



MICHIGAN HEALTH EDUCATION STANDARDS FRAMEWORK

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Michigan Health Education Standards Framework

Vision

Students spend most of their early years in school. During these years, they study and learn many content areas from math to science to music. Best practice in K-12 education includes comprehensive health education in all grades, focusing heavily on skill development. The goal of health education is to develop an individual who is health literate and engages in practices that lead to an overall healthy lifestyle throughout their life.

All Michigan students will develop health literacy through engagement in comprehensive, well-rounded, inclusive, medically accurate, developmentally appropriate, and age-appropriate educational opportunities that include health education, and the development of social, emotional, and mental health practices. Students will develop self-efficacy and the agency to lead health-promoting lives. They will understand the effects of health-related behaviors on current and future health and overall well-being. Health-literate students will apply skills to various situations and recognize their ability to make decisions that can affect health outcomes.

Michigan academic learning standards define what all students are expected to know and be able to do, not how teachers teach. The standards focus on what is most essential for student learning rather than describe all that can or should be taught. The Michigan Health Education Standards Framework (referred to as “Framework” in the rest of the document) includes the key practices and concepts that students broadly need to be healthy in school and life. The standards typically do not provide all the details, particular skills, or functional information that may be part of a curriculum. School districts have discretion to determine how the standards will be implemented at the local level within the parameters of Michigan law.

Origin of The New Standards

Michigan’s 2007 Health Education Content Expectations reflected legal requirements, best practices, and current research at the time in the teaching and learning of health education. They built on the Michigan Health Education Standards and Benchmarks (1996) and the State Board of Education’s Policy on Comprehensive School Health Education (2004). These content expectations represented a vision for a relevant health education curriculum that addressed critical health knowledge and skills for successfully maintaining a healthy lifestyle during a student’s school years

and beyond. This updated version is more robust and adds details and attention to the critical skills of comprehensive health education and makes links among students' well-being, school performance and family involvement. The current Michigan Health Education Standards Framework is modeled, with permission, after the Massachusetts Curriculum Framework for Comprehensive Health and Physical Education (2023) and subsequently adapted to align with Michigan laws, priorities, and approaches.

Educator Qualifications for Teaching Health Education

A teacher with an elementary certificate (Grades K-5) is qualified to teach health education for the grades designated "All Subjects" on the certificate. Although the law allows elementary teachers to teach health education without a specific endorsement, it is highly recommended by the Michigan Department of Education that teachers receive professional development from an approved program in health and sex education that includes training in curriculum implementation, best practice, and current state law related to health education. Please contact your [Regional School Health Coordinator](#) to inquire about current training opportunities.

A teacher with a secondary certificate (Grades 6-12) is authorized to teach health education with any one of the following endorsements: MA (health), MC (K-12 Health and Physical Education), MX (health, physical education, recreation and dance), and KH (family and consumer science).

Educator Qualifications for Sex Education and HIV/AIDS Instruction

To teach sex education at the middle and high school level under a secondary teaching certificate, teachers must be endorsed to teach health under Section 1507(5) of the Revised School Code. See above for the endorsements that qualify teachers to teach health.

The Michigan Department of Education clarifies the qualifications of a person who may provide HIV/AIDS instruction:

- Consistent with the state law that mandates HIV/AIDS instruction (Section 1169 of the Revised School Code), any certified teacher shall be qualified to provide such instruction upon the successful completion of an in-service program provided by designated [Regional School Health Coordinators](#) and approved by the Michigan Department of Education.
- Apart from certified teachers, Section 1169(2) of the Revised School Code also allows licensed health care professionals who have training in HIV/AIDS to provide this instruction.

- On the basis of best practice, it is recommended, but not required, that HIV/AIDS instruction at the secondary level be offered in the context of sex education by a health education teacher.

Local Education Agency (LEA) and Parent Choice in Sex Education and HIV/AIDS Instruction

LEAs determine what content within sexual health instruction they will include in their health education program. LEAs are encouraged to use student and community data, parent input, and community values to determine what content will best support the health and wellbeing of students in their district.

Michigan is one of the top states to require parent input on sex health instruction. Sex Education Advisory Boards (SEAB) must consist of at least 50% parent membership. SEABs review student data, review curricula, and make recommendations to the local district's board of education for review and approval. Parents have the right to review sex education curriculum prior to instruction and can opt out their child from all or some of the sex education and HIV/AIDS instruction.

Best Practices in Health Education Instruction

With the limitations of time to teach about all the health issues affecting students' lives, it is important to prioritize instruction around the most significant health issues affecting students' lives. Regularly reviewing risk and protective factor data along with risk behavior data concerning students can help immensely with prioritizing instruction. Each group of students that comes through a teacher's classroom may be dealing with very different risk factors than the students before them, even just a year apart. Best practice for high school health instruction is for health to be taught during Grades 11-12, when high school content is more relevant to their lives and will set them up for success into adulthood.

Guiding Principles for Effective Health Education Programs

The guiding principles are intended to inform the selection and evaluation of health education programs that are effective, inclusive, medically accurate, developmentally appropriate, age-appropriate, and trauma informed. Programs guided by these principles will prepare students for post-secondary education, career and technical education, and their lives as productive and informed people in a global society.

Guiding Principle 1

Students come from a variety of backgrounds. Partnering with educators,

families, and community stakeholders reflecting students' backgrounds provides essential support for the implementation of a successful health education program, in which all are invested in supporting students' personal health and the overall health of their community.

Guiding Principle 2

Effective health education programs provide safe and supportive learning environments and are developmentally appropriate, age-appropriate, trauma-responsive, inclusive, and culturally responsive so that all students, regardless of ability or circumstance, are supported as individuals and can achieve the learning goals.

Guiding Principle 3

Effective health education programs incorporate diverse perspectives and acknowledge that attainment of equitable and optimal health is individualized, contextual, and affected by the intersections of many factors.

Guiding Principle 4

Every student deserves equitable access to effective health education programming, including dedicated instruction for health education every year from kindergarten through grade 12, facilitated by qualified educators who are properly endorsed and certified.

Guiding Principle 5

Effective health education programs foster equity-focused and trauma-informed strategies through school-wide and community collaboration. They support and promote a sense of belonging and well-being, and the development of social and emotional skills including self-awareness, self-management, social awareness, responsible decision making, and relationship skills in a wide variety of contexts and situations.

Guiding Principle 6

Health education programs use various effective implementation and assessment strategies such as scaffolding, collaboration, application, relevance and authenticity, differentiation and adaptation, and authentic performance-based assessment, and provide multiple opportunities for learning and demonstrating competency.

Guiding Principle 7

Health education programs develop students' skills for research, reasoning, decision making, critical thinking, problem solving, and the habits of mind needed to be healthy across their lifespan. These include being able to differentiate among various factors affecting behavior, such as culture, community, family, peers, and group dynamics.

Guiding Principle 8

Health education programs require a school-wide culture that promotes health and well-being, equity, integration, and collaboration among education leaders and health professionals, and coherent district-wide support for implementation to improve each student's cognitive, physical, social, and emotional development.

Rationale and Updated Focus

Health education programs are a critical component of a well-rounded education that helps support the whole child. As the world continues to experience complex health challenges, a comprehensive approach to support the development of healthy students remains a key need today and in the future. This Framework provides a pathway for and continues to encourage all schools to implement educational programming and strategies that enhance students' mental, emotional, and physical health while recognizing the critical role of school climate and culture on student outcomes. The focus is on the development of self-efficacy in health-related skills and knowledge at the student level, and implementation of policies and practices at the school and district levels.

This involves all staff working to address student well-being, such as building social and emotional competencies or managing stress, as well as teaching skills and information necessary for students to strive to improve health outcomes and health-related behaviors for themselves and in their communities. Staff most directly involved in comprehensive health education programs include health educators, as well as school nurses, school psychologists and counselors, among others.

The updated focus of the 2025 Framework reflects several key developments and shifts in the field of health education to support student success. These shifts include:

- A stronger emphasis on practices – the processes and skills needed to promote and maintain lifelong physical, and mental/emotional health. Practices are emphasized both in the overall organization of the standards as well as in individual standards, resulting in more active and rigorous performance expectations that reflect real world application.
- A clear articulation of social and emotional competencies that can apply across the school curriculum and be integrated into any area of content.
- Updates to reflect current and ever-changing technology, social media, and other influences on health and well-being (e.g., vaping, opioid–

use, health during a crisis). While specific references are kept somewhat generic because each can change quickly, the standards emphasize critical analysis and strategies to evaluate health issues and their potential effect on individuals and the community.

