



Course:

Comprehensive Health

Comprehensive Health and Wellness Issues is a one-semester course that provides an overview of issues relating to personal health and wellness. Topics include Disease (Disease Model, Cancer, HIV/AIDS, STDs, Depression, Eating Disorders), Substance Abuse (Alcohol, Addiction, Illicit and Other Abused Drugs, Steroids), Sexuality (Reproductive Anatomy/Function/Dysfunction, Sexual Abuse, Sexual Orientation, Pregnancy & Childbirth, Parenting, Conception and Contraception, Postponing Sexual Activity) and Wellness (Stress Reduction, Mental Health, Sleep, Nutrition, Financial Awareness). Students will learn refusal skills, terminology related to health issues, methods of investigating health issues and resources via the internet, and the cause and effect nature of decision making on long and short-term physical and emotional health. Students will be challenged to understand their personal responsibility as independent decision-makers relating to health issues.

Unit 1: Overall Wellness

(Wellness, Decision Making, Goal Setting and Stress Management)

Overarching Question/Theme

- Why would it be important to know who is in your class, your group/team, your life?
- List as many attributes as you can that you would value in an effective team.
- What is health education and why is it important?
- Critical thinking on executive functions: Different organizations techniques, how to prioritize important tasks.
- Does technology have pros and cons?
- How to safeguard yourself from social media dangers.
- What is one of the most important decisions you have had to make so far in life? Did it end differently than how you thought it would?
- Why do we set goals?
- How do goals and time management connect?
- Scale 1-10 what is your stress level right now
- Name one thing helps you deal with your stress

Standard/Knowledge

- **Practice 1: Decision-making and Problem-solving.** Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations.
- **Practice 2: Self-Management and Goal Setting.** Set goals, engage in health promoting behaviors, and avoid risky behaviors.
- **Practice 3: Social Awareness, Relationship, and Communication.** Enhance relationships,

Skills/Dispositions

- Critical Thinking and Problem Solving.
- Agility and Adaptability.
- Curiosity and Imagination.
- Initiative/Entrepreneurialism.
- Effective Oral and Written Communication Skills.

<p>personal health, and the health of others through social awareness and effective communication.</p> <ul style="list-style-type: none"> ● Practice 5: Self-awareness and Analyzing Influences. Examine how emotional, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes. ● Practice 6: Information and Resource Seeking. Access, evaluate, and use valid and reliable health information, products, services, and related resources. ● Practice 7: Self- Advocacy and Health Promotion. Promote personal, family, community health and well-being. 	<ul style="list-style-type: none"> ● Access and Analyze Information Skills. ● Collaboration.
Resources	Assessments
<ul style="list-style-type: none"> ● Powerpoints ● Wellness Wheel worksheet ● Critical thinking/executive functioning skills ● Social Media Safety ● Decision Making group scenario worksheets ● If you want to change the world video ● jar of life video ● Smart Goal Activity ● Stress Test: Give better idea where students stress level is at ● Organized Stress Plan ● Fight or Flight video ● Coping and reduction strategies activity ● Time Management tools 	<ul style="list-style-type: none"> ● Goal Setting - Students set a goal using the goal setting activity and then try to achieve it throughout the semester. They may have to revise it and learn as they go. But, students will demonstrate their understanding by achieving a goal before the semester is over. Goals will be checked in throughout the semester. ● Journal Entry – Life Altering Event (Describe an event that has occurred in your life that was life altering. How did this assist you in reaching your wellness potential or prevent you from reaching your potential?) ● Goal setting activity worksheet – (short and long term goals are set, steps to accomplish the goal, and a way to keep track of it) ● Partner Work – (partners come up with five behaviors or strategies they have done to reach their wellness potential) ● Social Media awareness worksheet. ● Childhood 2.0

	<ul style="list-style-type: none"> • Survey on stress levels – (students will take a survey to see what factors contribute to their stress) • Identifying Stress Worksheet – (students will use a scenario to identifying stress, identify behaviors associated with stress and symptoms of stress) • Wellness Wheel: Answer questions in each area of wellness to find strengths and weakness in students personal well-being • Partner Work – (partners come up with five strategies that they feel comfortable using to overcome stress) • Decision-Making Activity- (students will apply the steps they learnt to a twelve scenarios in which they have to come up with a decision in which they would make)
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MA Framework Alignment

Physical Health and Hygiene [12.2.PH]

1. Develop a plan and implement strategies based on an identified need or want to attain a goal that improves physical health. [HPE]
5. Describe external factors (such as social determinants of health) that can affect health and one's agency in addressing health. [HPE]

Physical Health and Hygiene [12.5.PH]

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

Personal Safety [12.2.PS]

