

# HEALTH EDUCATION CONTENT STANDARD OBJECTIVES FOR WEST VIRGINIA SCHOOLS

## WISE GUY=S MALE RESPONSIBILITY CURRICULUM

### CHAPTER ONE: MYSELF: **Who Am I and What Can I Do?**

- HE. 7.4.2 Explain the impact of peer harassment on physical, emotional and social health and identify necessary coping skills.
- HE. 7.4.3 Recognize the importance of respecting individual differences.

### CHAPTER TWO: PERSONAL AND FAMILY VALUES: **What is Important to Me?**

- HE. 6.5.2 Identify communication skills to build and maintain healthy relationships.
- HE. 7.4.1 Describe the influence of cultural beliefs on health behaviors (e.g., nutrition, hygiene, medical treatment, ATOD use) and the use of health services.
- HE. 7.4.2 Explain the impact of peer harassment on physical, emotional and social health and identify necessary coping skills.
- HE. 7.4.3 Recognize the importance of respecting individual differences.
- HE. 7.5.2 Discuss ways one can develop healthful family relationships.
- HE. 7.5.3 Explain steps that can be taken to improve dysfunctional family relationships; discuss adjustments that can be made if family changes occur.
- HE. HS. 4.2 Evaluate how media perspectives of health impact on personal, family and community health.
- HE. HS. 5.1 Utilize skills for effective communication in discussions concerning ATOD, nutrition, sexuality and relationships with peers, family and others.

### CHAPTER THREE: COMMUNICATION AND AMASCULINITY@: **Identifying Stereotyped Thinking and How It Affects Our Relationships**

- HE. 6.4.1 Recognize that people grow and mature at different rates and have different body types than those portrayed by the media.
- HE. 7.4.3 Recognize the importance of respecting individual differences.
- HE. 7.5.2 Discuss ways one can develop healthful family relationships.
- HE. HS. 5.1 Utilize skills for effective communication in discussions concerning ATOD, nutrition, sexuality and relationships with peers, family and others.

### CHAPTER FOUR: SEXUALITY: **What Is It And How Does It Affect My Relationships?**

- HE. 6.1.3 Identify strategies for the prevention of communicable diseases (e.g., HIV).
- HE. 6.3.1 Distinguish between safe and risky or harmful behaviors (e.g., abuse date rape, peer pressure) in relationships.
- HE. 6.4.1 Recognize that people grow and mature at different rates and have different body types than those portrayed by the media.

- HE. 6.5.1 Identify positive and socially appropriate ways to express needs, wants and feelings.
- HE. 6.5.2 Identify communication skills to build and maintain healthy relationships.
- HE. 7.1.2 Describe the major parts and functions of the reproductive system.
- HE. 7.3.2 Analyze the difference between safe and risky behaviors, including methods for preventing pregnancy and STD's (e.g., abstinence and methods of birth control).
- HE. 7.5.2 Discuss ways one can develop healthful family relationships.
- HE. 8.1.1 Identify and explain the components of total wellness.
- HE. 8.4.3 Identify the effect of culture and media messages on dating relationships.
- HE. 8.6.2 Explain the effects that different choices, regarding sexual behaviors, can have on their personal future.
- HE. HS. 1.1 Compare and contrast the components of total wellness (e.g., social, physical, intellectual, emotional, spiritual).
- HE. HS. 1.4 Differentiate between the causes of communicable and noncommunicable diseases.
- HE. HS. 1.5 Identify and apply skills to prevent communicable and noncommunicable diseases.
- HE. HS. 4.2 Evaluate how media perspectives of health impact on personal, family and community health.
- HE. HS.6.2 Identify and discuss health concerns that require collaborative decision-making (e.g., sexuality, STD transmission/prevention, refusal skills).

## **CHAPTER FIVE: DATING VIOLENCE: [What is a Healthy Relationship?](#)**

- HE. 6.3 1 Distinguish between safe and risky or harmful behaviors (e.g., abuse, date rape, peer pressure) in relationships.
- HE. 6.3.2 Identify protective behaviors used to avoid and reduce threatening situations (e.g. anger, bullying, harassment).
- HE. 6.5.1 Identify positive and socially appropriate ways to express needs, wants and feelings.
- HE. 7.5.1 Explain how character and personality (e.g. confident = aggressive; shy = passive; etc.) Affect the perception of one=s ability to communicate.
- HE. 8.2.2 Investigate resources related to ATOD, dating violence, STD=s and harassment.
- HE. 8.3.3 Describe examples of harassment, bullying and intimidation and the legal ramifications in the school, community, and job setting.
- HE. 8.4.3 Identify the effect of culture and media messages on dating relationships.
- HE. 8 5.2 Demonstrate refusal skills to protect personal health against risky and harmful behaviors (e.g., pregnancy, drunk driving, STD=s, ATOD, dating violence, harassment).
- HE. 8.7.1 Identify community resources that advocate against dating violence, harassment, bullying, intimidation and discrimination.
- HE. HS. 5.1 Utilize skills for effective communication in discussions concerning ATOD, nutrition, sexuality and relationships with peers, family and others.
- HE. HS. 5.4 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 AI@ statements).