- Updates to acknowledge that students are increasingly using media and technology to access information and services related to health and health care and emphasize the importance of including media literacy as a component of health and well-being.
- A more deliberate integration of skills for personal safety, maintaining personal boundaries, and child sexual abuse prevention through a trauma-informed lens. The Framework is meant to help students understand that abuse is never their fault, and that trauma is something that people may experience but does not define who they are.
- A trauma-responsive perspective that supports and encourages students in their learning while recognizing that students bring individual and unique needs to the classroom.
- Guiding principles that encourage a whole school, whole community, whole child approach and emphasize the application of the practices across disciplines, throughout school programming and coordinated planning across the curriculum and the general school environment.
- In this document, the term “developmentally appropriate” recognizes that development is comprised of physical, cognitive and social emotional domains. This Framework does not define the additional resources and supplemental supports that may be necessary to meet varying developmental needs. This includes designing and implementing learning experiences and opportunities that recognize both the internal assets students bring into the classroom and the external and social forces outside of students’ control that may affect learning. It is up to administrators, educators, and parents to provide all students with the opportunity to learn and meet the same high standards needed to access the skills and knowledge that will be necessary in their lives.

Practices for Comprehensive Health Education

The kindergarten through grade 12 practices for health education are the processes and skills that students will learn throughout the elementary, middle, and high school years that promote and maintain lifelong health and well-being. These practices support the development of skills that students need throughout life and are reinforced and applied across disciplines and settings. This approach is evidence-based and aligns with best practices

outlined in the Characteristics of an Effective Health Education Curriculum from the Centers for Disease Control and Prevention and the Essential Components of Health Education from Society of Health and Physical Educators America (SHAPE America).

The practices closely align with the skills in the National Health Education Standards (NHES). The first standard, focused on functional health information, is now integrated into each of the practices. These practices are so important to health education outcomes that they provide the organization for this Framework. Their use in this way provides for active and rigorous performance expectations that reflect real-world application. The practices outline opportunities for students to demonstrate behaviors that support health and well-being and increase health outcomes through the development of self-efficacy, health literacy, and physical literacy.

The application of each practice on specific topics is not exhaustive but is intended to outline the progression of the practice across topics and grade spans. Designers of curricula, assessments, and professional development can consider the transferability of these practice skills across topics and through multiple disciplines beyond those covered in this document.

Practice 1: 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 affect health behavior and outcomes.

Through developmentally appropriate and age-appropriate means, students can develop a sense of self-awareness, recognizing their own emotions and needs. They can articulate these feelings and needs to others, expressing them in developmentally appropriate and culturally sensitive ways. As students progress, their physiological vocabulary expands, enabling them to describe the sensations and experiences in their bodies. Similarly, their emotional vocabulary grows, allowing them to articulate their feelings more accurately and effectively. This heightened self-awareness fosters empathy, as students can apply their knowledge of their own emotions to infer the experiences of others and respond with compassion.

Students recognize the various influences around them and critically evaluate these influences to understand how they enhance or inhibit well-being. Students understand that influences may include the culture in which they are immersed, economic systems, peers and families, media, and technology. Older students evaluate their own health-related beliefs and values, discern the source of those values, and determine whether personal choices and goals align with their identified values and beliefs which build critical health and physical literacy. Students consider how individual actions intersect with personal and community health and well-being, and ways that external factors shape our environment and our health.

Practice 2: Social Awareness, Relationship, and Communication

Skills: Enhance relationships, personal health, and the health of others through social awareness and effective communication.

Students are socially aware individuals who recognize the complexities of the world around them, including the role of health on individual and community success and outcomes. Students understand the interconnectedness of health, how others' health affects individuals' health and vice versa. They can take the perspective of and empathize with others, including those from diverse backgrounds and cultures. They seek to better understand others and their perspectives. They treat all individuals with respect and apply strategies to meaningfully engage with family, school, and community resources and supports.

Students demonstrate positive relationship skills. They establish and maintain meaningful and rewarding relationships with diverse individuals and groups. They use verbal and non-verbal skills to develop and maintain healthy personal relationships and ask for help to enhance the health of self and others.

In developmentally appropriate and age-appropriate ways, students communicate clearly and effectively (with considerations for ability and culture) in a variety of settings, situations, and cultural contexts. They cooperate with others, recognize and navigate complex group dynamics, resist inappropriate social pressure, constructively negotiate conflict, and respectfully and assertively communicate needs, wants, and feelings to support their health and avoid problems. This may include telling a parent or other trusted adult if they feel threatened or harmed, and employing refusal, negotiation, and collaboration skills to enhance their own health and reduce health risks. Students develop the ability to extract information from a variety of forms of communication and apply it in new settings and circumstances.

Practice 3: Information and Resource Seeking: Access, evaluate, and use valid and reliable health information, products, services, and related resources.

Students seek developmentally appropriate and age-appropriate information from reliable sources to enhance health and well-being. For younger students, information and resources may come from an educator, school nurse, or an adult at home. As students grow and seek information from new sources (e.g., online, healthcare providers, community resources), they must apply increasing sophistication to evaluate the level of expertise, credibility, and potential bias of their sources to use this information in meaningful ways.

Media literacy is enhanced by students analyzing sources of information and resources to determine the extent to which media information and resources help or hinder health.

Students know how to use health products (e.g., toothbrushes, adhesive bandages, deodorant, reproductive health products, wearable technology) in ways appropriate for the given situations. They also determine the accessibility of products and services that enhance health and are appropriate for their given context or situation. Students can seek health services and resources that are culturally relevant and responsive to their needs for themselves and others. For younger students, this may take the form of learning how to call 9-1-1 when someone needs help or identify community or school health helpers. In the upper grades, students may learn to identify and use community resources to support health care needs or develop coping strategies.

Practice 4: Decision Making and Problem Solving: Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations.

Students can make informed, responsible decisions to lead a life that enhances overall well-being, across numerous aspects of health. Students can apply developmental and age-appropriate decision-making processes in situations. Through the development of this practice, students increase their health and physical literacy and can make decisions that improve health and well-being in a variety of settings and situations.

Students can examine their options and the potential consequences, consider how personal beliefs and values influence their decision, the role external forces play on decisions and opportunities, and evaluate the results of their decision.

In developmentally appropriate and age-appropriate ways, and through a variety of health-related situations, students can apply a decision-making model to evaluate the benefits and risks of various alternatives when addressing problems. Students can differentiate between a decision that can be made individually and a decision that may need assistance. Students can work collaboratively in various settings and groups to solve problems while navigating group dynamics.

Practice 5: Self-Management and Goal Setting: Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

In developmentally appropriate and age-appropriate ways, students recognize and regulate their emotions, actions, and behaviors in different situations to effectively manage stress, control impulses, and self-motivate. Students use health-promoting strategies (e.g., physical activity, asking for help) and avoid risk behaviors (e.g., using food or alcohol to cope) to meet their social, emotional, and physical needs. Students take personal responsibility for their health, while recognizing factors outside of their control that can affect health and well-being. Students will seek support to

navigate health challenges. They engage in health-promoting behaviors in a variety of settings and can explain how these behaviors contribute to a positive quality of life and prevent injury and disease.

Students must become self-aware through self-reflection and examination of their identities, lives, habits, and behaviors to identify, adopt, and maintain health-promoting behaviors and lifestyles. They set short-term and long-term goals that are specific, measurable, attainable, relevant, and time bound. The process often includes identifying who can help (e.g., health education teacher, parent/guardian, family member, and/or community organization) when assistance is needed to set and achieve a personal health goal. For older students, the process may include describing how personal health goals can vary with changing abilities, priorities, opportunities, and responsibilities.

Practice 6: Advocacy and Health Promotion: Promote personal, family, and community health and well-being.

In developmentally appropriate and age-appropriate ways, students can recognize their own and others' health needs (e.g., physical activity, health care, clean air) and act effectively to address those needs on their own. Students encourage others to embrace similar behaviors and support their efforts with a variety of valid and reliable resources. Students recognize when and how to advocate health needs for themselves, their family, and their community.

At the personal and family levels, students develop an awareness of what they and their family members need to be healthy. Students will be able to communicate those needs within their family to promote health, raise awareness, seek assistance, and promote change. At the community level, students examine public health issues and engage in relevant advocacy efforts to promote health and wellbeing.

For younger students, advocacy and health promotion may include promoting handwashing or sneezing into one's sleeve to prevent the spread of germs or encouraging students to increase physical activity to recommended levels. For older students, advocacy and health promotion may include working to reduce the stigma of mental health conditions and helping others to understand the warning signs of suicide. Students focus on promoting well-being for health issues that are meaningful and relevant to them. They will also encourage, influence, and support peers to make positive health-related choices.

