

Strand #1: Nutrition & Physical Activity

- 1.1 Distinguish between unhealthy & healthy ways to manage weight.
- 1.2 Locate resources in one's community and online for nutrition info, services, & help with management.
- 1.3 Demonstrate the ability to use info on food labels to choose nutrient-dense foods & beverages.
- 1.4 Prepare meal plans according to the federal dietary guidelines.
- 1.5 Assess one's personal nutrition needs & level of physical activity.
- 1.6 Assess one's personal preference regarding healthy eating & physical activity.
- 1.7 Assess personal barriers to healthy eating & physical activity, and develop solutions to remove these.
- 1.8 Develop a personal plan for improving one's nutrition, incorporating physical activity, & maintaining weight.
- 1.9 Predict the health benefits of eating healthy & physically active; & the consequences.
- 1.10 Advocate for nutritional food choices and physical activity at school.
- 1.11 Distinguish between facts & myths regarding nutrition practices, products, & physical performance.
- 1.12 Describe nutrition practices that are important for the health of a pregnant woman & her baby.
- 1.13 Demonstrate proper use of safety gear during physical activity.
- 1.14 Demonstrate strategies for protections from cold, heat, & sun during physical activity.

Strand #2: Alcohol, Tobacco, & Other Drugs (ATOD)

- 2.1 Describe short-term & long-term health consequences of ATOD use.
- 2.2 Clarify myths regarding the scope of ATOD use among adolescents.
- 2.3 Locate resources in one's community & online; and services regarding ATOD use prevention & cessation.
- 2.4 Apply strategies to access & get help for self & others.
- 2.5 Demonstrate skills to avoid tobacco exposure & avoid or resist use of ATOD.
- 2.6 Describe financial, political, social, & legal influences regarding ATOD.
- 2.7 Analyze internal & external pressures to use of ATOD.
- 2.8 Apply decision-making & problem-solving steps to problems related to ATOD use.
- 2.9 Demonstrate ways to support others who want to stop using ATOD.
- 2.10 Advocate for ways schools & communities can promote a tobacco-free environment.
- 2.11 Present a persuasive solution to the problem of ATOD use among youth.

Strand #3: Safety

- 3.1 Explain the effects of violence of individuals, families, communities, & our nation.
- 3.2 Describe the characteristics of situations which are dangerous, and those that must be reported to authorities.
- 3.3 Define & describe bullying, sexual violence, sexual harassment, & their effects on individuals.
- 3.4 Describe the Michigan laws regarding bullying, sexual violence, and sexual harassment.
- 3.5 Locate resources in the community & online regarding sexual harassment & violence.
- 3.6 Apply strategies to access & get help for self or others.
- 3.7 Apply strategies to avoid and report dangerous situations, including conflicts involving weapons & gangs.
- 3.8 Demonstrate strategies to stay safe in a violent situation.
- 3.9 Apply skills & strategies for avoiding & dealing with sexual harassment & exploitation.
- 3.10 Assess characteristics of hypothetical relationships for warning signs of harm & abuse.
- 3.11 Analyze social pressures to refrain from telling on others or reporting dangerous situations.
- 3.12 Analyze the role of friends & peers in the escalation of conflicts & the promotion of violence.
- 3.13 Demonstrate the ability to use conflict resolution skills.
- 3.14 Evaluate the characteristics of a conflict, which must be managed rather than resolved.

- 3.15 Evaluate the impact of media on the prevalence of violence.
- 3.16 Apply strategies to stop or de-escalate a conflict.
- 3.17 Apply strategies to hypothetical situations involving abusive relationships.

