression, gender identity), growth and development, and physical appearance. [HPE; SE] 12.3.HR.3
- 4 Reflect on the role individual behaviors and external factors have in a conflict and discuss how individual behaviors and external factors may inform the ability to resolve conflict in the future. [HPE; SE] 12.3.HR.4
- 5 Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, assault, discrimination, or exploitation. [HPE; SE] 12.3.HR.5
- 6 Appropriately resolve interpersonal conflicts in a variety of settings (e.g., school, family, work, community, and personal relationships). [HPE; SE] 12.3.HR.6
- 7 Demonstrate empathy (e.g., active listening, withholding judgement, compassion) toward others. [HPE; SE] 12.3.HR.7
- 8 Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement. [HPE; SE] 12.3.HR.8
- 9 Evaluate verbal, physical, and non-verbal social, cultural, and environmental cues to predict and respond to the emotions and communication style of others. [HPE; SE] 12.3.HR.9
- 10 Use assertive communication techniques, including refusals, in a variety of settings and with a variety of audiences to meet personal needs and maintain or enhance overall health. [HPE; SE] 12.3.HR.10
- 11 Summarize the importance of talking with parents, guardians, caregivers, and other trusted adults about issues related to relationships, growth and development, and sexual health. [HPE; SE] 12.3.HR.11

MH. Mental and Emotional Health 12.3.MH

- 1 Describe both positive (e.g., developmental assets, protective factors, resilience, supportive adult relationships) and negative factors (e.g., trauma, adversity, adverse childhood experiences) that can impact mental and emotional health and well-being. [HE; SE] 12.3.MH.1
- 2 Discuss the benefits of trauma-informed approaches to relationships. [HE; SE] 12.3.MH.2
- 3 Demonstrate strategies for expressing understanding towards those who hold different beliefs. [HPE; SE] 12.3.MH.3
- 4 Evaluate how society and cultural norms, morals, and values affect personal interactions. [HPE; SE] 12.3.MH.4
- 5 Evaluate the influence of peers, media, family, society, community, and culture on body image and the impact body image has on health. [HPE; SE] 12.3.MH.5
- 6 Evaluate personal engagement in social situations at home, school, and in the community and create a plan for personal growth in social engagement. [HPE; SE] 12.3.MH.6
- 7 Analyze power imbalances in relationships and demonstrate strategies that communicate your value, your right to say no, and hold others accountable for their actions. [HE; SE] 12.3.MH.7
- 8 Apply appropriate boundary setting strategies (e.g., acknowledge feelings, communicate the boundary, target alternative) within authentic contexts. [HPE; SE] 12.3.MH.8
- 9 Demonstrate a variety of culturally responsive strategies for collaborating with peers, adults, and others in the community. [HPE; SE] 12.3.MH.9
- 10 Demonstrate strength-based strategies for implementing aspects of cultural humility, embracing differences, accepting others, and acknowledging others' perspectives. [HPE; SE] 12.3.MH.10
- 11 Demonstrate the ability to communicate about mental health in culturally responsive ways that reduce stigma. [HE; SE] 12.3.MH.11
- 12 Communicate non-judgmentally when there is a concern about one's own or someone else's mental well-being or where someone is considering harming or killing themselves. [HE; SE] 12.3.MH.12

PF. Physical Activity and Fitness 12.3.PF

- 1 Apply best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). [PE] 12.3.PF.1
 - 2 Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity. [PE; SE] 12.3.PF.2
 - 3 Analyze sources of conflict within teams and groups and articulate strategies to address conflict and minimize the opportunity for conflict to arise. [PE; SE] 12.3.PF.3
 - 4 Acknowledge the difference between foul play and fair play in a competition setting (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). [PE] 12.3.PF.4
 - 5 Assume a leadership role (e.g., task or group leader) in a sports or physical activity setting. [PE] 12.3.PF.5
 - 6 Respect others' ideas, cultural norms, and abilities during cooperative and collaborative movement or team projects that contribute to positive social interaction in movement. [PE; SE] 12.3.PF.6
 - 7 Evaluate the opportunity for social interaction and social support in a variety of physical activities in and out of school. [HPE; SE] 12.3.PF.7
 - 8 Contribute to the creation of inclusive physical activity environments by respecting and considering others' ideas, emotions, perspectives, cultural backgrounds, and physical abilities while participating in group or collaborative physical activities. [PE; SE] 12.3.PF.8
 - 9 Use communication skills (including encouraging and supporting others) that promote team and group cooperation. [PE; SE] 12.3.PF.9
 - 10 Implement and provide feedback to improve performance without prompting from teacher. [PE; SE] 12.3.PF.10
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**Movement Skills.
Demonstrate competence in, and knowledge of, a variety of movement forms, motor skills, physical fitness components, and principles in order to engage in purposeful and health-promoting physical activity, including sports and games.**