Organization of the Framework

The Framework document is organized by grade span: K-2, Grades 3-5,

Grades 6–8, and Grades 9–12. The change from individual grade levels to grade spans allows more flexibility for districts. The indicators are considered learning goals that are intended to be achieved by the end of each grade span, respectively. Within each grade span, the indicators are first grouped by practice. This reflects the importance of the practices for students across the discipline of health education and in developing social emotional competencies. Finally, within each practice, the indicators are grouped by the following topics:

- Mental and Emotional Health [MEH]
- Safety [SAF]
- Healthy Relationships [HR]
- Balanced Eating and Physical Activity [BEPA]
- Substance Use and Misuse [SU]
- Sexual Health [SH]
- Personal Health and Wellness [PHW]
- Community and Environmental Health [CEH]

Below is an example that labels the various components included in the Framework:

Grades K–2 (Grade span meaning by the end of Grade 2)

Practice 1: 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 affect health behavior and outcomes. (Brief definition of Practice)

Mental and Emotional Health [2.1.MEH] (Topic)

1. Recognize and accurately identify basic emotions (e.g., happy, sad, mad, worried, lonely) (Indicator)

Design of Framework

Each practice provides a set of indicators that support the development of health literacy, and social and emotional competencies. Each grouping of indicators is designed to advance a thoughtful progression of the associated practice and topic. From early elementary grades through high school, the standards build over time so that students have the foundations necessary for successful engagement and learning of the standards in later grades. At each grade span, this document aligns practices with topics that are meaningful to explore and develop with students. However, within this document, it is not possible to connect every topic with every practice that may be meaningful for students. Educators may find it appropriate to add

topic criteria for a practice to provide students with additional opportunities to develop skill proficiency. While the progression builds across successive grade spans (i.e., from K-2 to 3-5 to 6-8 to 9-12) for each practice and topic, within any specific grade span there is no implied sequencing for curriculum and instruction based on the order of the indicators.

Each indicator includes two key components: a performance element (the verb(s) that begin a standard), and a concept and knowledge element (what is to be learned and applied). Together these make up a performance expectation that students can demonstrate because of instruction. It is important to note that curriculum and instruction are not limited to the Framework as written; educators can mix and match practices, concepts, and performance expectations as needed for their context.

Each indicator has a unique identifying code. Each code indicates the grade span, practice, topic, and standard number. In the example above, the Grades Pre-K–2 indicator presented is coded as 2.1.MEH.1.

Standards—Grades K–2 (by the end of Grade 2)

Practice 1: 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 affect health behavior and outcomes.

Mental and Emotional Health [2.1.MEH]

1. Recognize and accurately identify basic emotions (e.g., happy, sad, mad, worried, lonely).
2. Explain that emotions are information and that one's emotions may be the same or different from the emotions of others.
3. List and demonstrate emotional regulation strategies to support mental and emotional health independently or with support.
4. Recognize and list challenges and setbacks as a regular part of life.
5. Demonstrate the ability to persevere despite perceived challenges and setbacks.
6. Describe personal strengths and the ways that those strengths support mental health.
7. Articulate and celebrate the individual characteristics that make a person unique and explain that different factors (e.g., peers, media, culture, family, phase of life, etc.) can influence how a person views themselves.
8. Demonstrate strategies that help all students feel welcome and valued as a part of the school community (e.g., cooperative playing, listening, showing you care, sharing).

Practice 2: Social Awareness, Relationship, and Communication Skills

Enhance relationships, personal health, and the health of others through social awareness and effective communication.

Mental and Emotional Health [2.2.MEH]

1. Identify and practice strategies to make and keep friends, and develop positive peer relationships (e.g., identify and acknowledge other people's feelings, communicate effectively, ask for help).
2. Identify reasons why it is important to have a variety of supportive relationships.
3. Identify characteristics of a trusted adult.

4. Identify feelings and practice talking about them to parents/guardians, family members, and/or trusted adults.
5. Express needs, wants, and feelings through verbal and non-verbal actions.
6. Show respect for the feelings, rights, and property of others.
7. Demonstrate effective listening and communication skills, including giving and accepting compliments and feedback, individually and in groups.
8. Recognize and appreciate individual differences in others.
9. Describe positive qualities in self and others.
10. Identify reasons for disagreements and/or conflict and identify strategies for resolving and/or managing them.

Healthy Relationships [2.2.HR]

1. Define bullying and teasing, explain their similarities and differences, and how both can be harmful.
2. Define personal boundaries and demonstrate simple ways to communicate them. This includes respecting the boundaries of others, including physical, verbal, and emotional boundaries (e.g., explain why it is important for someone to tell others not to touch their body when they do not want to be touched, and why it is important to stop touching someone when they indicate the touch is unwelcome).
3. Explain how no one has a right to violate personal boundaries, and demonstrate an appropriate refusal (e.g., tell a trusted adult, say NO, leave the situation) when someone says or does something that does not respect personal boundaries.
4. Identify groups to which one belongs and reflect on similarities and differences with others.
5. Recognize the benefits of and strategies for cooperation in various settings.
6. Discuss stereotypes and how these can affect relationships and situations.
7. Appreciate and demonstrate empathy and respect for others.
8. Demonstrate awareness of and respect for a variety of family structures.
9. Anticipate how someone else may feel in various situations and display compassionate and empathetic behaviors.

Balanced Eating and Physical Activity [2.2.BEPA]

1. Invite others of various ability levels to join and participate in physical activities.

Practice 3: Information and Resource Seeking

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

Substance Use and Misuse [2.3.SU]

1. Recognize that medication comes in many forms and always seek assistance from a trusted adult.
2. Explain the importance of using prescription and over-the-counter medications correctly and safely, and the potential risks associated with misusing and/or ingesting household products.
3. Identify trusted adults at home and school who can discuss rules and practices related to medicine use (e.g., only taking medicine with an adult's help, only taking prescriptions prescribed to you).

Personal Health and Wellness (2.3.PHW)

1. Identify school and community health worker resources.
2. Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes, diabetes, allergic reactions, seizures, concussions).
3. Demonstrate the ability to access help for self or others to support personal health and wellness.

Practice 4: Decision Making and Problem Solving

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

Balanced Eating and Physical Activity [2.4.BEPA]

1. Identify situations when a food-related decision needs to be made (e.g., when trying new foods, choosing snacks and beverages, eating breakfast).
2. Identify, with adult guidance, food-related decisions that can be made independently (e.g., asking for healthier options) or when assistance is needed (e.g., managing a food allergy).
3. Describe how food provides nutrients and energy for the body and identify foods that are good sources of energy and nutrients to support informed decision-making.

4. Explain the importance of access to fresh and affordable food and clean drinking water on health.
5. Explain the benefits of health-promoting eating choices and habits (e.g., eating a variety of foods, staying hydrated, awareness of hunger and thirst signals).
6. Describe how the foods students eat may reflect the area in which they live and/or their cultural backgrounds, the way students' families use or produce food, how family meals and food traditions benefit them, different dietary needs (e.g., food allergies, dietary restrictions) and how they contribute to food-related decisions.
7. Recognize that media (e.g., cartoons, characters, advertisements, product placement) can affect food-related decisions.
8. Recognize body responses, physiological and emotional, to choices and habits in relation to eating, movement and physical activity.
9. Identify and describe strengths and interests related to physical activity.
10. Identify physical activity as a health-promoting habit that contributes to overall health and well-being and list the benefits of these habits on physical well-being (e.g., activities that strengthen the heart and cardiovascular systems, contribute to fitness, muscle- building) and mental health (e.g., stress management).
11. Identify opportunities, in and out of the school setting, for safe, active play, and physical activity for self-expression, social interaction, personal enjoyment, and challenge.
12. Set a short-term physical activity goal relevant to specific needs and abilities, take meaningful action toward achieving the goal, and identify people at home or at school who can help when assistance is needed to achieve the goal.

Practice 5: Self-Management and Goal Setting

Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

Mental and Emotional Health [2.5.MEH]

1. Demonstrate self-control (e.g., delay gratification, wait your turn) independently or with the support of adults in various settings (e.g., on the playground, in the classroom, during physical education, at an assembly).

2. Define stress and demonstrate strategies for managing stress (e.g., positive self-talk, belly breathing, talking with a trusted adult, physical activity, listening to calming music, play).
3. Identify what it means to be responsible and list personal responsibilities.
4. Use positive self-talk to help with emotional regulation and demonstrate supportive behaviors.