1. Explain human trafficking and sexual exploitation and identify recruitment tactics used to exploit vulnerabilities and recruit youth. [HE]
2. Demonstrate strategies, including risk reduction strategies, that can help avoid or address situations related to sexual exploitation in physical and digital settings. [HE]

3. Evaluate ways and demonstrate strategies to reduce risk and stay safe, follow laws, and act respectfully in physical and digital settings. [HE]
4. Evaluate personal responsibility in and the consequences related to pressuring someone for sexually explicit pictures, sending sexually explicit pictures or messages by email or cell phone, or posting sexually explicit pictures on social media sites (e.g., chat groups, email, texting, websites, phone and tablet applications). [HE]
5. Demonstrate strategies for asking for assistance or providing support for self and peers when faced with unsafe situations. [HPE; SE]

Public, Community and Environmental Health [12.5.CE]

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

Unit 2: Mental Health

(Behaviorism/Habits, Depression/Suicide, and other Mental Health Conditions)

Overarching Question/Theme

- What are positive and negative habits you have?
- How did you make those habits?
- What is a theory?
- Describe the functions to the brain's levels of consciousness: Conscious, Preconscious, and Unconscious
- What do you do if you think someone you know is suicidal?
- Make a list of all the Mental Health Conditions that are diagnosed.
- Where, how and who do people get information and help for certain conditions.

Standard/Knowledge

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- **Practice 3: Social Awareness, Relationship, and Communication.** Enhance relationships, personal health, and the health of others through social awareness and effective communication.
- **Practice 5: Self-awareness and Analyzing Influences.** Examine how emotional, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.
- **Practice 6: Information and Resource Seeking.** Access, evaluate, and use valid and reliable health information, products, services, and related resources.
- **Practice 7: Self- Advocacy and Health Promotion.** Promote personal, family, community health and well-being.

Skills/Dispositions

- Critical Thinking and Problem Solving.
- Agility and Adaptability.
- Curiosity and Imagination.
- Initiative/Entrepreneurialism.
- Effective Oral and Written Communication Skills.
- Access and Analyze Information Skills.
- Collaboration.

Resources

- Powerpoints
- QR codes for Mental Health Conditions
- SOS program
- The Beautiful Mind video
- Tri-Town Council

Assessments

- Think-Pair-Share with partners
- Scavenger Hunt game for mental health conditions
- Research with partners

- Guest speakers

MA Framework Alignment

Mental and Emotional Health [12.2.MH]

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

Mental and Emotional Health [12.3.MH]

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

12. Communicate non-judgmentally when there is a concern about one's own or someone else's mental well-being or where someone is considering harming or killing themselves. [HE; SE]

Mental and Emotional Health [12.6.MH]

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

Unit 3: Injury & Disease Prevention

(Risk assessment and mitigation, preparedness, Healthy literacy, disease awareness)

Overarching Question/Theme

- What is the leading cause of death in America, in adolescents and adults?
- What are things we do to promote safety and prevent injury? List as many as you can.
- List as many things as you can that you would want to have during an emergency situation.
- Why is it important to understand and adhere to a proper vehicle maintenance cycle?
- If you only had 1 backpack worth of equipment for survival, what would you have in it?
- Have you ever had a first aid event where you didn't know what to do?
- What are they checking for during your annual physical & bloodwork?
- What is disease? How is it different from an illness?

Standard/Knowledge

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- **Practice 3: Social Awareness, Relationship, and Communication.** Enhance relationships, personal health, and the health of others through social awareness and effective communication.
- **Practice 5: Self-awareness and Analyzing Influences.** Examine how emotional, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.
- **Practice 6: Information and Resource Seeking.** Access, evaluate, and use valid and reliable health information, products, services, and related resources.
- **Practice 7: Self- Advocacy and Health Promotion.** Promote personal, family, community health and well-being.

Skills/Dispositions

- Critical Thinking and Problem Solving.
- Agility and Adaptability.
- Curiosity and Imagination.
- Initiative/Entrepreneurialism.
- Effective Oral and Written Communication Skills.
- Access and Analyze Information Skills.
- Collaboration.

