Health Education Standards

The District of Columbia's Health Education Standards were last approved by the State Board of Education (SBOE) in December 2007. Since then, much has changed in the education landscape as well as with health outcomes for our youth. To reflect this changing landscape and need, the Office of the State Superintendent of Education's Division of Health and Wellness has drafted new health education standards with the support of various community stakeholders and other District agencies.

We are asking LEAs to field-test several priority standards (specifically, those that are highlighted in the draft) for the remainder of this school year and to generally review and provide feedback on the other standards. As you will see in the draft, much of our recent work has focused on creating greater alignment between the DC Health Education Standards, the Health and Physical Education Assessment (formerly known as DC CAS Health), and the National Health Education Standards (NHES). The draft standards are arranged by grade bands, allowing for greater flexibility in implementation, and are organized by reporting categories that are used in the Health and Physical Education Assessment. Additionally, we have aligned each standard with its corresponding NHES strand. Last, we have removed pre-kindergarten health education standards to allow for greater focus on the District of Columbia Early Learning Standards for our youngest learners.

The attached draft is robust. As such, we are looking to you, District educators, school leaders, and education practitioners, to tell us what standards need to be revised, added, or removed. Additionally, we welcome feedback on format and the age-appropriateness of the standards. Moreover, since many of the standards are focused on health promotion, we would like to work with you to identify ways to more equitably distribute the standards between the other NHES categories, thereby enhancing our students' decision-making, advocacy, and other skills.

You can email your feedback to osse.schoolhealth@dc.gov or attend one of the following in-person sessions at 810 First Street, NE, 3rd Floor Grand Hall, Washington, DC 20002:

- January 15, 2016 from 4-6pm
- February 4, 2016 from 4-6pm
- March 3, 2016 from 4-6pm

To ensure a timely release of the Health and Physical Education Assessment, the comment period for this draft will close March 18, 2016. OSSE will submit a final version to the SBOE in late April for final approval.

Below are tables that outline the strands and categories in the current DC Health Education Standards, the proposed DC Health Education Standards, the NHES, and the DC Health and Physical Education Assessment.

Strands

Current DC Health Education Standards	Draft DC Health Education Standards	NHES
Strand 1: Health Promotion and Disease Prevention	Strand 1: Health Promotion	Standard 1: Health Promotion
Strand 2: Access to and Evaluation of Health Information	Strand 2: Analyzing Influences	Standard 2: Analyzing Influences
Strand 3: Self-Management Skills	Strand 3: Accessing Information	Standard 3: Accessing Information
Strand 4: Analyzing Influences	Strand 4: Communication	Standard 4: Communication
Strand 5: Interpersonal Communication	Strand 5: Decision-Making	Standard 5: Decision-Making
Strand 6: Decision-making and Goal-Setting	Strand 6: Goal-Setting	Standard 6: Goal-Setting
	Strand 7: Healthy Behaviors	Standard 7: Healthy Behaviors
	Strand 8: Advocacy	Standard 8: Advocacy

Categories/Health Topics

Current DC Health Education Standards	Draft DC Health Education Standards	DC Health and Physical Education Assessment
Category 1: Emotional Health	Category 1: Mental and Emotional Health	Reporting Category 1: Emotional Health
Category 2: Safety Skills	Category 2: Safety Skills (Includes Violence and Bullying)	Reporting Category 2: Safety Skills (Includes Violence and Bullying)
Category 3: Human Body Systems/Human Growth and Development	Category 3: Human Body and Personal Health (Includes Sexuality and Reproduction)	Reporting Category 3: Human Body (Includes Sexuality and Reproduction)
Category4: Disease Prevention and Treatment	Category 4: Disease Prevention	Reporting Category 4: Disease Prevention
Category 5: Nutrition	Category 5: Nutrition	Reporting Category 5: Nutrition
Category 6: Alcohol, Tobacco, and Other Drugs	Category 6: Alcohol, Tobacco, and Other Drugs	Reporting Category 6: Alcohol, Tobacco, and Other Drugs

Category 7: Decision-Making and Goal Setting	Reporting Category 7: Healthy Decision Making (will be assessed throughout other reporting categories)
Category 8; School and Community Health	Reporting Category 8: Physical Education (will be assessed using the current Physical Education Standards)
Category 9: Sexuality, Reproduction, and Health	
Category 10: Locate Health Information and Assistance	
Category 11: Personal Health and Hygiene	
Category 12: Family and Cultural Influences	
Category13: Media and Technological Influences	
Category 14: Effective and Respectful Communication	
Category 15: Resolving Conflict	

Please use the following naming convention to navigate the standards below. Note that the standards are organized by grade span with the expectation that at the end of the grade span, students would be competent in all the standards outlined for that span. Each standard has a recommended grade aligned to them, but this is purely a recommendation and LEAs should choose to implement these within the grade span as they see best aligned to their curriculum.

Standard example: K-2.1.7.5: Describe positive and negative ways of acting on our emotions. K-2=recommended grade band of implementation. 1.7.5=Category 1, Strand 7, Standard 5.