Safety [2.5.SAF]

1. Apply strategies for staying safe in various situations (e.g., on the playground, during physical activity, around water, when using wheeled recreation, as a pedestrian, around cooking elements or fire, on the bus, when online, around weapons or in situations of gun violence) and determine when to report potentially unsafe situations to an adult.
2. Provide examples of how rules can keep children safe and identify rules to help children stay safe in various situations (e.g., related to medicines, playground safety, physical activity, threats of violence, personal space, and boundaries).
3. Demonstrate how to respond (e.g., yell, get away, tell an adult, seek help) and get help in various emergency situations including when and how to call 911.
4. Identify safe adults to confide in and places to go if feeling personally threatened (e.g., someone says they will hurt or harm you).
5. Demonstrate the ability to ask a trusted adult for help (including problem-solving) in various situations.
6. Recognize safe and unsafe touching and demonstrate how to tell a trusted adult if this happens.
7. Identify and practice behaviors for personal safety (e.g., say no, get away, tell a grown-up).
8. Personal Health and Wellness [2.5.PHW]
9. Identify various habits that can promote health (e.g., brushing teeth, proper nutrition, going to the doctor, getting enough sleep, being physically active, limiting screen time, washing hands, etc.).
10. Explain how a young person can maintain or enhance the health of both their body and mind.
11. Use medically accurate names for body parts when communicating about the body and physical health.
12. Demonstrate independence in health-promoting practices such as hand washing, tooth brushing, sneezing and coughing, disposal of tissues, and physical activity.
13. Set a simple goal related to physical health habits and monitor progress toward the goal with assistance from an adult.

Practice 6: Advocacy and Health Promotion

Promote personal, family, and community health and well-being.

Personal Health and Wellness (2.6.PHW)

1. Describe personal health habits (e.g., brushing and flossing teeth, hand washing, bathing and/or showering, sufficient sleep, sun safety, physical activity, limiting screen time) that can prevent illness and promote self-care and overall health.
2. Advocate for personal health needs to be met (e.g., needing to wash hands, asking for sun protection, access to bathrooms).
3. Recognize how the actions of others can affect physical health (e.g., spreading germs) and encourage peers to make positive choices about physical health habits and prevention strategies.

Community and Environmental Health [2.6.CEH]

1. Identify the effects of personal activities that positively or negatively contribute to the environment.
2. Identify ways that the communities people live in, and connections to others, can affect their health and well-being.
3. Identify strategies to minimize environmental impact (e.g., reduce, reuse, recycle).
4. Encourage peers and family members to make choices to help protect the environment (e.g., recycling, using less water, turning off lights).
5. Encourage peers and family to help in the community (e.g., donate food to a food pantry, clean up litter).

Grade Span: 3-5 (by the end of Grade 5)

Practice 1: 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 affect health behavior and outcomes.

Mental and Emotional Health [5.1.MEH]

1. Describe personal and cultural identities and assets, their importance and value, and explain how they support mental and emotional health.
2. Describe personal interests and the skills needed to pursue those interests in ways that support individual growth.
3. Identify personal strengths and opportunities for growth and improvement in various contexts.
4. Describe how peers, media, family, society, community, and culture can influence ideas about body image, and the impact on self-esteem and behaviors.
5. Demonstrate how social media and technology can influence mental and emotional well-being (e.g., stress levels, happiness, mood).

Practice 2: Social Awareness, Relationship, and Communication Skills

Enhance relationships, personal health, and the health of others through social awareness and effective communication.

Mental and Emotional Health [5.2.MH]

1. Demonstrate an awareness that emotions may be expressed in different ways (e.g., through body language, intensity of expression) by various groups and in other cultures.
2. Identify people who are trusted adults in various settings.
3. Explain the importance of talking with friends, family, parents/caregivers, and/or trusted adults about feelings and emotions.
4. Demonstrate how to ask for assistance with mental health questions, issues, or concerns (e.g., challenges with friends, feeling anxious).
5. Define stigma and demonstrate how to discuss mental health and mental health conditions in ways that reduce stigma.

6. Identify signs and symptoms of mental distress in self and others, and how to get help.

Healthy Relationships [5.2.HR]

1. Identify characteristics of supportive relationships with a variety of individuals (e.g., family, peers, trusted adults, teachers).
2. Define and demonstrate ways to determine and respect the boundaries of self and others.
3. Demonstrate strategies for addressing one's feelings and the feelings and perspectives of others to support positive relationships.
4. Differentiate between conflict and bullying and articulate the importance of the difference to avoid escalating conflicts into bullying or violence.
5. Identify and respond to bullying, including practicing supportive bystander behaviors, in various settings.
6. Identify and practice assertive and non-violent communication skills.
7. Identify and practice conflict prevention, management, and resolution strategies.
8. Describe how personal experiences, peers, family, media, society, community, and culture influence the ways people interact in relationships and social situations.
9. Describe how stereotypes, perceived stereotypes, and prejudice can affect relationships, and demonstrate strategies to address these factors.

Balanced Eating and Physical Activity [5.2.BEPA]

1. Demonstrate respectful interactions with others when participating in physical activity (e.g., at recess).
2. Identify and describe social benefits gained from participating in physical activity.
3. Identify opportunities and safe places for physical activity outside of school.
4. Describe the benefits of movement and being physically active, especially with others, on physical, social, and emotional health.

Substance Use and Misuse [5.2.SU]

1. Distinguish between the use and misuse of drugs (legal and illegal) and identify potential short and long-term effects on the body.
2. Identify potential reasons why people might use legal and illegal drugs, such as media influence, peer pressure, stress, or cultural factors.
3. Discuss health-promoting strategies to prevent illegal drug use and unsafe or potentially harmful use of illegal drugs.
4. Analyze data about youth substance use to emphasize positive social norms (e.g., most youth are not vaping).
5. Effectively communicate personal feelings or perspectives about substance use and misuse.
6. Demonstrate effective refusal of alcohol, nicotine, electronic vapor products, marijuana, and other substances that can affect health.

Practice 3: Information and Resource Seeking

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

Safety [5.3.SAF]

1. Discuss what constitutes abuse, harassment, and assault.
2. Locate trusted adults (including parents/guardians) from whom to get help if boundaries are being violated or one is being abused, harassed or assaulted.

Sexual Health [5.3.SH]

1. Identify valid and reliable information, products, and resources related to growth and development, puberty, and personal hygiene.
2. Locate resources from home, school, and community that provide medically accurate sources of information about puberty, personal hygiene, and growth and development.
3. Use valid, reliable, and medically accurate resources to find information about the human reproductive systems, growth and development, and the effects of hormones.
4. Explain human reproduction and identify valid and reliable resources for additional information.

5. Identify parents, guardians, or other trusted adults (e.g., counselors and other health care professionals) whom students can ask questions about puberty and adolescent health issues (including abuse and neglect).
6. Define communicable diseases, including Human Immunodeficiency Virus (HIV), and identify how they are and are not transmitted.

Practice 4: Decision Making and Problem Solving

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

Balanced Eating and Physical Activity [5.4.BEPA]

1. Identify principles of balanced eating to meet nutritional needs when making nutrition-related decisions.
2. Identify and describe hunger and fullness indicators and how these can inform nutrition-related decision-making.
3. Discuss the benefits of balanced eating and physical activity on physical health (e.g., supporting growth and development, ability to engage in physical activity), social health, and emotional and mental health (e.g., managing stress and emotions) when making decisions pertaining to nutrition and physical activity.
4. Demonstrate how to use food labels as part of nutrition-related decision-making.
5. Describe how and where food comes from, and how food production affects nutrition-related decisions.
6. Identify factors (e.g., budget, food access and availability, time management) that influence decisions about nutrition and determine when assistance is needed to make a health-promoting decision.
7. Explain various factors that can influence decisions about nutrition (e.g., food during celebrations, food preferences, media advertising, celebrity endorsements, product placement, access and availability, financial resources, physical activity levels).
8. Recognize that individuals have different food related needs, preferences, and traditions.
9. Use steps of decision-making process when making a nutrition-related decision.

10. Engage in independent and cooperative problem-solving activities while participating in physical activities.
11. Compare the benefits of various physical activities to support personal decision-making related to physical activity.