## **CHAPTER SIX: ABSTINENCE AND CONTRACEPTION: [How Can I Protect Myself?](#)**

- HE. 7.1.2 Describe the major parts and functions of the reproductive system.
- HE. 7.2.2 Identify situations that require professional health services and community resources that can provide those services.
- HE. 7.3.2 Analyze the difference between safe and risky behaviors, including methods for preventing pregnancy and STD=s (e.g., abstinence and methods of birth control).
- HE. 8.1.3 Determine the risk factors leading to teen pregnancy, HIV/AIDS, and other sexually transmitted diseases.
- HE. 8.2.1 Identify ways to access current health information and services (e.g., internet).
- HE. 8.3.1 Identify and list ways to prevent pregnancy, emphasizing abstinence.
- HE. HS. 3.3 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, STD=s).
- HE. HS. 5.1 Utilize skills for effective communication in discussions concerning ATOD, nutrition, sexuality and relationships with peers, family and others.
- HE. HS. 6.2 Identify and discuss health concerns that require collaborative decision-making (e.g., sexuality, STD transmission/prevention, refusal skills).
- HE. HS. 6.2 Analyze the effects of potentially harmful decisions that impact health and the effect these decision have on their family, community and self (ATOD use, STD transmission, pregnancy prevention, teen parenting).

## **CHAPTER SEVEN: HIV, AIDS, AND OTHER SEXUALLY TRANSMITTED INFECTIONS: [How Can I Protect Myself?](#)**

- HE. 6.1.3 Identify strategies for the prevention of communicable diseases (e.g., HIV).
- HE. 6.6.1 Use decision making skills to protect against communicable and non-communicable diseases.
- HE. 7.1.4 Identify general symptoms and potential long-term health consequences of STD=s.
- HE. 7.2.2 Identify situations that require professional health services and community resources that can provide those services.
- HE. 7.3.1 Evaluate personal health practices to avoid STD=s.
- HE. 7.3.2 Analyze the difference between safe and risky behaviors, including methods for prevention pregnancy and STD's (e.g., abstinence and methods of birth control).
- HE. 8.1.3 Determine the risk factors leading to teen pregnancy, HIV/AIDS, and other sexually transmitted diseases.
- HE. 8.2.2 Investigate resources related to ATOD, dating violence, STD=s and harassment.
- HE. 8.6.2 Explain the effects that different choices, regarding sexual behavior, can have on their personal future.
- HE. 8.7.3 Explain why personal safety is everyone=s responsibility and describe his or her personal role.
- HE. HS. 1.4 Differentiate between the causes of communicable and noncommunicable diseases.
- HE. HS. 1.5 Identify and apply skills to prevent communicable and noncommunicable diseases.
  
- HE. HS 3.3 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, STD=s).
- HE. HS. 5.1 Utilize skills for effective communication in discussions concerning ATOD, nutrition, sexuality and relationships with peers, family and others.
  - HE. HS. 6.2 Identify and discuss health concerns that require collaborative decision-making (e.g., sexuality, STD transmission/prevention, refusal skills).
  - HE. HS. 6.3 Analyze the effects of potentially harmful decisions that impact health and the effect these decision have on their family, community and self (ATOD use, STD transmission, pregnancy prevention, teen parenting).

## **CHAPTER EIGHT: GOAL SETTING: [What Are My Goals?](#)**

- HE. 5.6.1 Goal setting and decision making; analyze disease prevention plans (e.g., diet and exercise). \*\*
- HE. 5.6.2 Identify strategies to change an unhealthy behavior (e.g., smoking, overeating). \*\*
- HE. 6.6.1 Goal setting and decision making; use decision-making skills to protect against communicable and non-communicable diseases.
- HE. 6.6.2 Explain how the goal setting and decision making process are important in designing strategies to quit tobacco and other risk taking behaviors.
- HE. 8.6.1 Identify personal health goals and choose strategies regarding nutrition and alcohol, tobacco, drug use and personal safety to achieve optimal personal health.
- HE. 8.6.2 Explain the effects that different choices, regarding sexual behaviors, can have on their personal future.
- HE. 8.6.3 Describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities.
- HE. HS. 6.1 Apply a decision-making process to set goals for various like situations.
- HE. HS. 6.2 Identify and discuss health concerns that require collaborative decision-making (e.g., sexuality, STD transmission/prevention, refusal skills).
- HE. HS. 6.3 Analyze the effects of potentially harmful decisions that impact health and the effect these decision have on their family, community and self (ATOD use, STD transmission, pregnancy prevention, teen parenting).

## **CHAPTER NINE: DECISION-MAKING: [How do I Weigh My Options?](#)**

- HE. 5.6.1 Goal setting and decision making; analyze disease prevention plans (e.g., diet and exercise). \*\*
- HE. 5.6.2 Identify strategies to change an unhealthy behavior (e.g., smoking, overeating). \*\*
- HE. 6.6.1 Goal setting and decision making; use decision-making skills to protect against communicable and non-communicable diseases.
- HE. 6.6.2 Explain how the goal setting and decision making process are important in designing strategies to quit tobacco and other risk taking behaviors.
- HE. 8.6.1 Identify personal health goals and choose strategies regarding nutrition and alcohol, tobacco, drug use and personal safety to achieve optimal personal health.
- HE. 8.6.2 Explain the effects that different choices, regarding sexual behaviors, can have on

- their personal future.
- HE. 8.6.3 Describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities.
- HE. HS.6.1 Apply a decision-making process to set goals for various like situations.
- HE. HS.6.2 Identify and discuss health concerns that require collaborative decision-making (e.g., sexuality, STD transmission/prevention, refusal skills).
- HE. HS.6.3 Analyze the effects of potentially harmful decisions that impact health and the effect these decision have on their family, community and self (ATOD use, STD transmission, pregnancy prevention, teen parenting).

## **CHAPTER TEN: PARENTHOOD: [Should I Become A Teen Parent?](#)**

- HE. 7.5.2 Discuss ways one can develop healthful family relationships.
- HE. 7.5.3 Explain steps that can be taken to improve dysfunctional family relationships; discuss adjustments that can be made if family changes occur.
- HE. 8.6.3 Describe how personal health goals are influenced by changing information, abilities, priorities and responsibilities.

**\*\* These are the only 2 sessions for grades below grade 6.**