Standards for Grades K-2: Pages 4-10
Standards for Grades 3-5: Pages 11-19
Standards for Grades 6-8: Pages 20-36
Standards for High School: Pages 37-48

K-2 Health Education Standards

By grade 2, students should be able to:

Category 1: Mental and Emotional Health							
1. Health Promotion	*2. Analyzing Influences*	*3. Accessing Information*	*4. Communication*	*5. Decision-Making*	*6. Goal-Setting*	*7. Healthy Behaviors*	*8. Advocacy*
K-2.1.1.1 Identify basic emotions and positive and negative ways of dealing with emotions in a variety of situations.		K-2.1.3.3 Identify trusted adults at home and at school who can help with mental and emotional health concerns.	K-2.1.4.4 Demonstrate how to express personal needs and wants appropriately.			K-2.1.7.5 Describe positive and negative ways of acting on our emotions.	K-2.1.8.7 Encourage others to appreciate their differences.
K-2.1.1.2 Explain the impact of different emotions on self and others.						K-2.1.7.6 Demonstrate healthy ways friends express feelings to each other.	K-2.1.8.8 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
							K-2.1.8.9 Explain ways children can model healthful behaviors for others.

Category 2: Safety Skills							
1. Health Promotion	*2. Analyzing Influences*	*3. Accessing Information*	*4. Communication*	*5. Decision-Making*	*6. Goal-Setting*	*7. Healthy Behaviors*	*8. Advocacy*
K-2.2.1.1 Explain that actions have consequences.	K-2.2.2.7 Identify trusted adults to talk to about being bullied, teased, or abused in any way.	K-2.2.3.9 Identify common signs, symbols, and warning labels and what they mean (e.g., a poison symbol on a container).	K-2.2.4.10 Demonstrate healthy ways to respond to disagreements or conflicts with others.			K-2.2.7.11 Demonstrate how to ask for help and express needs in a productive manner.	K-2.2.8.16 Explain that all people, including children, have the right to tell others not to touch their body when they do not want to be touched.
K-2.2.1.2 Explain how rules promote safety and that following rules can prevent injuries.	K-2.2.2.8 Describe health and safety rules at home, school, and in the community.					K-2.2.7.12 Demonstrate safe ways to respond to teasing, harassment, and bullying.	K-2.2.8.17 Identify community helpers and describe their role in keeping communities safe.
K-2.2.1.3 Explain the importance of respecting personal boundaries, space, and property.						K-2.2.7.13 Identify the meaning of basic traffic, pedestrian and public transportation signs and symbols.	
K-2.2.1.4 Identify the dangers of weapons and how to seek help if a weapon is found.						K-2.2.7.14 Explain what to do in an emergency at home or school.	

K-2.2.1.5 Recognize bullying, teasing, and aggressive behaviors as hurtful and potentially harmful.						K-2.2.7.15 Describe ways to prevent injuries at school, home and in the community.	
K-2.2.1.6 Describe safety hazards, including those related to fire, water, dangerous objects and how to seek help in these situations.							

Category 3: Human Body and Personal Health							
1. Health Promotion	2. Analyzing Influences	3. Accessing Information	4. Communication	5. Decision-Making	6. Goal-Setting	7. Healthy Behaviors	8. Advocacy
K-2.3.1.1 Describe the basic functions of the five senses.	K-2.3.2.8 Explain why sleep and rest are important for proper growth and good health.						K-2.3.8.9 Describe how individual bodies are different, but equally special.
K-2.3.1.2 Name and locate the basic body organs, including the heart, brain, lungs, skin and stomach and describe their							

functions.							
K-2.3.1.3 Identify different body types and sizes and how they change, as we grow older.							
K-2.3.1.4 Describe how the skeletal and muscular systems help humans move and protect parts of the body.							
K-2.3.1.5 Identify different kinds of family structures.							
K-2.3.1.6 Explain biological differences between men and women.							
K-2.3.1.7 Differentiate between healthy relationships and unhealthy relationships.							

Category 4: Disease Prevention							
1. Health Promotion	2. Analyzing Influences	3. Accessing Information	4. Communication	5. Decision-Making	6. Goal-Setting	7. Healthy Behaviors	8. Advocacy
K-2.4.1.1	K-2.4.2.5	K-2.4.3.6				K-2.4.7.7	

<mark>Identify the causes of and common symptoms of illness in children.</mark>	Identify ways that schools, family and friends can influence positive health practices.	Identify individuals who provide health information and promote healthy behavior in schools and the community.				Demonstrate dental and personal hygiene practices including: hand washing, proper technique of brushing and flossing, covering coughs.	
K-2.4.1.2 Identify behaviors that promote health and prevent illness such as proper hygiene, proper nutrition, adequate sleep, vaccinations and exercise.						<mark>K-2.4.7.8 Practice habits that are good for the environment, such as picking up trash, conserving water, and recycling.</mark>	
K-2.4.1.3 Explain how clean school, home and community environments prevent the spread of germs.							
K-2.4.1.4 Describe the different types of pollution (air, water, waste) and the effect they have on health.							