Practice 5: Self-Management and Goal Setting

Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

Mental and Emotional Health [5.5.MEH]

1. Identify different feelings and emotions that people may experience and how people might express those emotions (including individual and cultural differences in expression).
2. Discuss how feelings and emotions can affect behavior and how behavior can affect feelings and emotions.
3. Recognize that all feelings and emotions have a purpose and are information that individuals can use to support mental and emotional health.
4. Identify how a person's brain and body influence mental and emotional well-being.
5. Describe and demonstrate strategies for expressing and regulating emotions.
6. Identify characteristics of and practices to support mental and emotional well-being within various cultures and diverse perspectives.
7. Set a goal to use one or more health-promoting practices or behaviors (e.g., being aware of your own feelings and the feelings of others, safe online behaviors, engaging in physical activity, limiting screen time) and track progress towards its achievement to maintain or improve mental and emotional well-being.
8. Identify personal stressors and demonstrate effective stress management techniques, independently or with support.
9. Identify and demonstrate strategies and behaviors to overcome barriers and help meet personal responsibilities.
10. Identify a variety of strategies for planning, prioritizing, and managing time.
11. Demonstrate strategies that show a willingness to reflect, learn, and grow from challenges.

Safety [5.5.SAF]

1. Describe ways to promote personal safety and reduce the risk of injuries in various situations (e.g., during physical activity, around motor vehicles, around firearms, around loud noise or music, around water, fire prevention, during a fire, as a pedestrian).
2. Recognize aspects of the environment (e.g., whether crosswalks are marked, presence of sidewalks, weather conditions, access to healthy foods, access to green space, levels of violence in a community) that can positively or negatively affect safety.
3. Identify and demonstrate how to contact appropriate resources when someone is poisoned or injured and needs help (e.g., calling poison control and 911).
4. Apply strategies to stay safe online (e.g., when gaming, using digital technology and engaging in social media), including addressing overuse.
5. Describe actions one could take if uncomfortable, unsafe, or harmed (e.g., tell a parent or trusted adult, leave the situation).
6. Demonstrate the ability to set and maintain developmentally appropriate boundaries (including physical, verbal, and emotional boundaries) and how to respond if those boundaries are violated.
7. Distinguish between safe, unsafe, and confusing touch and demonstrate strategies for telling a trusted adult.

Balanced Eating and Physical Activity [5.5.BEPA]

1. Demonstrate respect for self and responsible safe interpersonal behavior (e.g., peer-to-peer, student-to-teacher) that contributes to positive social interaction in various physical activity contexts.
2. Describe the health benefits of regularly participating in physical activity on multiple dimensions of wellness (e.g., stress management, supporting positive mental health, cardiovascular health, fitness levels, muscle strengthening).
3. Recognize how physical activity influences physiological changes in their body.
4. Identify different physical activities for personal enjoyment and challenge, independently and with others.

Personal Health and Wellness [5.5.PHW]

1. Describe personal behaviors and strategies that promote health and/or avoid health risks (e.g., pedestrian safety, sun safety, protecting oneself from infectious diseases, adequate sleep, good nutrition, protective equipment, appropriate screen time, hearing protection, being physically active).
2. Describe the range of physical, social, and emotional changes during puberty and adolescence and the individual variations in puberty timelines and experiences.
3. Explain various health-promoting practices to manage the social, physical, and emotional changes associated with puberty and adolescence as well as when help or support might be needed.
4. Describe health-promoting behaviors during menstruation, including ways to cope with emotional changes, manage pain, and identify when help or support is needed.
5. Discuss influences on and barriers to maintaining or enhancing physical health and wellness.
6. Set a personal health and wellness goal, identify resources to assist in achieving it, and track progress toward its achievement.
7. Practice healthy habits related to puberty and personal hygiene.

Practice 6: Advocacy and Health Promotion

Promote personal, family, and community health and well-being.

Community and Environmental Health [5.6.CEH]

1. Analyze the relationship between personal health and the health of the community.
2. Discuss that people may experience health inequities and health disparities (unfair and avoidable differences in health) due to various factors.
3. Describe ways that the community can influence the health of people within that community.
4. Describe the ways that rules and laws can affect community health and health disparities.
5. Use accurate information when discussing environmental health issues (e.g., littering, deforestation, recycling, clean water) that affect people's health.

6. Propose and support classroom policies and behaviors that promote dignity and respect.

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Grade Span: 6-8 (by the end of Grade 8)

Practice 1: 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 affect health behavior and outcomes.

Mental and Emotional Health [8.1.MEH]

1. Describe how emotions can affect one's behaviors and experiences, and how this might vary in differing contexts.

Safety [8.1.SAF]

1. Analyze how various influences (e.g., peers, family, culture, society, school and community policies) affect adolescents' safety in various situations.
2. Define sexual harassment, sexual abuse, sexual assault, and domestic violence and identify resources for support.
3. Analyze how sharing or posting personal information electronically about oneself or others (e.g., chat groups, email, texting, sexting, websites, social media, phone and tablet applications) can affect the safety of self and/or others.

Substance Use and Misuse [8.1.SU]

1. Analyze influences (e.g., culture, peers, media, perceptions of norms) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (regarding age, use, or type) and potentially harmful substances.
2. Describe the ways that social characteristics (e.g., socioeconomic status, culture) can affect risk and protective factors for substance use and misuse.
3. Summarize and communicate the effects of using 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 brain development and multiple dimensions of health (e.g., physical, social, occupational, mental/emotional).

Community and Environmental Health [8.1.CEH]

1. Define social factors that affect people's health (e.g., education, social environment, socioeconomic conditions, food availability, public safety, discrimination) and analyze how they may affect health at different levels (e.g., individual, family, and community).
2. Analyze how stigma and public perception can influence access to health and health care (e.g., menstrual health care, mental health services and supports, preventative screenings).
3. Define public health policies and government regulations and explain how they can influence health promotion and disease prevention in both positive and negative ways.
4. Analyze how environmental factors (e.g., air quality, trash and litter, availability of clean drinking water) and types of pollution (e.g., air, noise, chemical, water) affect health.

Practice 2: Social Awareness, Relationship, and Communication Skills

Enhance relationships, personal health, and the health of others through social awareness and effective communication.

Mental and Emotional Health [8.2.MEH]

1. Discuss how stress and resilience can affect mental and emotional health.
2. Demonstrate ways to support people experiencing stress.
3. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies to communicate effectively when experiencing a range of emotions and in various situations.
4. Accurately recognize and effectively respond to emotions, thoughts, values, and perspectives when communicating with others and resolving interpersonal conflicts.
5. Analyze how people from diverse groups can learn from each other and how this can enhance emotional well-being.
6. Apply refusal or negotiation skills in ways that support or improve mental health and minimize health risks.
7. Advocate for oneself by creating 'I'-statements to express feelings and needs appropriately.

8. Identify signs and symptoms of mental and emotional distress, in self and others, that may require assistance from adults.
9. Demonstrate how to respond (e.g., 9-8-8, OK2SAY tipline) when there is a concern about one's own or someone else's mental well-being or when someone is considering self-harm or suicide.
10. Effectively express needs, wants, emotions, and feelings (including affection, love, friendship, concern, anger) in respectful and health-promoting ways.

Healthy Relationships [8.2.HR]

1. Identify characteristics of healthy and unhealthy relationships and ways to seek help in unhealthy or unwanted relationships.
2. Demonstrate effective verbal and non-verbal communication skills that foster healthy relationships, communicate boundaries, and show respect in various types of relationships.
3. Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings.
4. Explain why consent and respecting a person's boundaries are essential.
5. Demonstrate effective approaches to boundary setting (e.g., acknowledging feelings, communicate the boundary, target alternative) and maintenance of various boundaries (e.g., related to technology use, emotional, physical).
6. Identify situations when boundaries are being violated and identify tactics used to coerce or pressure someone to change a personal boundary (e.g., break a rule, share a password, send an explicit photo, have sex).
7. Demonstrate techniques and assertive responses to counter coercive tactics to maintain boundaries.
8. Analyze how media and technology can positively and negatively influence beliefs about what constitutes a healthy relationship.
9. Analyze the impact of technology and social media on relationships (e.g., use of smart devices, sharing relationship information, location tracking).
10. Describe potential impacts of imbalances in power on a variety of relationships and in various settings.

11. Analyze ways that prejudice, discrimination, and injustice can affect relationship health and describe ways to address these issues to support the health of self and others.
12. Apply conflict resolution strategies in various situations.
13. Demonstrate positive ways to communicate differences of opinion in various relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team).
14. Differentiate bullying, harassment, and abuse and demonstrate ways to support and seek help for someone who is being bullied, harassed, or abused, or who is the target of unhealthy or coercive behaviors.

