

## HIGH SCHOOL Health PRIORITY STANDARDS

Course(s) where this standard is applied	Performance Indicator Code	Performance Standards
<b>Wellness and Health Promotion (WHP)</b>		
	HS.WHP.2	Discuss personal and family values and behaviors that impact individual, interpersonal, and community health.
	HS.WHP.7	Demonstrate how to access medically accurate, comprehensive, and inclusive health- related resources online and in the community or at school.
	HS.WHP.8	Analyze how public health policies and government regulations can influence health promotion and disease prevention.
<b>Safety and First Aid (SFA)</b>		
	HS.SFA.3	Demonstrate how to administer basic first aid, hands-only cardiopulmonary resuscitation (CPR), use of an automated external defibrillator (AED), and treatment of an opioid overdose emergency.
	HS.SFA.4	Access a variety of resources in the home, school, and community that prevent injury.
	HS.SFA.6	Analyze community and individual preparation and emergency response in case of natural disasters, including wildfires and earthquakes, and acts of violence.
<b>Substance Use, Misuse, and Abuse (SUB)</b>		
	HS.SUB.2	Identify how to recognize and respond to overdose emergencies, including how to access, administer, and use naloxone for opioid overdose prevention and reversal.
	HS.SUB.3	Access valid and reliable health information on short- and long-term effects of substance use from print and electronic materials that are available from credible health organizations.
	HS.SUB.4	Analyze how laws, rules, policies, and regulations influence health promotion and disease prevention related to tobacco, marijuana, and other drugs.
	HS.SUB.5	Analyze the data on overdose and fentanyl laced over-the-counter and prescription medications.
	HS.SUB.6	Analyze the relationship between substance use, misuse, abuse and other health risks, including unintentional injuries, violence, self-harm, suicide, and sexual risk behaviors.
	HS.SUB.9	Demonstrate decision-making skills in regards to substance use, misuse, and abuse in varying situations.
	HS.SUB.10	Evaluate communication skills to manage social pressure to avoid or reduce health risks around substance use.
<b>Food, Nutrition, and Physical Activity (FNP)</b>		
	HS.FNP.3	Evaluate the physical, emotional, and mental impacts of missing or skipping meals and “fad” dieting.
	HS.FNP.5	Create a personal short- and long-term goal that incorporates nutritious eating, hydration, and physical activity as a daily part of life based on personal, cultural, and community influences.
	HS.FNP.6	Describe how to make nutritious food and beverage choices at home, school, and when dining out.
	HS.FNP.10	Identify policies, practices, and resources that support access to nutritious food, clean water, and accessible places for physical activity.
<b>Social, Emotional, and Mental Health (SEM)</b>		
	HS.SEM.3	Analyze physical and psychological effects of stress, anxiety, depression, social isolation, and individual and collective trauma.
	HS.SEM.4	Identify activities that promote social, emotional, and mental health.
	HS.SEM.5	Compare the validity, reliability, and accessibility of mental, social, and emotional health information, products, and services in the home, at school, and in the community.
	HS.SEM.6	Describe the signs and symptoms of mental health challenges, including the warning signs of suicide, self-harm, eating disorders and disordered eating, and other unsafe behaviors.
<b>Healthy Relationships and Violence/Abuse Prevention (HRVP)</b>		
	HS.HRVP.4	Examine the impact of power differences within relationships and other factors that can affect the ability to give or perceive consent, including in sexual activity.
	HS.HRVP.9	Model how to be an upstander by addressing hurtful comments, addressing concepts of intent, impact, and repair.
	HS.HRVP.10	Describe the types of abuse, including physical, emotional, psychological, financial, and sexual, and the cycle of violence as it relates to sexual abuse, domestic violence, dating violence, trafficking, and gender-based violence.
	HS.HRVP.11	Explain why a person who has been sexually harassed, abused, assaulted, or is a survivor/victim of child sexual abuse, rape, domestic violence, dating violence, or sex trafficking, is never to blame for the action of the perpetrator.
<b>Growth and Development (GD)</b>		
	HS.GD.1	Analyze how peers, media, family, society, history, culture, and a person's intersecting identities can influence self-concept, body image, and self-esteem.

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	HS.GD.7	Analyze familial factors that can limit access to genetic health information for many people, including adoption, foster care, migration, and donor conception.
<b>Sexual and Reproductive Health (SRH)</b>		
	HS.SRH.1	Analyze societal factors that might inhibit honest discussion between sexual and romantic partners about their sexual histories, including sexually transmitted infections (STIs) and HIV/AIDS status, and identify ways to begin open and honest conversation
	HS.SRH.2	Demonstrate the ability to effectively communicate with a partner to make decisions around abstinence and consensual sexual intimacy.
	HS.SRH.3	Describe how to make a decision about sexual behaviors, including virtual and in- person, that takes into consideration personal values and health and safety of self and others.
	HS.SRH.7	Compare and contrast methods to prevent unintended pregnancy, considering effectiveness, access, and personal impact on health.
	HS.SRH.8	Practice demonstrating the correct usage of barrier methods including external and internal condoms and dental dams.
	HS.SRH.9	Identify medically accurate sources of information for pregnancy, prenatal care, and pregnancy options, including parenting, surrogacy, adoption, abortion, and safe surrender, including community resources.
	HS.SRH.11	Discuss responsibilities around sexually transmitted infection (STI) prevention, testing, treatment, and disclosure to sexual partners.
	HS.SRH.12	Assess the validity, reliability, and accessibility of comprehensive sexual and reproductive health information, products, and services offered online and in the local community.