Category 5: Nutrition							
1. Health Promotion	*2. Analyzing Influences*	*3. Accessing Information*	*4. Communication*	*5. Decision-Making*	*6. Goal-Setting*	*7. Healthy Behaviors*	*8. Advocacy*
K-2.5.1.1 Explain why healthy bodies require rest, exercise, and good nutrition.	K-2.5.2.5 Recognize that not all products advertised or sold are good for growing bodies.	K-2.5.3.6 Identify community members who grow or sell healthy food.	K-2.5.4.9 Describe criteria for making healthy vs. unhealthy food choices.	K-2.5.5.10 Identify feeling hungry vs. feeling full or satisfied.	K-2.5.6.12 Match food groups to their primary contribution for a healthy body.	K-2.5.7.13 Design a nutritious, balanced, varied meal.	K-2.5.8.15 Demonstrate how to ask for healthy food choices.
K-2.5.1.2 Categorize foods according to food sources and food groups (e.g.: plant, animal, and processed)		K-2.5.3.7 Identify a family member who can help prepare a healthy meal.		K-2.5.5.11 Identify a healthy eating habit.		K-2.5.7.14 Understand the concept of variety in diet and explain why it is important to health.	
K-2.5.1.3 Classify foods into appropriate food groups.		K-2.5.3.8 Identify members of the school community who are reliable sources of information about healthy foods.					
K-2.5.1.4 Explain the benefits of drinking water and making healthy beverage choices.							

Category 6: Alcohol, Tobacco and Other Drugs							
1. Health Promotion	2. Analyzing Influences	3. Accessing Information	4. Communication	5. Decision-Making	6. Goal-Setting	7. Healthy Behaviors	8. Advocacy
K-2.6.1.1 Describe safe and responsible uses for medicines and household products.	K-2.6.2.3 Identify trusted adults who can provide accurate information and guidance regarding medicines and common household products.	K-2.6.3.5 Compare and contrast characteristics of products that are safe and unsafe to consume.		K-2.6.5.6 Define and distinguish between legal and illegal drugs.			
K-2.6.1.2 Describe the consequences of misusing medicines and household products.	K-2.6.2.4 Identify rules for taking medicines at school or at home.						

3-5 Health Education Standards

By grade 5, students should be able to:

Category 1: Mental and Emotional Health							
1. Health Promotion	*2. Analyzing Influences*	*3. Accessing Information*	*4. Communication*	*5. Decision-Making*	*6. Goal-Setting*	*7. Healthy Behaviors*	*8. Advocacy*
3-5.1.1.1 Describe qualities that contribute to a positive self-image.	3-5.1.2.6 Understand how peers, family, and media influence how people feel about themselves and their bodies.	3-5.1.3.9 Identify trusted adults and how to get help if you have a problem bothering you.		3-5.1.5.10 Evaluate effective strategies to cope with fear, stress, anger, and trauma.	3-5.1.6.11 Develop a plan to implement positive stress management strategies.		3-5.1.8.12 Describe how to persuade others to take action when someone else is being teased, harassed, or bullied.
3-5.1.1.2 Differentiate between sadness and depression.	3-5.1.2.7 Identify resources for mental and emotional health information and evaluate when to utilize them.						
3-5.1.1.3 Explain steps to managing stress and ways to deal with stressful situations.	3-5.1.2.8 Examine and classify personal stressors at home, in school, and with peers and describe how each contributes to your mental, emotional and physical health.						

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3-5.1.1.4 Explain what it means to be emotionally or mentally healthy.							
3-5.1.1.5 Identify characteristics of positive self-esteem and self-respect.							

Category 2: Safety Skills							
1. Health Promotion	2. Analyzing Influences	3. Accessing Information	4. Communication	5. Decision-Making	6. Goal-Setting	7. Healthy Behaviors	8. Advocacy
3-5.2.1.1 Describe the characteristics of neglect, emotional, physical, and verbal abuse and the resources available to those who may experience these forms of abuse.	3-5.2.2.5 Analyze possible causes of conflict among youth in communities (e.g., hurt feelings, jealousy, power/leadership struggles, etc.) and describe the consequences of unresolved conflicts.	3-5.2.3.8 Identify trusted adults to tell about abuse.	3-5.2.4.9 Demonstrate effective verbal and nonverbal communication skills to resolve conflict. (e.g. using body language and tone of voice to say "no," using "I" messages to express feelings, etc.)	3-5.2.5.10 Develop strategies to reduce the risk of injury.		3-5.2.7.11 Describe the appropriate protective gear (e.g., helmets, gloves, knee pads, dental mouth guards, etc.) while engaging in activities.	3-5.2.8.12 Describe ways to encourage others to resolve conflicts without violence.
3-5.2.1.2 Compare and contrast the characteristics of safe and unsafe situations.	3-5.2.2.6 Analyze reasons that individuals join gangs.						

3-5.2.1.3 Describe situations and behaviors that constitute bullying behavior.	3-5.2.2.7 Identify internal and external factors that influence mental, emotional, and social health.						
3-5.2.1.4 Define gangs or crews and describe the danger of their presence in communities.							

Category 3: Human Body and Personal Health							
1. Health Promotion	*2. Analyzing Influences*	*3. Accessing Information*	*4. Communication*	*5. Decision-Making*	*6. Goal-Setting*	*7. Healthy Behaviors*	*8. Advocacy*
3-5.3.1.1 Describe the basic structure and functions of the following human body systems: respiratory and digestive system, circulatory, nervous and cardiovascular, excretory, reproductive, and endocrine systems.	3-5.3.2.10 Evaluate the credibility of sources of information about puberty.	3-5.3.3.11 Identify trusted adults to ask questions about sexual orientation.	3-5.3.4.12 Demonstrate ways to communicate boundaries and explain importance of showing respect to individuals around their boundaries.			3-5.3.7.14 Describe healthy behaviors during puberty, including maintaining personal hygiene and personal safety.	3-5.3.8.15 Demonstrate ways students can work together to promote dignity and respect for all people in their school and community.