Substance Use and Misuse [8.2.SU]

1. Analyze social situations in multiple settings (e.g., at home, at school, out with friends, at a party) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (age, use, or type) and potentially harmful substances.
2. Demonstrate effective verbal and nonverbal communication skills (including refusal) to keep self or others safe in substance use- and misuse-related situations (e.g., avoiding riding with a driver who is under the influence, resisting peer pressure, seeking help, leaving a situation) to protect individuals from risk or injury.

Sexual Health [8.2.SH]

1. Define gender identity, gender expression, and sexual orientation, and explain that they are distinct components of every individual's identity.
2. Explain how biological sex, gender identity, and gender expression are distinct concepts and how they interact with each other.
3. Explain that romantic, emotional, and/or sexual attractions can be toward an individual of the same gender and/or different gender(s), and that attractions can change over time.
4. Discuss signs, symptoms, and potential effects of sexually transmitted infections, including HIV.

Practice 3: Information and Resource Seeking

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

Safety [8.3.SAF]

1. Identify sources of support, such as parents or other trusted adults, to whom students can go if they or someone they know is being bullied, harassed, abused, assaulted, or exploited.
2. Explain why a person who has been bullied, harassed, abused, or the victim of any form of sexual or gender-based violence is not at fault.
3. Locate community resources that provide support and resources related to sexual exploitation or for getting help for self or others in situations related to sex trafficking.

Mental and Emotional Health [8.3.MEH]

1. Describe situations where professional health services are necessary to support or improve mental and emotional well-being.
2. Demonstrate the ability to access professional health services if needed.
3. Locate valid and reliable products, information, and services to enhance mental and emotional well-being, manage stress and emotions, and address mental health conditions.

Personal Health and Wellness [8.3.PHW]

1. Determine the accessibility of products, resources, and services that enhance health and identify supports and barriers to accessing the products or services.
2. Locate valid and reliable information on puberty, personal hygiene, menstruation, and personal health products from various resources in one's home, school, and community.
3. Access personal health products (e.g., deodorant, hair care, menstrual products, sunscreen, dental care products) based on individual needs.
4. Locate various personal health-related digital resources and assess each for reliability and validity.

Sexual Health [8.3.SH]

1. Analyze the validity of claims for health information, products, services, and resources about sexual and reproductive health.
2. Access credible sources of information about sexual and reproductive health.

Practice 4: Decision Making and Problem Solving

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

Safety [8.4.SAF]

1. Describe the role of individual versus shared responsibility in staying safe in various situations (e.g., digital safety, threats of violence, dangerous weapons, outdoor recreation, motor vehicle safety).
2. Discuss the variety of systemic, environmental, and physical factors that might help or hinder an individual's ability to remain safe in various situations.
3. Evaluate potential options and consequences for decisions related to personal safety (e.g., dangerous weapons, digital safety, threats of violence, motor vehicle safety, physical injury) in a variety of situations.
4. Describe laws (e.g., age of consent, child abuse and neglect, criminal sexual conduct, minor consent for health care) that relate to young people's sexual health and the rights of adolescents to maintain their own health, and how these might influence decisions related to sexual health.
5. Define exploitation, human trafficking (both sex and labor trafficking), and describe strategies used for, and warning signs of, exploitation and recruitment of youth.
6. Demonstrate strategies perpetrators use to carry out human trafficking and how to get help if concerned about self or others.
7. Explain the potential consequences of requesting, sending, or digitally posting sexually explicit pictures or messages, and demonstrate the ability to make health-promoting decisions related to safe and legal activity in online and digital spaces.

8. Demonstrate strategies for protecting privacy and reducing risks online and in digital spaces.
9. Describe the characteristics of various forms of power and control and demonstrate strategies for getting help.
10. Evaluate various non-violent responses to address conflict and demonstrate the ability to use these responses to act on health-related decisions.
11. Analyze barriers that may prevent someone from reporting unsafe situations and child maltreatment to adults and identify strategies to overcome these barriers.
12. Demonstrate the ability to use a decision-making process to address personal safety in various situations.

Healthy Relationships [8.4.HR]

1. Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships and discuss various ways to show affection within different relationships.
2. Compare and contrast the continuum of healthier and less healthy relationship behaviors and how these affect health and well-being.
3. Identify warning signs of potential danger in a relationship and strategies for help.
4. Describe characteristics of unhealthy and/or abusive relationships and evaluate options and strategies a person might use to end those relationships, including involving a trusted adult who can help.
5. Define consent and describe factors, including drugs and alcohol, that may influence one's capacity to request consent, and to give and receive consent, including sexual consent, in a variety of situations.
6. Demonstrate the ability to apply a decision-making process to decisions related to consent in various relationships (friendship, family, romantic, sexual) and to communicate and respond to consent or non-consent.
7. Demonstrate the ability to apply a decision-making model to arrive at a decision that promotes health and safety related to various relationships (including sexual relationships).

Balanced Eating and Physical Activity [8.4.BEPA]

1. Seek strategies to minimize barriers and maximize opportunities (e.g., time, space, physical abilities, access to equipment, overuse of digital devices) that help maintain a physically active lifestyle.

Substance Use and Misuse [8.4.SU]

1. Apply a decision-making process to situations involving legal or illegal drugs, considering potential consequences on self and others.
2. Determine when situations or problems related to illegal drugs might require assistance and identify possible options in how to respond.
3. Access valid and reliable information (from home, school, and community) about legal and illegal drugs (regarding age of legal use or type of substance) and use it to understand and communicate the risks and dangers of drug use and misuse.
4. Analyze factors that may affect a decision to use legal or illegal substances.
5. Use adolescent data to reinforce the norms that most don't use illegal drugs including nicotine, alcohol, and marijuana.

Sexual Health [8.4.SH]

1. Identify valid and reliable sources of information and resources to inform and support sexual health decisions.
2. Analyze ways to prevent pregnancy and sexually transmitted infections (STIs), including strategies that can be used before becoming sexually active (e.g., communicating with a partner, HPV vaccine, contraception).
3. Describe possible short- and long-term impacts of engaging in sexual activity and identify ways to avoid negative or potentially harmful consequences.
4. Analyze personal and family values related to relationships, sexual behaviors, and sexual health.
5. Explain the importance of, and ways to identify, setting personal limits to avoid unintended outcomes from risky or unwanted sexual behavior and to make sexual health decisions.
6. Articulate the benefits of abstinence, postponing sexual activity, and setting personal limits (e.g., aligning with personal or family values

changing the nature of relationships, avoiding early or unintended pregnancy, reducing risk of STIs) based on individual beliefs and values.

7. Describe strategies that can be used to make decisions that adhere to personal and family values.
8. Apply an effective decision-making process in situations related to sexual health.

Practice 5: Self-Management and Goal Setting

Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

Mental and Emotional Health [8.5.MEH]

1. Explain environmental and contextual factors that affect mental and emotional wellbeing and individual and collective responsibility for supporting mental and emotional health.
2. Demonstrate strategies to manage changing emotions during adolescence effectively.
3. Demonstrate techniques to independently manage emotions on own in a variety of settings.
4. Demonstrate behaviors that will maintain or improve the mental and emotional well-being of self and others.
5. Explain possible outcomes of expressing or repressing emotions.
6. Examine how various coping strategies may help or harm health.
7. Apply health-promoting coping and stress management strategies.
8. Demonstrate strategies to persevere when facing adversity.
9. Create and monitor personal goals to meet identified emotional and mental health needs or wants and identify people or resources to assist in meeting those goals.
10. Analyze and demonstrate strategies for planning, prioritizing, and managing time.

Safety [8.5.SAF]

1. Demonstrate proficiency in Cardiopulmonary Resuscitation (CPR) and the use of Automated External Defibrillators (AEDs).
2. Demonstrate ways to promote personal safety and reduce the risk of injuries in a variety of situations (e.g., during physical activity, around motor vehicles, around firearms, around loud noise or music, around water, fire prevention, during a fire, as a pedestrian).

Balanced Eating and Physical Activity [8.5.BEPA]

1. Describe how self-expression and enjoyment influence individual engagement in physical activity.
2. Recognize and implement safe and appropriate behaviors during physical activity (e.g., knowing where you are, being aware of your surroundings, staying off cell phones).
3. Explain the connections between being physically active and overall physical, emotional, and mental health.
4. Apply knowledge of personal comforts and preferences to select physical activities of interest.

Sexual Health [8.5.SH]

1. Assess personal health practices and develop short- and long-term goals that support healthy sexual behaviors (e.g., abstinence, delay, use of contraception, use of barriers, giving and obtaining consent).
2. Determine strategies that will reduce the risk of HIV and other sexually transmitted infections and pregnancy.
3. Examine various considerations (e.g., personal and/or family values, cultural and societal norms, and beliefs) for determining emotional readiness for sexual behaviors.
4. Describe how sexual health values and priorities may change with age, maturity, knowledge, and responsibilities.

