

## **West Virginia Health Content, Standards and Objections from July 2008**

Depending upon the program you choose to use in your school,

APPI Curriculum can meet the following standards from

### **21<sup>st</sup> Century Health Education Content Standards and Objectives for West Virginia Schools**

**2520.5**

#### **MIDDLE SCHOOL CSOs**

##### **5<sup>th</sup> Grade**

##### **Standard One**

HE.S.1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.5.1.02 Students identify the five dimensions of total wellness and typical changes that occur during adolescence.

##### **Standard Two**

HE.S.2 Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors

HE.5.2.01 Discuss how risk behaviors as seen on TV, movies and video games may influence a students future behaviors

HE.5.2.04 Discuss how peers can influence healthy and unhealthy behaviors

\*HE.5.2.05 Describe ways technology can influence personal health

HE.5.2.06 Describe how families, schools and communities can support personal health practices and behaviors

##### **Standard Four**

HE.5.4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risk

HE.5.4.01 Identify effective verbal and non verbal communication skills (body language, restating, listening)

HE.5.4.02 Use positive coping and conflict resolution skills to help manage upset feelings and/or difficult situations

HE.5.4.03 Apply refusal skills to avoid risky behaviors

##### **Standard Five**

HE.S. 5 Students will demonstrate the ability to use decision making skills to enhance health

HE.5.5.01 Identify health related situations that require thoughtful decisions (drinking, smoking, weight control)

HE.5.5.04 Predict the potential outcomes in making health related decisions

##### **Standard Six**

HE.S.6 Students will demonstrate the ability to demonstrate goal-setting skills to enhance health

HE.5.6.01 Describe disease prevention plans (diet, exercise, hygiene, habits)

##### **Standard Seven**

HE.S.7 Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks

HE.5.7.01 Distinguish between safe and risky or harmful behaviors in relationships and list strategies (anger management, peer pressure, reversal, self protective strategies) to reduce threatening situations

HE.5.7.05 Demonstrate a variety of behaviors that help to avoid or reduce health risks

HE.S.8

\*HE.5.8.04 Discuss roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws

## **6<sup>th</sup> grade**

### **Standard One**

HE.S.1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.6.1.03 Discuss and examine strategies for the prevention of injuries (fractures, lacerations, head trauma) communicable diseases (STDs, HIV, and AIDS) and other health problems

HE.6.1.07 Discuss the inter-relationship of emotional, intellectual, physical, social and spiritual health in adolescence

### **Standard Two**

HE.S.2 Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors

HE.6.2.01 Analyze how messages from the media influence health behaviors (appearance, fads, habits)

HE.6.2.04 Describe the influence of personal values, beliefs and culture on health practices and behaviors

HE.6.2.05 Describe how peers, school and community can impact personal health practices and behaviors

### **Standard Four**

HE.S.4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risk

HE.6.4.01 Perform effective communication skills to enhance health (body language, restating, individual and group conversation)

HE.6.4.03 Demonstrate refusal and negotiation skills to avoid or reduce risks

HE.6.4.05 Exhibit communication skills to build and maintain healthy relationship (friendship, parents, teachers, classmates)

### **Standard Five**

HE.S. 5 Students will demonstrate the ability to use decision making skills to enhance health

\*HE.6.5.01 Identify health-related situations that require carefully thought out decisions (weight control, nutrition, tobacco use)

HE.6.5.02 Select healthy options to healthy related issues or problems (exercise, disease prevention)

HE.6.5.03 Describe the potential outcomes when making health-related decisions (obesity, alcoholism, drug dependence)

HE.6.5.04 Select decision-making skills that protect against communicable and non-communicable diseases (hand washing, covering coughs, safety, diet, exercise)

### **Standard Six**

HE.S.6 Students will demonstrate the ability to demonstrate goal-setting skills to enhance health

HE.6.6.02 Explain how goal setting process is important in designing strategies to avoid risky behaviors (tobacco use, alcohol consumption, drug use)

HE.6.6.04 Describe how personal health goals and practices can change (maturity, peer influences, environment)

## **Standard Seven**

HE.S.7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

HE.6.7.01 Differentiate between safe and risky behaviors in relationships (abuse, date rape, peer pressure, sexual activity)