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3-5.3.1.2 Describe the human cycle of reproduction, birth, growth, aging, and death. Explain the structure, function, and major parts of the human reproductive system.			3-5.3.4.13 Demonstrate the use of refusal, negotiation and assertiveness skills when responding to peer pressure, disagreements, and conflicts or to someone who is touching you in an uncomfortable way.				
3-5.3.1.3 Explain the physical, social, emotional changes that occur during puberty.							
3-5.3.1.4 Describe situations that demonstrate bullying and sexual harassment.							
3-5.3.1.5 Define sexual orientation and gender identity and describe the difference between the two.							
3-5.3.1.6 Explain how the environment,							

nutrition, physical exercise, stress, and other influences impact each of the human body systems.						
3-5.3.1.7 Explain that people, regardless of biological sex, gender, ability, sexual orientation, gender identity and culture, have sexual feelings and the need for love, affection and physical intimacy. Differentiate between having sexual feelings and acting on them.						
3-5.3.1.8 Explain that healthy sexual relationships should always be consensual and respectful and that deceit, threats, and						

coercion is harmful.							
3-5.3.1.9 Describe and use the proper names for body parts, systems, and functions, including gender-specific anatomy.							

Category 4: Disease Prevention							
1. Health Promotion	2. Analyzing Influences	3. Accessing Information	4. Communication	5. Decision-Making	6. Goal-Setting	7. Healthy Behaviors	8. Advocacy
3-5.4.1.1 Differentiate between communicable and non-communicable diseases and list examples of each.	3-5.4.2.6 Evaluate the validity of media messages about health.	3-5.4.3.12 Explain the role of regular dental and health check-ups in the detection and treatment of health problems.		3-5.4.5.13 Apply a decision-making model to determine when a person may need to go to the doctor, hospital, or clinic.		3-5.4.7.14 Demonstrate effective brushing and flossing techniques.	3-5.4.8.16 Demonstrate ways to support others in making positive health choices.
3-5.4.1.2 Describe modes of transmission for communicable diseases (air, water, touch, body fluids).	3-5.4.2.7 Describe how culture, family, friends, media and technology influence health practices.					3-5.4.7.15 Demonstrate how to follow universal precautions for preventing infection.	

3-5.4.1.3 Describe how bacteria, viruses and parasites cause infectious diseases.	3-5.4.2.8 Identify valid sources of information for evaluation of health products.						
3-5.4.1.4 Identify personal health strategies that reduce illness, including receiving vaccinations.	3-5.4.2.9 Identify individuals who can assist with emergent and non-emergent health conditions.						
3-5.4.1.5 Explain the causes of dental decay and gum disease and strategies to prevent these conditions.	3-5.4.2.10 Describe the key types of primary care professionals, such as physicians, dentists, nurses, optometrists, and behavioral health personnel.						
	3-5.4.2.11 Describe the role of primary care medicine in reducing the lifetime impact of health conditions.						

Category 5: Nutrition							
1. Health Promotion	*2. Analyzing Influences*	*3. Accessing Information*	*4. Communication*	*5. Decision-Making*	*6. Goal-Setting*	*7. Healthy Behaviors*	*8. Advocacy*
3-5.5.1.1 Describe the relationship between physical activity and the need for food and water.	3-5.5.2.3 Analyze the influence of advertising and marketing techniques on food and beverage choices.	3-5.5.3.4 Identify key components of the "Nutrition Facts" label and ingredients list.	3-5.5.4.6 Create a message about how school can support healthy eating.	3-5.5.5.8 Compare and contrast snacks, which can contribute to or undermine healthy eating habits and identify why some are better than others.	3-5.5.6.9 Set a short-term nutrition goal and track progress toward its achievement.	3-5.5.7.10 Demonstrate how to use food labels to select a healthy food or snack.	
3-5.5.1.2 Describe the relationship between diet and chronic disease, such as high blood pressure, tooth decay, and obesity.		3-5.5.3.5 Identify sources of nutrition information and evaluate their reliability.	3-5.5.4.7 Develop a message about the benefit of growing food in gardens.			3-5.5.7.11 Plan or prepare a nutritious snack and justify its nutritional value.	

Category 6: Alcohol, Tobacco and Other Drugs							
1. Health Promotion	*2. Analyzing Influences*	*3. Accessing Information*	*4. Communication*	*5. Decision-Making*	*6. Goal-Setting*	*7. Healthy Behaviors*	*8. Advocacy*
3-5.6.1.1 Compare and contrast legal and illegal drugs and give examples of each.	3-5.6.2.5 Analyze laws designed to prevent drug use, misuse and abuse.	3-5.6.3.9 Use product safety labels on health-related and household products to obtain basic	3-5.6.4.10 Develop and apply skills to refuse offers of alcohol, tobacco and other drugs.				

		information and explain the effects of misusing the labels.					
3-5.6.1.2 Analyze the relationship between drugs and behavior.	3-5.6.2.6 Identify internal and external factors that protect a person from drug use or abuse.						
3-5.6.1.3 Define addiction. Explain that those who are addicted require assistance to stop addiction.	3-5.6.2.7 Assess ways that alcohol, drugs or tobacco may be marketed to attract youth.						
3-5.6.1.4 Describe the short and long-term effects of alcohol, drugs and tobacco on the body and its organ systems.	3-5.6.1.8 Describe how second-hand and third-hand smoke (including smoke from cigarettes, marijuana or other drugs) impacts the environment and the health of smokers and non-smokers.						