Strand #4: Social & Emotional Health

- 4.1 Identify the characteristics of positive relationships, & analyze their impact on health.
- 4.2 Describe the warning signs, risk factors, & protective factors for depression & suicide.
- 4.3 Locate resources regarding depression & suicide prevention; & analyze the validity.
- 4.4 Demonstrate how to seek help for self or others when suicide may be a risk.
- 4.5 Demonstrate the ability to express emotions constructively, including use of anger management skills.
- 4.6 Develop short-term & long-term personal goals & aspirations.
- 4.7 Apply decision-making & problem-solving steps to generate alternative solutions regarding social situations.
- 4.8 Predict the potential short- and long-term effects not having goals & aspirations.
- 4.9 Demonstrate the ability to apply listening skills & assertive communicate skills in all situations.

- 4.10 Demonstrate how to respond constructively to the anger of others.
- 4.11 Describe the impact of showing empathy for another person's emotions & point of view.
- 4.12 Assess one's personal behavior & how one demonstrates character traits.
- 4.13 Develop a personal plan for maintaining or improving one's demonstration of character traits.
- 4.14 Evaluate the effectiveness of health-related decisions.

Strand #5: Personal Health & Wellness

- 5.1 Describe how common infectious diseases are transmitted.
- 5.2 Explain the importance of regular health screenings or exams.
- 5.3 Analyze the importance of rest and sleep for personal health.
- 5.4 Demonstrate the ability to access valid info & resources related to personal health issues & concerns.
- 5.5 Demonstrate the ability to access accurate info about personal health products.
- 5.6 Describe health practices that can prevent the spread of illness.
- 5.7 Apply knowledge about symptoms of illness to determine whether medical care is required.
- 5.8 Describe strategies for minimizing potential harm from exposure to the sun.

- 5.9 Analyze the social influences that encourage or discourage a person to practice sun safety.
- 5.10 Assess personal rest & sleep practices and create a personal plan to incorporate rest & sleep in daily routines.
- 5.11 Describe the dangers of exposure to UV light, lead, asbestos, pesticides, & unclean air & water.
- 5.12 Demonstrate basic first aid skills (controlling bleeding, Heimlich maneuver).
- 5.13 Analyze influence of media on selection of personal health care products.

Strand #6: HIV Prevention

- 6.1 Analyze the rates of STIs among teens.
- 6.2 Summarize the symptoms, modes of transmission, consequences, & methods to prevent HIV & other STIs.
- 6.3 Summarize the criteria for who should be tested & the advantages of early diagnosis & treatment of HIV and other STIs.
- 6.4 Identify services & trustworthy adults that provide health info & testing regarding HIV & other STIs, and analyze validity.
- 6.5 Analyze common behaviors & situations to eliminate or reduce risks related to HIV & other STIs.

6.6 Evaluate one's personal perception of risk for HIV & other STIs.

6.7 Demonstrate communication skills to protect oneself from situations that could transmit HIV & STIs.

6.8 Demonstrate acceptance for individuals living with HIV.

Strand #7: Sexuality Education

7.1 Summarize & explain laws related to the sexual behavior of young people.

7.2 Compare & contrast the pros & cons of methods used for pregnancy & disease prevention.

ABSTINENCE.

7.3 Describe routine medical screening & exams for maintaining reproductive health, & medical tests for HIV.

- 7.4 Identify resources that provide info, counseling, & testing related to sexual health.
- 7.5 Apply strategies to avoid, manage, & escape situations that are high risk.
- 7.6 Explain how stereotypes, norms, peer influence, ATOD, media, & personal responsibility can impact sexual decisions.
- 7.7 Evaluate the physical, social, emotional, legal, & economic impacts of sexual health.
- 7.8 Develop personal goals & specific plan for choosing abstinence.
- 7.9 Apply decision-making skills to avoid situations that are high risk for pregnancy, HIV, & other STIs.
- 7.10 Demonstrate the ability to establish positive relationships, communicate sexual limits, & values to a BF/GF.

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Strand 2: *Alcohol, Tobacco, & Other Drugs*

Strand 3: *Safety*

Strand 4: *Social & Emotional Health*

Strand 5: *Personal Health & Wellness*

Strand 6: *HIV Prevention*

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