HE.6.7.02 Contrast the differences between safe and risky behaviors for preventing pregnancy and STDs (**abstinence, birth control**, drug use)

HE.6.7.03 list protective behaviors used to avoid and reduce threatening situations (be with a group, confide in parents or teachers)

## **7<sup>th</sup> grade**

### **Standard One**

HE.S.1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.7.1.03 Describe the anatomy and functions of the reproductive system

HE.7.1.04 Identify general symptoms and potentially long-term consequences of STDs

### **Standard Two**

HE.S.2 Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors

HE.7.2.02 Debate how messages from the media can influence health behaviors

HE.7.2.04 Recognize the importance of respecting individual differences (race, religion, size, age, sex)

HE.7.2.06 Analyze the influence that advertisers have on consumer choices (tobacco and alcohol use, clothing styles, makeup)

HE.7.2.08 Examine the influence of the family on the health of adolescents (smoking, drinking, drug use, meal plans)

### **Standard Four**

HE.S.4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risk

HE.7.4.01 Analyze effective verbal and non-verbal communication skills to enhance health (body language, restating, individual/group conversation)

HE.7.4.04 Give examples of refusal and negotiation skills to avoid health risk (say no, avoid risk, give excuses)

HE.7.4.08 List communication skills to build and maintain healthy relationships (listening, body language, patience)

### **Standard Five**

HE.S. 5 Students will demonstrate the ability to use decision making skills to enhance health

HE.7.5.05 Differentiate between healthy and unhealthy alternatives when making decisions

### **Standard Six**

HE.S.6 Students will demonstrate the ability to use goal- setting skills to enhance health

HE.7.6.01 Develop personal health practices (diet, exercise, sleep, relationships, drug-free)

HE.7.6.02 Explain how the goal setting process is important when planning future events (college, marriage, job)

### **Standard Seven**

HE.S.7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks

HE.7.7.01 Discuss risky or harmful behaviors that may occur in relationships (abuse, date rape, sexual activity)

HE.7.7.02 Analyze the difference between safe and risky behaviors, including methods for preventing pregnancy and STDs (**abstinence, birth control, disease control**)

### **Standard Eight**

HE.S.8 Students will demonstrate the ability to advocate for personal, family and community health

HE.7.8.03 Explain why making positive health choice will influence others

### **8<sup>th</sup> grade**

#### **Standard One**

HE.S.1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.8.1.02 Analyze the effects of risky behaviors on body systems and wellness (substance abuse, eating disorders)

HE.8.1.03 Label and explain the functions of the body systems (circulatory, skeletal, reproductive, digestive)

HE.8.1.04 Determine the risk factors that lead to teen pregnancy, HIV/AIDS, and other sexually transmitted diseases

#### **Standard Two**

HE.S.2 Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors

HE.8.2.01 Distinguish how culture influences decisions on health behaviors (nutrition, hygiene, relationships, medical, drug use)

HE.8.2.04 Defend the importance of respecting individual differences

HE.8.2.07 Explain why peers, schools, and communities impact personal health practices and behaviors

#### **Standard Three**

HE.S.3 Students will demonstrate the ability to access valid information and products and services to enhance health

HE.8.3.05 Evaluate medical care and cost (doctor fees, hospital cost, medicine, Medicare/Medicaid)

#### **Standard Four**

HE.5.4 Students will demonstrate the ability to use interpersonal communication skills to enhance health

HE.8.4.04 Compare and contrast various refusal and negotiation skills to avoid or reduce risky and harmful health behaviors (pregnancy, drunk driving, std's, dating violence, harassment, ATOD)

HE.8.4.05 Plan ways one can develop healthful family relationships

HE.8.4.07 Practice communication skills necessary for healthy relationships (courtesy, manners, respect)

#### **Standard Five**

HE.S. 5 Students will demonstrate the ability to use decision-making skills to enhance health

HE.8.5.01 Evaluate healthy-related situations that require thoughtful decisions (when to call 911, unsafe behaviors)

HE.8.5.03 Predict the potential outcomes when making a health-related decision (seatbelts, ATOD use, nutrition)