6-8 Health Education Standards

By grade 8, students should be able to:

Category 1: Mental and Emotional Health							
1. Health Promotion	*2. Analyzing Influences*	*3. Accessing Information*	*4. Communication*	*5. Decision-Making*	*6. Goal-Setting*	*7. Healthy Behaviors*	*8. Advocacy*
6-8.1.1.1 Explain how hormones and brain development influence emotions during adolescence.	6-8.1.2.10 Analyze the role of family, society, peers, business, and the media in the formation of body image.	6-8.1.3.14 Identify and evaluate the validity of sources of information and services for getting help for mental, emotional, and social health problems.	6-8.1.4.16 Demonstrate how to communicate about stress and anxiety productively.	6-8.1.5.18 Describe the responsibilities of teen parenting from the perspective of the teen mother, teen father and parents of the teen.		6-8.1.7.20 Demonstrate healthy ways to express caring, friendship, affection, and love, both verbally and non-verbally.	6-8.1.8.22 Recommend ways to help a friend or family member deal with emotional or mental health challenges.
6-8.1.1.2 Compare the rate of emotional change during various life stages.	6-8.1.2.11 Analyze the potential impact of loss and grief on daily activities.	6-8.1.3.15 Explain how appropriate mental health care can help prevent, detect, and treat mental health concerns, such as anxiety disorders, mood disorders, and suicide.	6-8.1.4.17 Develop a message that persuades others to use stress-relieving techniques.	6-8.1.5.19 Identify appropriate responses to personal emotional triggers.		6-8.1.7.21 Demonstrate ways to show supportive concern to a peer who is grieving.	
6-8.1.1.3 Identify the causes, symptoms, and harmful effects	6-8.1.2.12 Analyze the relationship between depression and						

of disordered eating.	suicide and identify the risk factors and warning signs for suicide in adolescents.					
6-8.1.1.4 Explain the family life cycle and what it means to be a parent in various cultures.	6-8.1.2.13 Analyze the stigma of mental health illnesses in various cultures.					
6-8.1.1.5 Recognize that raising a child is one of the most important functions of a family.						
6-8.1.1.6 Describe the signs and symptoms of depression.						
6-8.1.1.7 Identify techniques for managing mental and emotional health challenges (e.g. depression, grief, stress, etc.)						
6-8.1.1.8 Explore the						

psychological principles and theories of personality development, including identity formation, and differentiate among the concepts of the ideal self, public self and private self.							
6-8.1.1.9 Describe the symptoms of overstress, including the consequences of ineffectively coping with stress, such as how too much stress can reduce the body's resistance to disease.							

Category 2: Safety Skills							
1. Health Promotion	2. Analyzing Influences	3. Accessing Information	4. Communication	5. Decision-Making	6. Goal-Setting	7. Healthy Behaviors	8. Advocacy
6-8.2.1.1 Develop personal safety strategies.	6-8.2.2.6 Analyze how unhealthy social environments can influence	6-8.2.3.9 Access sources of information in the event of an emergency or	6-8.2.4.11 Describe how refusal skills help youth avoid unsafe situations.			6-8.2.7.13 Demonstrate how to care for babies and young children	6-8.2.8.16 Develop an anti-sexual harassment campaign for

	personal health decisions.	epidemic and evaluate which sources are accurate.				in order to prevent injury.	your school. Use common examples of sexual harassment you see in your community or in society.
6-8.2.1.2 Compare and contrast the differences between harassment and flirting.	6-8.2.2.7 Describe the impact that individual behavior can have on public safety.	6-8.2.3.10 Identify the available emotional and physical abuse resources for support in schools and the community and describe when to use each.	6-8.2.4.12 Develop and apply personal conflict-resolution strategies to prevent, manage, or resolve interpersonal conflicts.			6-8.2.7.14 Demonstrate when to use hands-on CPR and/ or basic first-aid procedures.	6-8.2.8.17 Research peer mediation programs and design a program for your school.
6-8.2.1.3 Analyze myths and facts that relate to sexual harassment.	6-8.2.2.8 Analyze the positive and negative effects peer influence can have on personal safety decisions.					6-8.2.7.15 Describe when it is necessary to seek help or leave an abusive relationship.	
6-8.2.1.4 Describe first-aid for dental injuries (such as displacing a permanent tooth).							
6-8.2.1.5 Contrast the characteristics of potentially							

harmful or abusive relationships, including dangerous dating situations to those of healthy relationships.							