Practice 6: Advocacy and Health Promotion

Promote personal, family, and community health and well-being.

Mental and Emotional Health [8.6.MEH]

1. Analyze how stereotyping, bias, prejudice, and discrimination can affect mental and emotional health.
2. Analyze influences on body image and the relationship between body image, disordered eating, and mental health.
3. Analyze the effects of social media on mental and emotional health.
4. Demonstrate strategies for supporting healthy body image in youth and adolescents.
5. Demonstrate strategies for reducing stigma related to mental health.

6. Use adolescent data regarding peer norms to formulate a health-promoting position to challenge negative norms, discrimination and injustice.
7. Evaluate strategies for countering, reducing, or eliminating stereotyping, prejudice, discrimination and injustice.
8. Encourage others to refrain from teasing or bullying others based on personal characteristics (e.g., race, national origin, disability, body shape, or weight), or personal values and beliefs.

Safety [8.6.SAF]

1. State a position, supported by accurate information, that encourages peers to adopt or continue practices that maintain or enhance personal safety.
2. Demonstrate how to influence and support others to make choices that maintain or enhance personal safety.
3. Work cooperatively to support the safety of individuals, families, and communities.
4. Identify reasons that harassment is harmful and illegal, along with warning signs for when to report it and seek help from a safe/trusted adult or health professional.

Balanced Eating and Physical Activity [8.6.BEPA]

1. Demonstrate the importance of food and how it is used in cultural traditions, celebrations, and connecting with others.
2. Analyze a variety of influences (e.g., media, peers, family, culture, stigmas, school, economics, food access, food production. and cultivation) on nutrition-related beliefs and behaviors in today's society.
3. Discuss a variety of perspectives on health-promoting eating practices (e.g., food guidelines from other countries and cultures, cultural food practices, buying locally grown or produced foods) and describe the health benefits of and strategies for implementing these practices.
4. Articulate a health-promoting position on a nutrition-related topic and support the claim with accurate information.
5. Identify personal dietary needs (e.g., food allergies, food preferences) and goals, and advocate to address the identified needs and goals.

6. Collaborate effectively to support nutrition-related practices or behaviors that maintain or enhance health.

Sexual Health [8.6.SH]

1. Demonstrate ways to show courtesy and respect for others when aspects of their sexuality or gender are different from one's own.
2. Practice skills to intervene if teasing or bullying based on sexuality are occurring and how to support those affected.
3. Encourage others to refrain from teasing or bullying others based on their sexuality (e.g., sexual activity [including abstinence], sexual orientation) or gender (e.g., gender expression, gender identity).
4. Identify behaviors, policies, and practices in the school community that promote or hinder dignity and respect for all individuals.

Grade Span: 9-12 (by the end of Grade 12)

Practice 1: 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 affect health behavior and outcomes.

Safety [12.1.SAF]

1. Discuss the role of personal, community, and societal beliefs, values, and actions in creating a culture free of bullying, harassment, and abuse, and all forms of sexual and gender-based violence.

Healthy Relationships [12.1.HR]

1. Demonstrate how to access valid and reliable information and resources to help maintain positive relationships and get help if in harmful or unhealthy relationships.

Balanced Eating and Physical Activity [12.1.BEPA]

1. Analyze the role of technology and social media tools in supporting healthy eating and active lifestyles.
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.

Sexual Health [12.1.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.

Community and Environmental Health [12.1.CEH]

1. Explore the impact of social drivers of health (e.g., education, social environment, socioeconomic conditions, public safety) on individuals at different levels (e.g., interpersonal, intrapersonal, community, policy).
2. Evaluate the influence of social context/environment, not solely personal choices, on an individual's health.

3. Discuss various factors that can influence public, community, and/or environmental health and analyze strategies for mitigating harm and improving health outcomes.
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).
5. Identify and evaluate global influences (e.g., pollution, global policies) on personal and community health.
6. Analyze behaviors, policies, and practices in the school community that promote dignity and respect, and reduce stigma for all individuals.

Practice 2: Social Awareness, Relationship, and Communication Skills

Enhance relationships, personal health, and the health of others through social awareness and effective communication.

Safety [12.2 SAF]

1. Evaluate potential risks of digital interactions.
2. Discuss strategies to protect personal information online and on social media.
3. Apply safe behaviors to promote privacy, well-being, and respectful online communication.

Mental and Emotional Health [12.2.MEH]

1. Describe positive (e.g., developmental assets, protective factors, resilience, supportive adult relationships) and negative factors (e.g., trauma, adversity) that can affect mental and emotional health and well-being.
2. Demonstrate strategies for expressing understanding towards those who hold different beliefs.
3. Evaluate how society, cultural norms, and values affect personal interactions.
4. Evaluate the influence of peers, social media, online content, family, society, community, and culture on body image and the influence body image has on health.
5. Evaluate personal comfort with engagement in social situations and create a plan for personal growth in social engagement.

6. Analyze power imbalances in relationships and demonstrate strategies that communicate your values, your right to say no, and your ability to hold others accountable for their actions.
7. Demonstrate the ability to communicate about mental health in culturally responsive ways that reduce stigma.
8. Communicate when there is a concern about one's own or someone else's mental well-being or when someone is considering self-harm or suicide.

Healthy Relationships [12.2.HR]

1. Demonstrate ways to express understanding of and acceptance of differing perspectives.
2. Use effective strategies (e.g., boundary setting, maintaining personal boundaries, respecting others' boundaries, I-statements, stating your needs, recognizing warning signs) to leave negative relationships and improve or maintain positive relationships.
3. Summarize the benefits of respecting individual differences related to growth and development, physical appearance, and sexuality.
4. Analyze how various factors and behaviors influence conflict and strategies to avoid escalation.
5. Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, assault, discrimination, or exploitation.
6. Appropriately resolve interpersonal conflicts in various settings (e.g., school, family, work, community, and personal relationships).
7. Demonstrate empathy (e.g., active listening, withholding judgment, compassion) toward others.
8. Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement.
9. Evaluate verbal, physical, and non-verbal social, cultural, and environmental cues to predict and respond to the emotions and communication style of others.
10. Use assertive communication techniques in various settings and with a variety of audiences to meet personal needs and maintain or enhance overall health.
11. Summarize the importance of talking with parents, guardians, caregivers, and/or other trusted adults about issues related to relationships, growth and development, and sexual health.

Balanced Eating and Physical Activity [12.2.BEPA]

1. Evaluate the opportunity for social interaction and social support in a variety of physical activities in and out of school.
2. Analyze the impact of extreme or fad diets and how social influences can encourage unhealthy eating behaviors.

Practice 3: Information and Resource Seeking

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

Mental and Emotional Health [12.3.MEH]

1. Demonstrate how to access valid and reliable information and resources to help or support someone (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).
2. Discuss the variety of supports available at home, school, and in the community for maintaining or enhancing mental and emotional health.
3. Evaluate the valid and reliable resources from home, school, and community that provide health information on enhancing mental and emotional well-being.
4. Use valid and reliable resources to find information and access support on mental health issues and conditions for self or others.
5. Recognize the signs of problem behaviors and/or addictions (e.g., gambling, overuse of social media) and demonstrate strategies for seeking help for self or others.
6. Use valid and reliable resources to find information on risk factors for, and signs and symptoms of, suicide ideation or non-suicidal self-injury.

Healthy Relationships [12.3.HR]

1. Explain the harm that can be caused by disrespecting others with differing views and beliefs and demonstrate positive ways to express understanding of differing perspectives.
2. Use effective strategies (e.g., boundary setting, maintaining personal boundaries, respecting others' boundaries, I-statements

- stating your needs, recognizing warning signs) to leave negative relationships and improve or maintain positive relationships.
3. Summarize benefits of respecting individual differences in aspects of growth and development, physical appearance and sexuality.
 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.
 5. Demonstrate effective ways to communicate with trusted adults about bullying, harassment, abuse, assault, discrimination, or exploitation.
 6. Appropriately resolve interpersonal conflicts in various settings (e.g., school, family, work, community, and personal relationships).
 7. Demonstrate empathy (e.g., active listening, withholding judgement, compassion) toward others.
 8. Demonstrate communication skills that account for the perspective of others while allowing for active and effective social engagement.
 9. Evaluate verbal, physical, and non-verbal social, cultural, and environmental cues to predict and respond to the emotions and communication style of others.
 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.
 11. Summarize the importance of talking with parents, guardians, caregivers, and/or other trusted adults about issues related to relationships, growth and development, and sexual health.