PF. Physical Activity and Fitness 12.4.PF

- 1 Demonstrate activity-specific movement skills in a variety of lifetime recreational physical activities and health-related fitness activities (e.g., strength, cardiovascular, functional). [PE] 12.4.PF.1
- 2 Demonstrate one or more forms of dance (e.g., social, cultural, contemporary, creative). [PE] 12.4.PF.2
- 3 Demonstrate movement sequences based on the movement framework (body, space, effort, time, and relationships). [PE] 12.4.PF.3
- 4 Demonstrate appropriate techniques to support flexibility, cardiovascular health, muscular strength and endurance, and skill-related fitness training [PE]. 12.4.PF.4
- 5 Analyze performance and select appropriate modifications to movement concepts and biomechanical principles (e.g., force, motion, rotation) that improve performance of self or others in a selected skill and during game play. [PE] 12.4.PF.5
- 6 Design strategies and tactics to elicit a higher level of performance during a variety of sports, athletic, or physical activities. [PE] 12.4.PF.6
- 7 Apply the terminology associated with exercise and participation in a variety of lifetime recreational physical activities. [PE] 12.4.PF.7

**Self-awareness and Analyzing Influences.
Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.**

PH. Physical Health and Hygiene 12.5.PH

- 1 Analyze how different cultural backgrounds, perceptions of norms, and social influences encourage or discourage health-promoting and risky behaviors. [HPE; SE] 12.5.PH.1
- 2 Analyze how health risk behaviors (e.g., lack of physical activity, lack of sleep, poor nutrition, texting and driving) and protective factors (e.g., school connectedness, meaningful relationships, access to health care, regular physical activity) can influence overall health and how environmental factors can impact those behaviors. [HPE] 12.5.PH.2

PF. Physical Activity and Fitness 12.5.PF

- 1 Analyze the role of technology and social media tools in supporting a healthy, active lifestyle. [HPE] 12.5.PF.1
- 2 Analyze the impact of a variety of factors (e.g., culture, life choices, economics, motivation and accessibility) on people's participation in physical activity. [HPE] 12.5.PF.2
- 3 Recognize personal assets and demonstrate strategies that support growth mindset related to personal abilities to succeed, grow, and persist through physical activity challenges. [HPE; SE] 12.5.PF.3
- 4 Identify and discuss the historical and cultural roles of games, sports, and dance in a society. [PE] 12.5.PF.4

CE. Public, Community and Environmental Health 12.5.CE

- 1 Explore the impact of social determinants of health (e.g., education, social environment, socioeconomic conditions, public safety) on individuals at different levels (e.g., interpersonal, intrapersonal, community, policy). [HPE] 12.5.CE.1
- 2 Evaluate the influence of social context/environment, not solely personal choices, on an individual's health. [HPE] 12.5.CE.2
- 3 Identify contributing causes (e.g., public policy, industrial growth, racism, power, inequity/inequality) that can influence public, community, or environmental health and analyze strategies to address these causes in ways that may improve health outcomes. [HPE; SE] 12.5.CE.3
- 4 Analyze the behavioral (e.g., sedentary lifestyle, smoking, dietary habits) and environmental factors (e.g., policies, access and availability, built environment) that contribute to major chronic diseases (e.g., diabetes, heart disease, lung cancer). [HPE] 12.5.CE.4
- 5 Identify and evaluate global influences (e.g., pollution, climate change, warfare, global policies) on personal and community health. [HE] 12.5.CE.5
- 6 Analyze the relationship between the health of various groups in a community and its impact on overall community health. [HPE; SE] 12.5.CE.6
- 7 Analyze behaviors, policies and practices in the school community that promote dignity and respect and reduce stigma for all individuals. [HPE; SE] 12.5.CE.7

SH. Sexual Health 12.5.SH

- 1 Analyze a variety of internal and external influences (e.g., peers, media, family, society, community, culture) on a person's attitudes, beliefs, and expectations about sexual behavior and identity. [HE] 12.5.SH.1
- 2 Determine the role of personal views about gender, sexual identity, and sexual health on choices and behaviors. [HE] 12.5.SH.2
- 3 Discuss the role of personal and collective beliefs and values in creating a culture free of bullying, sexual harassment, sexual abuse, sexual assault, exploitation, incest, rape, domestic violence, dating violence, and gender-based violence. [HE; SE] 12.5.SH.3

Information and Resource Seeking. Access, evaluate, and use valid and reliable health information, products, services, and related resources.