HE.8.5.04 Develop decision-making skills needed to protect against communicable and non-communicable diseases

HE.8.5.05 Compare and contrast healthy to unhealthy options when making decisions

#### **Standard Six**

HE.S.6 Students will demonstrate the ability to use goal-setting skills to enhance health

HE.8.6.02 Compare and contrast how the goal setting process is important in designing strategies to quit using tobacco and other risking behaviors

### **Standard Seven**

HE.S.7 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks

HE.8.7.01 Distinguish between safe and risky or harmful behaviors in relationships (abuse, date rape, peer pressure, suicide, gang membership, anger, depression, anxiety)

HE.8.7.02 Contrast the differences between safe and risky behaviors, including methods for preventing pregnancy and STD's (**abstinence, birth control**)

### **Standard Eight**

HE.S.8 Students will demonstrate the ability to advocate for personal, family and community health

HE.8.8.03 Explain how to influence to make positive health choices (by example, making positive choices)

## **HIGH SCHOOL CSOs**

### **Standard: 1**

HE.S.1 Students will comprehend concepts related to health promotion and disease prevention to enhance health.

HE.HS.1.01 Compare and contrast the components of total wellness (i.e., social, physical, mental, emotional, spiritual).

HE.HS.1.04 Differentiate between the causes of communicable (e.g., STDs, HIV / AIDS, bacterial / viral infections) and noncommunicable (e.g., heredity, lifestyle, environment) diseases.

HE.HS.1.05 Identify and apply skills to prevent communicable (e.g., STDs, HIV / AIDS, bacterial / viral infections) and noncommunicable (e.g., heredity, lifestyle, environment) diseases.

### **Standard: 2**

HE.S.2 Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

\*\*HE.HS.2.02 Evaluate how media perspectives of health impact on personal, family and community health (e.g., books, magazines, newspaper, radio, TV, internet).

HE.HS.2.05 Analyze how peers influence healthy and unhealthy behaviors (e.g., positive and negative peer pressure).

### **Standard: 3**

HE.S.3 Students will demonstrate the ability to access valid information and products and services to enhance health.

\*\*HE.HS.3.03 Locate and utilize resources to identify health care services advantageous for optimal health care (e.g., speakers, hotlines, internet, yellow pages).

### **Standard: 4**

HE.S.4 Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE.HS.4.01 Utilize skills for effective communication in discussions concerning ATOD, nutrition, sexuality and relationships with peers, family and others.

HE.HS.4.02 Exhibit healthy ways to express feelings, needs and desires in different situations (e.g., good sportsmanship, ending relationships, death and dying, stages of grief).

HE.HS.4.03 Demonstrate a variety of communication skills (e.g., verbal, non-verbal, listening, writing, technology, workplace).

HE.HS.4.04 Identify potentially harmful situations (e.g., domestic violence, dating violence) and devise strategies and develop skills to avoid such situations through refusal, negotiation and collaboration skills (e.g., peer mediation, conflict resolution, support groups, constructive "I" statements).

**Standard: 5**

HE.HS.5 Students will demonstrate the ability to use decision-making skills to enhance health.

HE.HS.5.01 Apply a decision-making process for various life situations (e.g., ATOD, food choices, weight control, relationships, health care providers, making purchases, education and career options).

HE.HS.5.02 Identify and discuss health concerns that require collaborative decision-making (e.g., sexuality, STDs, HIV/AIDS transmission/prevention)

HE.HS.5.03 Analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on their family, community and self (ATOD use, STD transmission, pregnancy prevention, teen parenting).

HE.HS.5.04 Formulate alternatives to health-related issues or problems (e.g., defense/coping mechanisms).

HE.HS.5.05 Evaluate the effectiveness of health-related decisions (e.g., personal assessments).

**Standard: 7**

HE.S.7 Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

HE.HS.7.01 Complete a personal health assessment and detail behavioral changes and strategies needed to enhance health and reduce risk (e.g., personal risk assessment, wellness inventory).

HE.HS.7.03 List examples and explain short and long term impacts of health decisions (e.g., smoking, good diet, wearing seat belts) on the individual, family and community (e.g., lung cancer, heart disease, STDs).