

NXG HIGH SCHOOL HEALTH STANDARDS

HE.HS.1.01	compare and contrast components of total wellness (i.e., social, physical, mental, emotional, spiritual, environmental).				
HE.HS.1.02	differentiate between the positive and potentially negative effects of local and global environmental health problems				
	(e.g., pollution of air, land, water, noise, exposure to sun, pesticides, food production).				
HE.HS.1.03	analyze and interpret ways public health and social policies, along with government regulations (e.g., local, state, federal, world health organizations), influence health promotion and disease prevention.				
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.				
HE.HS.1.06	analyze the impact of genetics and family history on personal health (e.g., DNA, genetic diseases, genetic counseling).				
HE.HS.1.07	explain how the environment (cultural, community, physical, social, etc.) affects and interacts with growth and development.				
HE.HS.1.08	identify universal precautions and explain why they are important.				
HE.HS.1.09	Analyze how personal health practices affect the function of body systems in preventing premature death.				
HE.HS.2.01	recognize cultural diversities and their influences on health behaviors (e.g., alcohol, tobacco, and other drugs, life expectancy, risky behaviors).				
HE.HS.2.02	evaluate how media perspectives of health impact personal, family and community health (e.g., books, magazines, newspaper, radio, TV, internet, cell phones, social networks).				
HE.HS.2.03	explore technology (e.g., exercise equipment, virtual reality, computers, computerized equipment, smart phones) and its influence on personal, family, and community health.				
HE.HS.2.04	identify factors in the community that influence health (e.g., schools, religion, traditions, socioeconomic factors, geography, values).				
HE.HS.2.05	analyze ways peers influence healthy and unhealthy behaviors (e.g., positive and negative peer pressure).				
HE.HS.3.01	identify and evaluate the validity of health information, products and services (e.g., books, magazine advertisements, infomercials/TV, internet, newspaper advertisements, billboards, radio).				
HE.HS.3.02	identify factors that influence personal choices of health promoting products based on current information (e.g., quackery, food labels, media, peers, family).				
HE.HS.3.03	locate and utilize resources to identify health care services that provide optimal health care (e.g., speakers, hotlines, internet, yellow pages).				
HE.HS.3.04	analyze the cost and accessibility of health care for individuals and families.				

HE.HS.4.01	utilize effective communication skills concerning alcohol, tobacco, and other drug, nutrition, sexuality, and relationships with peers, family and others.				
HE.HS.4.02	identify or role play 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).				
HE.HS.5.01	apply a decision-making process for various life situations (e.g., alcohol, tobacco, and other drugs, 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, refusal skills).				
HE.HS.5.03	analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on family, community and self (alcohol, tobacco, and other drugs 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).				
HE.HS.6.01	assess personal health practices and overall health status (e.g., personal assessments, medical screenings, health-fair).				
HE.HS.6.02	develop a plan to attain a personal health goal that addresses strengths, needs, and risks (e.g., short-term/long-term goals).				
HE.HS.6.03	implement strategies and monitor progress in achieving a personal health goal (e.g., periodic assessment).				
HE.HS.6.04	design an effective long-term personal health plan (e.g., individualized/group projects).				
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.7.02	recognize and demonstrate the positive effects of nutrition and physical activity on health.				
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).				
HE.HS.7.04	identify signs of stress (e.g., physical, mental/emotional, social) and common stressors (e.g., personal, environmental) and develop effective stress management techniques.				
HE.HS.7.05	identify causes, warning signs (e.g., physical, mental/emotional) and prevention strategies for depression and suicide (e.g., counselors, hotlines, outreach programs).				

HE.HS.7.06	identify ways to develop good character and improve self-esteem (e.g., self-efficacy, role playing).				
HE.HS.7.07	identify causes (e.g., accidents, natural disasters), preventions (e.g., CPR, first aid, in-school emergency plan) and treatments for injuries and list responsible actions to create a safe and healthy environment (e.g., ATVs, helmets, boating, bicycling, firearms, seatbelts, fire safety).				
HE.HS.7.08	demonstrate basic first aid skills (e.g., CPR, AED, bandaging, universal precautions).				
HE.HS.7.09	complete training on the proper administration of CPR through hands-on practice that is based on an instructional program established by the American Heart Association, Red Cross or another program that is nationally recognized and uses the most current national evidence-based CPR guidelines that incorporates psychomotor skills development.				
HE.HS.8.01	use written, audio and visual communication methods to express health messages (e.g., posters, reports, role playing).				
HE.HS.8.02	demonstrate the ability to adapt health messages to characteristics of a particular audience (e.g., peer educators, role playing).				
HE.HS.8.03	promote the use of personal, family and community resources in health care situations (e.g., family practitioners, community medical facilities, yellow pages).				
HE.HS.8.04	identify school support staff (e.g., counselors, nurses, professionals) and community health services (e.g., Big Brothers, mental health facilities, ministerial counseling) and describe the impact this service has on individual school and community health.				
HE.HS.8.05	demonstrate that he/she is a responsible and productive citizen who helps ensure the health, safety and security of the community (e.g., community service, school organizations, community organizations).				
HE.HS.8.06	adapt health messages and communication techniques to a specific target audience (e.g., peer educators, peer mediators).				