Category 3: Human Body and Personal Health							
1. Health Promotion	*2. Analyzing Influences*	*3. Accessing Information*	*4. Communication*	*5. Decision-Making*	*6. Goal-Setting*	*7. Healthy Behaviors*	*8. Advocacy*
6-8.3.1.1 Describe the function and interconnection of all the body systems and how they work together to ensure wellness. Explain physical, social, and emotional changes associated with adolescence.	6-8.3.2.18 Analyze how societal messages from all media including music, television programs, movies, advertising, and the internet influence adolescents' perceptions, decisions and behaviors related to sexual activity.	6-8.3.3.23 Develop guidelines for the use of professional health services based on the type of care needed, the nature of the problem, and the kind of questions that need answering.	6-8.3.4.26 Applying an assertive communication model, demonstrate effective ways to communicate personal boundaries within friendships and romantic relationships.	6-8.3.5.27 Using a decision making model, assess various contraceptive choices.	6-8.3.6.31 Use a goal setting model to demonstrate strategies to remain abstinent or delay sexual activity and resist pressures to become sexually active.	6-8.3.7.33 Demonstrate the steps to using a male and female condom correctly and other barrier and hormonal contraception.	6-8.3.8.34 Demonstrate how to support peers in making responsible and healthy decisions regarding sexual behavior.
6-8.3.1.2 Explain the importance of positive self-concept.	6-8.3.2.19 Analyze music, movies, and other popular culture to see	6-8.3.3.24 Identify community, school-based, medical based		6-8.3.5.28 Analyze the short-term and long-term consequences	6-8.3.6.32 Design a personal health goal, analyze how		

	how it influences relationship dynamics that contribute to dating violence and intimate partner violence.	and support services for sexual health services, including STI testing, contraception, and abortion.		of adolescent sexual activity including the costs of unplanned pregnancy and parenting.	family and peers might support or hinder its achievement, and evaluate progress toward its achievement.		
6-8.3.1.3 Explain why abstinence is the most effective way to prevent HIV/STIs and unintended pregnancy.	6-8.3.2.20 Analyze external influences that have an impact on attitudes about gender, sexual orientation, and gender identity.	6-8.3.3.25 Identify programs, supports, and resources for LGBTQ youth in the community.		6-8.3.5.29 Examine how self-esteem impacts decision-making around personal health.			
6-8.3.1.4 Compare and contrast models of healthy relationships for family, friends, and romantic relationships.	6-8.3.2.21 Analyze behaviors that place one at risk for HIV/AIDS, STIs, or unintended pregnancy.			6-8.3.5.30 Explain the negative repercussions of dating violence and what youth can do to address them.			
6-8.3.1.5 Explain the importance of responsibility and character traits such as love, respectfulness, generosity,	6-8.3.2.22 Examine the social, cultural, religious, and legal factors that influence the choice and use of						

kindness and forgiveness in committed relationships.	contraception and the choice to remain abstinent.					
6-8.3.1.6 Define sexual orientation, using correct terminology, and explain that as people grow and develop they may begin to feel romantically and/ or sexually attracted to people of a different gender and/or to people of the same gender.						
6-8.3.1.7 Differentiate between gender identity, gender expression, sexual orientation, and biological sex.						
6-8.3.1.8 Describe how heredity influences growth and development.						
6-8.3.1.9 Summarize the human						

reproduction cycle. Explain sexual intercourse and its relationship to human reproduction.						
6-8.3.1.10 Define sexually transmitted infections (STIs), including human immunodeficiency virus HIV) and acquired immunodeficiency syndrome (AIDS).						
6-8.3.1.11 Describe STIs' symptoms, treatment and modes of transmission.						
6-8.3.1.12 Explain the differences between hormonal and barrier methods of contraception and how they work. Explain that contraception is the responsibility of both partners.						
6-8.3.1.13 Compare, contrast						

situations and behaviors that may constitute sexual assault.						
6-8.3.1.14 Describe the emotional, psychological, and physical consequences of rape and sexual assault. Explain why a person who has experienced sexual assault is not at fault.						
6-8.3.1.15 Describe fertilization, embryonic development, and fetal development; describe the signs, symptoms, and body changes that occur with pregnancy.						
6-8.3.1.16 Identify pre-natal practices that contribute to a healthy pregnancy.						
6-8.3.1.17 Explain the precautions during labor and						

delivery to take when HIV and STIs are present.							