Resources

- [MA Website "Tips for New Drivers"](#)
- [JOL Requirements & Restrictions](#)
- [Teen Drivers: Get the Facts](#)
- Google form
- Survival pack

Assessments

- Exit Ticket: 1 think you knew, 1 thing you learned, and 1 thing you still want to know
- Research: Group work read and answer questions on google form
- Do Now: Activity of the day

- Water purification (CDC information)
- Family History form
- Research vaccine and disease
- BSE/TSE models for cancer detection
- Skin Cancer video for detection

- Survival pack activity
- Water purification activity
- 4 life saving steps: Tourniquet demonstration and application
- Choking Demonstration
- How many doctors do you know: List name and duties of each
- Types of vaccines group activity
- Research Disease
- Self Exams: BSE/TSE and Skin Cancer

MA Framework Alignment

Physical Health and Hygiene [12.2.PH]

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

Physical Health and Hygiene [12.5.PH]

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

Public, Community and Environmental Health [12.7.CE]

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

Unit 4: Nutrition

(Macro and micronutrients, portion control, energy requirements, economic challenges in nutrition)

Overarching Question/Theme

- What are the 6 essential nutrients?
- What are some differences and similarities of proteins and carbohydrates
How does fat work in our bodies?
- Why do you think there is such little focus on the importance of micronutrients?
- What are some fad diets you have heard of, which do you know about and which do you know a lot about?
- What are the attributes of healthy eating?
- What nutrients do you need to survive vs need to thrive?
- How does your income influence your nutritional choices?
- Calculate the proper amount of Macronutrients for your body's need for energy.

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Skills/Dispositions

- Critical Thinking and Problem Solving.
- Agility and Adaptability.
- Curiosity and Imagination.
- Initiative/Entrepreneurialism.
- Effective Oral and Written Communication Skills.
- Access and Analyze Information Skills.
- Collaboration.

Resources

Assessments

- Fed up video or Food Inc (1 or 2)
- internet and apps of nutritional sites for tips, food shopping, fitness and healthy articles
- Calculations on Macros for individual body
- Food Scales

- Think-pair-share
- Exit tickets
- Partner research activity
- Proper serving size/portion size

MA Framework Alignment

Nutrition and Balanced Eating [12.2.NE]

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

Unit 5: Substance Abuse

(Alcohol, Addiction, Illicit and Other Abused Drugs, Steroids)

Unit 5: Vaping, Alcohol, & Other Drugs

Overarching Question/Theme

- Why do teens choose to drink or use tobacco and other drugs?
- Under what circumstance, if any, is it “ok” to use alcohol, tobacco or other drugs?
- Is the teen brain the same as an adult brain?
- Why is a person more likely to participate in risky behaviors when under the influence of alcohol or drugs?
- Why do certain drugs affect you more physically, emotionally, and cognitively?
- What is the worst thing that could happen to a person if they got drunk at a party?
- What is the serving size of beer, wine, hard liquor?
- What is the appeal of vaping and using marijuana?
- Identify various drugs/substances, their effects, classification, legal status, & danger

Standard/Knowledge

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Skills/Dispositions

- Critical Thinking and Problem Solving.
- Agility and Adaptability.
- Curiosity and Imagination.
- Initiative/Entrepreneurialism.
- Effective Oral and Written Communication Skills.
- Access and Analyze Information Skills.
- Collaboration.

Resources

- Intervention video
- Websites

Assessments

- Think-Pair-Share
- Unit Reflection: What, So What, What now

- Dice, solo cups, water
- Scenarios
- Tri-Town Council
- Guest Speakers
- Drunk Goggles

- BAC Calculations
- Roll the Dice Activity
- Standard Units and Size activity
- Substance Abuse Project

MA Framework Alignment

Substance Use and Misuse [12.1.SU]

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

Substance Use and Misuse [12.6.SU]

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

Unit 6: Human Sexuality

(Reproductive Anatomy/Function/Dysfunction, Sexual Orientation, Postponing Sexual activity, Consent, healthy relationships, unhealthy relationships, Sexual Abuse, Pregnancy & Childbirth, Parenting, Conception and Contraception.)

Overarching Question/Theme

- Students will gain skills and confidence in healthy communication techniques
- Students will learn to apply healthy communication skills to talking to potential partners
- Students will think critically about the ways dating and sexuality are portrayed in media vs real life.
- Students will increase their knowledge about sexuality
- Students will understand the differences between sex, sexuality and sexual orientation.
- Students will dispel common myths about sexuality
- Students will reflect upon the messages they have received about sexuality.
- students will understand what influences their beliefs about sex and sexuality.
- Students will find a common language with which to openly talk about issues of sex, gender, gender expression, and sexual orientation.
- Students will dispel common myths about LGBTQIQ people.
- Students will understand gender-role pressures and homophobia affects all young people's lives.
- Students will understand gender as a spectrum
- Students will develop empathy towards others.
- Students will be able to define consent
- Students will be able to apply their knowledge of consent to behavior in the classroom and in their relations.
- Students will be able to define sexual harassment and identify different types of harassment.
- Students will identify characteristics of healthy and unhealthy relationships.
- Students will understand characteristics of abuse and the cycle of violence.
- Students will understand how people establish and maintain boundaries and why boundaries are an important part of a healthy relationship.
- Students will be able to correctly label and describe the function of the internal and external male and female sexual organs, including the role in reproduction and dysfunction.
- Students will be able to list actions people can take to take care of their reproductive health, menstruation/ovulation
- Students will identify the stages of pregnancy
- Students will be able to identify what "STI" stands for, name at least 3 STI's, and understand the differences among viral, bacterial, and other STIs.
- Students will understand how STIs are transmitted and how to prevent STIs including abstinence, safer sex techniques and testing.
- Students will be able to list two places to get tested and treated for STIs.
- Students will become familiar with the variety of barrier methods that are available to reduce the risk of STIs.
- Students will be able to categorize all FDA-approved birth control methods according to their level of effectiveness at preventing pregnancy.
- Students will understand how hormonal and barrier contraceptives work.
- Students will learn how to access internet resources that provide reliable birth control information.