HR. Healthy Relationships 12.6.HR

- 1 Demonstrate how to access valid information and resources to help maintain positive relationships and get help if in negative or unhealthy relationships. [HE; SE] 12.6.HR.1
- 2 Demonstrate how to access valid information and resources to help or support someone else (e.g., who is being bullied or harassed or is a survivor of sexual abuse, incest, rape, sexual harassment, sexual assault, domestic violence, dating violence, gender-based violence). [HPE; SE] 12.6.HR.2

MH. Mental and Emotional Health 12.6.MH

- 1 Discuss a variety of supports available at home, school, and community for maintaining or enhancing mental and emotional health. [HE; SE] 12.6.MH.1
- 2 Evaluate the validity of and use resources from home, school, and community that provide valid health information on enhancing mental and emotional well-being, including effective coping strategies for loss and grief. [HPE; SE] 12.6.MH.2
- 3 Use valid and reliable resources to find information on risk factors for, and signs and symptoms of, mental health issues and conditions and access appropriate support for self or others. [HE; SE] 12.6.MH.3
- 4 Recognize the signs of behavioral addictions (e.g., gambling, overuse of social media) and demonstrate strategies for seeking help for self or others. [HE] 12.6.MH.4
- 5 Use valid and reliable resources to find information on risk factors for, and signs and symptoms of suicide ideation or non-suicidal self-injury. [HE; SE] 12.6.MH.5

PF. Physical Activity and Fitness 12.6.PF

- 1 Evaluate the validity of claims made by commercial products and programs intended to promote or improve fitness and a healthy, active lifestyle. [HPE] 12.6.PF.1
- 2 Evaluate available resources, supports, and participation requirements of community-sponsored activities related to physical activity and fitness. [HPE] 12.6.PF.2
- 3 Develop a physical fitness and/or health plan using community resources (e.g., facilities, programs) to maintain or improve one's fitness goals. [HPE] 12.6.PF.

SU. Substance Use and Misuse 12.6.SU

- 1 Evaluate the validity of information, products and services that are intended to help a person make health-promoting choices when making decisions related to legal drug use (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol and marijuana). [HE] 12.6.SU.1
- 2 Use valid and reliable information to analyze the relationship of using legal and illegal (regarding legal age of use and type) drugs to causes of death (including overdose) and disease (including addiction) in the United States. [HE] 12.6.SU.2
- 3 Recognize the signs of substance misuse, substance use crisis, and addiction (including addictive behaviors such as gambling, overeating, and overuse of social media) and demonstrate strategies for seeking help for self or others. [HE] 12.6.SU.3
- 4 Identify laws that protect a person who calls for professional help during a substance use crisis (e.g., Good Samaritan Laws) [HE] 12.6.SU.4
- 5 Access valid and reliable resources to determine laws regarding the purchasing, distributing, and selling of drugs (e.g., dispensaries, on the street, store, legal vs. illegal, travel across state lines). [HE] 12.6.SU.5
- 6 Determine when professional services may be required related to legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, and [at a certain age] nicotine, electronic vapor products, alcohol and marijuana) and illegal drugs (e.g., prescription drugs not prescribed to you, cocaine) and locate valid and reliable resources and services in the community that can help. [HE] 12.6.SU.6

Self-Advocacy and Health Promotion. Promote personal, family, and community health and well-being.**CE. Public, Community and Environmental Health** 12.7.CE

- 1 Identify cost-effective ways to minimize environmental pollutants (e.g., chemicals, trash, noise) in the home and in the community. [HE] 12.7.CE.1
- 2 Analyze programs, policies, and strategies to reduce and eliminate health inequities and disparities. [HPE; SE] 12.7.CE.2
- 3 Examine health outcome data and evaluate policies or initiatives that address a public health concern within the community. [HPE] 12.7.CE.3
- 4 Participate in projects to help make positive change in a community (e.g., volunteering, service learning, service project). [HPE; SE] 12.7.CE.4
- 5 Evaluate the ways communities are, and are not, supporting menstrual health. [HE] 12.7.CE.5
- 6 Demonstrate proper and effective technique as it relates to CPR and AED use. [HPE] 12.7.CE.6

SH. Sexual Health 12.7.SH

- 1 Discuss how to foster empathy, inclusiveness, and respect around issues related to sexuality (such as sexual activity, sexual abstinence, sexual orientation), gender expression, and gender identity. [HPE; SE] 12.7.SH.1
- 2 Identify and support school and community policies and programs that promote safety, dignity, and respect for all sexual orientations and people of all gender identities and gender expressions. [HPE; SE] 12.7.SH.2