<table>
<tr><td colspan="8" align="center">Category 4: Disease Prevention</td></tr>
<tr>
<td>1. Health Promotion</td>
<td>2. Analyzing Influences</td>
<td>3. Accessing Information</td>
<td>4. Communication</td>
<td>5. Decision-Making</td>
<td>6. Goal-Setting</td>
<td>7. Healthy Behaviors</td>
<td>8. Advocacy</td>
</tr>
<tr>
<td>6-8.4.1.1 Explain the importance of practicing health-promoting behaviors.</td>
<td>6-8.4.2.3 Analyze how local sources of pollution can influence both personal and community health.</td>
<td>6-8.4.3.11 Describe situations that may require professional health services, including instances of food poisoning or other food-borne illnesses.</td>
<td></td>
<td>6-8.4.5.15 Explain the risks of neglecting oral health, including potential effects on overall health and family's health.</td>
<td>6-8.4.6.18 Set a short-term goal for practicing positive health practices.</td>
<td>6-8.4.7.20 Develop strategies for proper food-handling and storage to prevent the spread of food-borne illness.</td>
<td>6-8.4.8.22 Justify how sanitation, waste disposal, proper food handling/storage and environmental controls prevent diseases and improve health conditions.</td>
</tr>
<tr>
<td>6-8.4.1.2 Describe how exposure to environmental factors can impact health.</td>
<td>6-8.4.2.4 Analyze how social norms can influence health-related behavior.</td>
<td>6-8.4.3.12 Compare and contrast global influences on personal and community health.</td>
<td></td>
<td>6-8.4.5.16 Explain why it is important to seek treatment for common infectious and chronic diseases.</td>
<td>6-8.4.6.19 Develop a plan for minimizing exposure to environmental pollutants at home and in the community.</td>
<td>6-8.4.7.21 Maintain a personal health record, which includes vaccinations and doctor visits.</td>
<td>6-8.4.8.23 Examine barriers to accessing appropriate health care.</td>
</tr>
<tr>
<td></td>
<td>6-8.4.2.5 Describe the relationship between behavior, environment and health.</td>
<td>6-8.4.3.13 Examine the effect of social norms, culture, values, attitudes and behavior on personal and community</td>
<td></td>
<td>6-8.4.5.17 Explain the importance of establishing a long-term relationship with a primary care provider</td>
<td></td>
<td></td>
<td>6-8.4.8.24 Explain how school and public health policies can influence health promotion and disease</td>
</tr>
</table>

		health.		and dentist as a critical component in maintaining one's health.			prevention.
	6-8.4.2.6 Analyze the relationship between the health of a community and global environment.	6-8.4.3.14 Analyze how race, class, poverty and gender contribute to health disparities.					6-8.4.8.25 Propose modes of transportation that benefit the environment and promote health.
	6-8.4.2.7 Evaluate health claims made in the media.						
	6-8.4.2.8 Describe how family members can influence personal decisions around healthful practices.						
	6-8.4.2.9 Analyze behavioral, genetic, environmental and other risk factors that contribute to or prevent major diseases.						
	6-8.4.2.10 Analyze the impact of the						

built environment (man-made entities that form the physical characteristics of a community) on personal and community health.							

Category 5: Nutrition							
1. Health Promotion	*2. Analyzing Influences*	*3. Accessing Information*	*4. Communication*	*5. Decision-Making*	*6. Goal-Setting*	*7. Healthy Behaviors*	*8. Advocacy*
6-8.5.1.1 Compare and contrast nutrient-dense foods and foods with empty calories.	6-8.5.2.10 Analyze how internal and external influences (e.g. culture, food costs, poverty, environment, peers, and family) affect food choices.	6-8.5.3.13 Evaluate the validity of nutrition information, products, and services and how they can influence food choices		6-8.5.5.17 Demonstrate how to use reliable sources of information to make healthier choices.	6-8.5.6.19 Evaluate personal eating habits and patterns.	6-8.5.7.20 Demonstrate how to influence and support peers to make positive food choices.	6-8.5.8.21 Propose a plan to family members or the school community to increase nutritious food choices.
6-8.5.1.2 Differentiate amongst portion size, serving size, and recommended amounts of each food group using the USDA food guidance system for different age	6-8.5.2.11 Differentiate between research-based diets and fad diets.	6-8.5.3.14 Identify and evaluate ways to measure body composition.		6-8.5.5.18 Demonstrate the ability to apply a decision-making model to make food choices at home and away from home.			

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<mark>groups.</mark>							
6-8.5.1.3 Analyze the concepts of variety, moderation, and balance, while balancing caloric intake and energy expenditure (consequences of malnutrition including eating disorders and chronic disease).	6-8.5.2.12 Analyze different dietary needs related to food allergies and medical conditions.	6-8.5.3.15 Access and use information and services that provide information and services for individuals with an eating disorder.					
6-8.5.1.4 Describe the relationship between food choices and health problems including chronic diseases and eating disorders.		6-8.5.3.16 Access valid sources of nutrition information online					
6-8.5.1.5 Examine factors that contribute to body weight, size, shape, and abilities and contribute to difference in people (genetics, lifestyle behaviors).							
6-8.5.1.6							

Differentiate between diets that are health-promoting and diets linked to disease.							
6-8.5.1.7 Describe the nutritional needs associated with life stages (prenatal through late adulthood).							
6-8.5.1.8 Describe how age, physical activity, and gender affect nutritional requirements							
6-8.5.1.9 Identify macronutrients, key micronutrients, and their functions in the body.							

Category 6: Alcohol, Tobacco and Other Drugs							
1. Health Promotion	2. Analyzing Influences	3. Accessing Information	4. Communication	5. Decision-Making	6. Goal-Setting	7. Healthy Behaviors	8. Advocacy
6-8.6.1.1 Compare and contrast the short	6-8.6.2.11 Analyze how culture and	6-8.6.3.15 Access and evaluate school	6-8.6.4.17 Develop and apply skills to refuse	6-8.6.5.18 Apply problem-	6-8.6.6.22 Develop a personal plan		