Balanced Eating and Physical Activity [12.3.BEPA]

1. Evaluate the validity of claims made by companies and social media influencers intended to promote or improve nutrition, fitness, and a healthy, active lifestyle.
2. Evaluate available resources, supports, and participation requirements of community-sponsored activities physical activity and fitness activities.
3. Evaluate the opportunity for social interaction and social support in a variety of physical activities in and out of school.

Substance Use and Misuse [12.3.SU]

1. Evaluate the validity of information, products, services, and resources intended to help a person make health-promoting choices when making decisions related to legal substance use.
2. Use valid and reliable information to analyze the relationship between the use of legal and illegal (regarding legal age of use and type) substances and the legal and illegal (regarding legal age of use and type) substances and the causes of death (including overdose) and disease (including addiction) in the United States.
3. Recognize the signs of substance misuse and addiction and demonstrate strategies for seeking help for self or others.
4. Identify resources and support systems available to help navigate challenging situations pertaining to substance use and misuse.
5. Identify laws that protect a person who calls for professional help during a substance use crisis (e.g., Good Samaritan Laws).
6. Access valid and reliable resources to determine laws regarding the purchasing, distributing, and selling substances (e.g., dispensaries, on the street, stores, legal vs. illegal, travel across state lines).
7. Determine when professional services related to legal and illegal substances may be required.

Community and Environmental Health [12.3.CEH]

1. Identify cost-effective ways to minimize environmental pollutants (e.g., chemicals, trash, noise) in the home and in the community.

Practice 4: Decision Making and Problem Solving

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

Healthy Relationships [12.4.HR]

1. Examine aspects of various personal relationships, including characteristics of healthy and unhealthy family, peer, romantic (dating), and/or sexual relationships.
2. Analyze the benefits and risks of various ways people express love and/or caring within health promoting relationships.
3. Analyze the role of individual versus shared responsibility in building and maintaining healthy relationships.

4. Describe patterns of power and control in relationships and discuss strategies for getting help and leaving an unhealthy, violent, or exploitative relationship.
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.
6. Explain age of consent laws and examine the various components of consent (e.g., consent must be asked for and verbally given, consent cannot be given if under the influence, consent can be taken away at any time).
7. Evaluate strategies (e.g., setting expectations and/or boundaries) for dealing with difficult relationships with family members, peers, and partners and demonstrate the ability to use these strategies to make health-promoting decisions.
8. Examine the complexity of, and discuss considerations related to, the decision to leave an unhealthy relationship, develop a safety plan to recognize when, and get out of, any future unsafe or harmful relationships, and determine situations when adult and/or professional support is needed.
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.

Balanced Eating and Physical Activity [12.4.BEPA]

1. Identify snacks, food, and beverage choices that support or interfere with performance, recovery, and enjoyment during physical activity.
2. Plan a weekly menu to meet age-appropriate recommendations within a specific budget.
3. Choose an appropriate level of challenge based on your current skill level to experience success in a self-selected physical activity.
4. Evaluate opportunities and barriers to physical activity in a variety of contexts.

Substance Use and Misuse [12.4.SU]

1. Reflect on personal beliefs, values, and choices compared to cultural, community, and societal norms around substance use and misuse.
2. Evaluate situations and how various internal and external factors (e.g., peers, media, social norms, corporate practices) influence substance use and misuse.
3. Analyze the potential short- and long-term impacts of legal and illegal substances on multiple dimensions of health (e.g., physical, mental, emotional, social, and/or intellectual) and on other health risk behaviors (e.g., sexual activity and impaired driving).
4. Employ self-management skills to act on health-promoting decisions about legal substance use.

Sexual Health [12.4.SH]

1. Discuss reasons why it is harmful and illegal to trick, threaten, or coerce another person into sexual activity.
2. Analyze factors that contribute to behaviors that increase the risk of pregnancy, HIV, and other STIs.
3. Explain the importance of STI (including HIV) testing and treatment, where to get tested, and why it is essential to communicate with a partner about STI status.
4. Identify situations, signs, and symptoms that might indicate a need to seek medical consultation.
5. Evaluate readiness, options, and their respective outcomes regarding decisions about whether to engage in sexual activity, including abstaining, postponing sexual intercourse, engaging in risk reduction practices (e.g., using condoms and other barriers, using birth control).
6. Demonstrate the ability to apply a thoughtful decision-making process in situations related to sexual activity and sexual health.

Practice 5: Self-Management and Goal Setting

Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

Mental and Emotional Health [12.5.MEH]

1. Apply strategies to respond appropriately based on different levels of emotions in interactions.
2. Apply coping and stress management techniques to manage a variety of stressors (e.g., school, personal life, relationships) and create a long-term plan for stress management.
3. Develop and apply strategies using protective factors and assets to support mental and emotional well-being.
4. Assess and implement health practices and overall health status across multiple dimensions of wellness (e.g., physical, emotional, intellectual, spiritual, social).
5. Set a goal, create a plan, monitor progress, and celebrate success for plans that minimize stress and promote wellness.
6. Apply strategies that support a willingness to reflect, learn, and grow from challenges through experience and feedback.

Safety [12.5.SAF]

1. Analyze recruitment tactics used in trafficking and exploitation to exploit vulnerabilities and recruit youth.
2. Demonstrate strategies, including risk reduction strategies, that can help avoid or address situations related to sexual exploitation in physical and digital settings.
3. Evaluate ways and demonstrate strategies to reduce risk and stay safe, follow laws, and act respectfully in physical and digital settings.
4. Evaluate personal responsibility and the consequences related to pressuring someone for sexually explicit pictures, sending or posting sexually explicit pictures or messages.
5. Demonstrate strategies for asking for assistance or providing support for self and peers when faced with unsafe situations.
6. Demonstrate proficiency in Cardiopulmonary Resuscitation (CPR) and the use of Automated External Defibrillators (AEDs).

Balanced Eating and Physical Activity [12.5.BEPA]

1. Compare and contrast various dietary guidelines and practices from valid and reliable sources, locations, and cultures.
2. Analyze the physical, mental, social, economic, and academic benefits and/or consequences of various dietary habits or behaviors.
3. Describe safe food storage and preparation practices.
4. Demonstrate how to comparison shop, considering criteria such as pricing, nutrient density, processing, and environmental impact.
5. Assess personal nutrition-related practices using dietary guidelines of their choice.
6. Analyze various factors that influence nutrition-related beliefs and behaviors and analyze the ways that these factors are affecting personal beliefs and behaviors.
7. Develop and implement a plan with goals that build on strengths and address areas for improvement through monitoring progress and adjustments as needed.
8. Analyze barriers (e.g., finances, food availability and access, social norms, media) to succeed with a personal nutrition-related goal and identify supports to help overcome those barriers.
9. 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.
10. Create a goal and plan for participating in physical activity to maintain or improve health and monitor progress.
11. Select and participate in physical activities that meet a variety of personal needs (personal goals, strengths, interests, enjoyment, social interaction, and/or self-expression).

Personal Health and Wellness [12.5.PHW]

1. Develop a plan and implement strategies based on an identified need or want to attain a goal that improves physical health.
2. Create a plan that develops agency of one's health and healthcare.
3. Demonstrate strategies to self-advocate in healthcare settings (e.g., getting questions answered, seeking clarity of medical instructions, seeking a prescription refill).

4. strategies based on an identified need or want to attain a goal that improves physical health.
5. Create a plan that develops agency of one's health and healthcare.
6. Demonstrate strategies to self-advocate in healthcare settings (e.g., getting questions answered, seeking clarity of medical instructions, seeking a prescription refill).
7. Discuss signs and symptoms of reproductive health concerns and strategies to manage discomfort and/or seek medical care as needed.
8. Analyze external factors (such as social drivers of health) that can affect health and one's agency in addressing health.

Practice 6: Advocacy and Health Promotion

Promote personal, family, and community health and well-being.

Sexual Health [12.6.SH]

1. Discuss how to foster empathy, inclusivity, and respect around issues related to gender and sexuality.
2. Identify and support school and community policies and programs that promote respect for people of all sexual orientations, gender identities, and gender expressions.

Community and Environmental Health [12.6.CEH]

1. Analyze programs, policies, and strategies to reduce and eliminate health inequities and disparities.
2. Examine data and evaluate policies or initiatives that address a public health concern within the community.
3. Develop and/or implement a plan for participating in projects to help make positive changes in a community (e.g., volunteering, service-learning, service project).