Health Education: HLH301 Grades 9–12

The content in the DoDEA health education standards is organized into seven strands. The six standards in the first strand, Health Literacy Skills (HESK), address skills that are for personal, family and community health enhancement. These standards teach essential and transferable skills that foster health efficacy. The skills also are applicable as learning tools for the other six content strands. The standards in the Health Literacy Skills strand are consistent throughout all grade levels and matched at each grade level with content standards in the other strands as important similarities are identified. The standards in the remaining content strands, Personal and Community Health (HE1); Safety and Injury Prevention (HE2); Nutrition and Physical Activity (HE3); Mental Health (HE4); Alcohol, Tobacco, and Other Drugs (HE5); Family Life and Human Sexuality HE6) progressively change through the grade levels.

Strand:

HESK Health Literacy Skills

Essential Understanding:		Demonstrating health literacy skills lead to personal family and community health.
		The student will:
Standards:	HLH301SK1: HLH301SK2: HLH301SK3: HLH301SK4: HLH301SK5: HLH301SK6:	access valid health information; practice health-enhancing behavior; analyze influences on health; use interpersonal communications skills to enhance health; use goal setting and decision making skills to enhance health; advocate for health.
Strand: HE1 Personal and Co	mmunity Ucalth	
Essential Understanding:	HLH301HE1	Practicing personal hygiene, health habits, and health promotion leads to lifelong wellness.
		The student will:
Standards	HLH301HE1a:	evaluate the impact of technology on personal, family, and community health;
	HLH301HE1b:	analyze how family, peers, and community influence the health of the individual;
	HLH301HE1c:	evaluate health practices that reduce the risk of health problems during adulthood;
	HLH301HE1d:	 investigate environmental health risks in the community, Examples are: water pollutants, air pollutants (indoor and outdoor), and
	HLH301HE1e:	 soil pollutants; evaluate claims made by promoters of health-related products and services.
Strand:	Drovontion	
HE2 Safety and Injury Essential Understanding:	HLH301HE2	Following safe practices prevents injury, sudden illness, child abuse and child neglect.
		The student will:

Standards:	HLH301HE2a:	evaluate the prevalence of risk taking behaviors related to accidents, unintentional injuries, bullying, and violence among
	HLH301HE2b:	adolescents and young adults; analyze short- and long-term consequences of safe, risky, and
	HLH301HE2c:	harmful behaviors; demonstrate personal safety strategies for preventing/avoiding unsafe and violent situations in the home, at school, and in the
	HLH301HE2e:	community; demonstrate steps for CPR and the Heimlich maneuver; analyze choices related to driving and transportation safety; and distinguish risk factors that are controllable and uncontrollable for the student's age group.
Strand:		
HE3 Nutrition and Ph Essential Understanding:	HLH301HE3	Healthful nutrition and physical activity contribute to growth and energy and prevent chronic diseases.
		The student will:
Standards:	HLH301HE3a:	analyze physical inactivity and obesity trends in children, adolescents, and adults in the United States since 1995;
	HLH301HE3b:	 analyze internal and external influences on food choices and eating habits; examples are: personal likes and dislikes media advertisements
	HLH301HE3c:	 government regulations (FDA, USDA) determine the relationships among food purchase, storage, and
	HLH301HE3d:	preparation practices to food safety and nutritional value; and investigate school, family, and community sources for maintaining balanced nutrition,
	HLH301HE3e:	 examples are: school cafeteria, restaurant and fast food menus family pantry and grocery list explain the relationship among eating behaviors, physical activity and emotional health.
Strand:		
HE4 Mental Health Essential Understanding:	HLH301HE4	Mental health is essential to general well-being
		The student will:
Standards:	HLH301HE4a:	identify signs and symptoms of mental illness (physical and emotional stress, eating disorders, clinical depression) and patential aujoide:
	HLH301HE4b:	potential suicide; analyze verbal and nonverbal skills needed to develop and
	HLH301HE4c:	maintain healthful interpersonal relationships; describe the influences of group identity on development of self- esteem and relationships with others;

	HLH301HE4e:	analyze strategies to manage and diminish aggressive behaviors; including bullying, harassment, hazing and gangs; evaluate personal coping strategies that address deployments and military community life; and evaluate community mental health resources.	
Strand: HE5 Alcohol, Tobacco, and Other Drugs			
Essential Understanding:	HLH301HE5	Drug use can be helpful or harmful. Misuse has consequences that may require intervention and treatment.	
		The student will:	
Standards:	HLH301HE5a:	distinguish valid sources of information on recent trends related to teenage alcohol, tobacco, and other drug use;	
	HLH301HE5b:	determine the importance of taking medicinal drugs in the dosage and duration as prescribed;	
	HLH301HE5c:	summarize local alcohol and other drug-related laws, including driving-related laws;	
	HLH301HE5d:	evaluate local community resources for alcohol, tobacco, and other drug-related interventions and treatments available to	

	teenagers and adults;
HLH301HE5e:	set personal goals for resisting negative peer pressure;
HLH301HE5f:	demonstrate positive coping strategies to avoid the use of
	alcohol, tobacco, and other illicit drugs; and
HLH301HE5g:	assess preconceptions regarding the use of alcohol, tobacco and
-	other drugs among adolescents

Strand:

HE6 Family Life and Human Sexuality		
Essential Understanding:	HLH301HE6	Developmental changes prepare one for adult roles in the family and society.
		The student will:
Standards:	HLH301HE6a:	explain the anatomy and physiology of the human reproductive system;
		determine responsibilities of healthful pregnancy and parenting. investigate relationship issues that promote expectations for healthful sexual relationships; examples are:
		respecting the individual's romantic/sexual limits,sexual abuse prevention;
	HLH301HE6d:	 explain routine preventive health practices; examples are: breast and testicular self-examination, use of barriers to prevent contact with body fluids;
		 analyze how interpersonal communications affect relationships; evaluate the effectiveness of various methods of contraception, examples are: abstinence, barrier methods,

	 other contraceptive methods;
HLH301HE6g:	recognize that there are individual differences in growth and
	development, body image, gender roles and sexual orientation;
HLH301HE6h:	describe strategies for preventing and reporting sexual
	discrimination, assault, harassment, and rape;
HLH301HE6i:	analyze consequences of teenage pregnancy from different
	viewpoints; and
HLH301HE6j:	evaluate HIV and STD prevention, treatment, and control
	strategies.