Standard/Knowledge

Skills/Dispositions

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Resources	Assessments
<ul style="list-style-type: none"> ● Planned Parenthood Website ● Tri-Town Council ● Tea Consent video ● Gender Revolutions video ● Guest speakers 	<ul style="list-style-type: none"> ● Exit tickets ● Think-Pair-Share ● Research/presentation ● Unit Reflection: What, So What, What now
MA Framework Alignment	
<p><i>Healthy Relationships [12.1.HR]</i></p> <ol style="list-style-type: none"> 1. Examine, compare, and contrast aspects of various personal relationships, including characteristics of healthy and unhealthy family, peer, romantic (dating), and/or sexual relationships. [HPE; SE] 2. Analyze the benefits and risks of various ways people express feelings within relationships (e.g., words, acts of kindness, hugging, holding hands, kissing, sexual behaviors, jealousy, manipulation) and describe the characteristics of effective expression of feelings and emotions within a health-promoting relationship. [HE; SE] 3. Analyze the role of individual versus shared responsibility in building and maintaining healthy relationships. [HPE; SE] 4. Describe the cycle of violence in relationships and discuss strategies for getting help and leaving an unhealthy, violent, or exploitative relationship. [HPE; SE] 	

5. Discuss different forms of abuse in relationships including emotional abuse, sexual abuse, domestic violence, dating violence, gender-based violence, sex trafficking and exploitation, and available supports and resources for getting help if in an abusive or exploitative relationship. [HPE; SE]
6. Explain age of consent laws and why it is an individual's responsibility to obtain consent, verify that all sexual contact is consensual, recognize that consent must be asked for and verbally given, that it cannot be given if under the influence, and that it can be taken away at any point (i.e., someone can say yes and change their mind, or say yes to certain things but not others). [HE]
7. Evaluate effective strategies for dealing with difficult relationships with family members, peers, and partners and demonstrate the ability to use these strategies to make health-promoting decisions regarding difficult relationships. [HPE; SE]
8. Examine the complexity of, and discuss considerations related to, the decision to leave an unhealthy relationship, developing a safety plan to recognize and get out of any future unsafe or unhealthy relationships, and determine situations when adult and/or professional support is needed. [HPE; SE]
9. Demonstrate the ability to apply a thoughtful decision-making process to maintain or enhance relationship health including the decision to leave or seek help in an unhealthy relationship. [HPE; SE]

Healthy Relationships [12.3.HR]

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

10. Use assertive communication techniques, including refusals, in a variety of settings and with a variety of audiences to meet personal needs and maintain or enhance overall health. [HPE; SE]
11. Summarize the importance of talking with parents, guardians, caregivers, and other trusted adults about issues related to relationships, growth and development, and sexual health. [HPE; SE]

Healthy Relationships [12.6.HR]

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

Sexual Health [12.1.SH]

1. Demonstrate the ability to apply an effective decision-making process in situations related to sexual activity and sexual health. [HE]
2. Discuss reasons for why it is wrong to trick, threaten, or coerce another person into sexual activity. [HE]
3. Analyze factors that contribute to behaviors that increase the risk of pregnancy, HIV, and other STIs. [HE]
4. Explain the importance of STI (including HIV) testing and counseling if sexually active on short- and long-term health, identify where to get tested, and why it is important to proactively discuss STI status with a sexual partner. [HE]

Physical Health and Hygiene [12.2.PH]

4. Examine and describe signs, causes and symptoms of menstruation- related health conditions (e.g., endometriosis, fibroids, premenstrual syndrome and polycystic ovary syndrome) and explain strategies to manage and reduce discomfort. [HE]

Public, Community and Environmental Health [12.7.CE]

5. Evaluate the ways communities are, and are not, supporting menstrual health. [HE]