and long-term effects of alcohol, tobacco, prescription and over-the-counter drugs on the body.	media depict the use of alcohol, tobacco, other tobacco products and other drugs.	and community resources for information on alcohol, tobacco, other tobacco products, and over the counter and prescription drugs.	alcohol, tobacco and other drugs with peers.	solving skills to protect one from risky situations involving alcohol, tobacco and other drugs.	for abstaining from the use of alcohol, tobacco and other drugs.		
6-8.6.1.2 Describe the types of over-the-counter substances that may be marketed in drug and grocery stores, as well as the effects that they can have upon the human body.	6-8.6.2.12 Assess ways that alcohol, drugs or tobacco may be marketed to attract youth	6-8.6.3.16 Access, use and evaluate community resources for the prevention, treatment and recovery of addiction.		6-8.6.5.19 Analyze the benefits of being alcohol, tobacco and drug free.			
6-8.6.1.3 Describe methods for the prevention, treatment and recovery of addiction.	6-8.6.2.13 Analyze trends in adolescent use of alcohol, tobacco and other drugs.			6-8.6.5.20 Describe healthy alternatives to the use of alcohol, tobacco or other drugs.			
6-8.6.1.4 Explain the stages of addiction: experimentation, peer pressure, regular use, substance abuse/ risky behavior and	6-8.6.2.14 Describe ways that family and friends can support tobacco-free and drug-free lifestyles.			6-8.6.5.21 Discuss how the use of alcohol and other drugs, including popular drugs that are			

addiction/chemical dependency.				marketed to hide their harmful effects, impair decision-making; increase the risk of violence; and place one at risk for sexual assault, pregnancy and STIs.			
6-8.6.1.5 Analyze the effects of stimulants, depressants, hallucinogens, marijuana and club/ designer drugs on the brain and body of developing adolescents.							
6-8.6.1.6 Differentiate between alcohol and drug use, misuse, abuse and dependence.							
6-8.6.1.7 Describe the signs and symptoms of substance abuse, factors that contribute to the abuse and stages							

that lead to dependency.						
6-8.6.1.8 Describe methods for the prevention, treatment and recovery of addiction.						
6-8.6.1.9 Explain the physical, legal, financial, social and psychological cost of the use, sale and possession of alcohol, tobacco and other drugs.						
6-8.6.1.10 Explain school policies and local laws related to the possession, use, sale and distribution of alcohol, tobacco and other drugs						

9-12 Health Education Standards

By grade 12, students should be able to:

Category 1: Mental and Emotional Health							
1. Health Promotion	*2. Analyzing Influences*	*3. Accessing Information*	*4. Communication*	*5. Decision-Making*	*6. Goal-Setting*	*7. Healthy Behaviors*	*8. Advocacy*
9-12.1.1.1 Describe the impact that culture and community can have on mental health conditions (e.g. stigma, peer pressure, etc.)	9-12.1.2.3 Analyze the relationship between mental, emotional and physical health.	9-12.1.3.4 Identify and evaluate resources in the community for people with mental or emotional health conditions.	9-12.1.4.5 Demonstrate the ability to release anger in healthy ways, communicate frustration and disappointment, and defuse someone else's anger.	9-12.1.5.7 Describe suicide-prevention strategies.	9-12.1.6.8 Develop a personal goal-setting and stress management plan to improve or maintain wellness.		9-12.1.8.9 Develop a message promoting help-seeking behaviors in school and in your community.
9-12.1.1.2 Analyze risk and protective factors related to suicide.			9-12.1.4.6 Develop a message about the importance of recognizing signs of bulimia, disordered eating and other common mental health conditions.				

Category 2: Safety Skills							
1. Health Promotion	*2. Analyzing Influences*	*3. Accessing Information*	*4. Communication*	*5. Decision-Making*	*6. Goal-Setting*	*7. Healthy Behaviors*	*8. Advocacy*
9-12.2.1.1 Analyze the impact of violence on individuals,	9-12.2.2.8 Analyze how interpersonal communication affects	9-12.2.3.11 Evaluate your school's bullying policy and how that can be a	9-12.2.4.13 Demonstrate strategies to prevent, manage, or resolve interpersonal	9-12.2.5.16 Develop strategies to reduce the risk of injuries that	9-12.2.6.18 Plan effectively for personal safety in public spaces using	9-12.2.7.19 Demonstrate first-aid procedures, including CPR.	9-12.2.8.20 Research and develop an outreach campaign for

families, and communities.	relationships	resource to students.	conflicts.	can occur during athletic events.	public sources of information.		teen individuals on the meaning of consent, how to reduce dating violence, and how to support peers who has experienced dating violence.
9-12.2.1.2 Compare and contrast different kinds of gangs (neighborhood-based, economy-based, social support-based, gender-specific, violent and nonviolent) and discuss the characteristics of gang members in each.	9-12.2.2.9 Analyze how peer influence on personal decision-making can impact safety in certain situations (e.g. encouraging violence or delinquency)	9-12.2.3.12 Evaluate the validity of public sources of safety information (e.g. WMATA alerts, weather advisories, police department announcements, etc.).	9-12.2.4.14 Apply strategies to avoid and report dangerous situations (e.g. relationship violence, conflicts involving weapons, neighborhood violence, etc.)	9-12.2.5.17 Determine and commit to practicing positive alternatives to gang involvement or other unhealthy associations.			
9-12.2.1.3 Analyze the difference between healthy vs. unhealthy romantic relationships.	9-12.2.2.10 Describe how prejudice, discrimination and bias can negatively impact communities.		9-12.2.4.15 Demonstrate effective communication strategies to boundaries in relationships.				
9-12.2.1.4 Describe the relationship							

between personal behaviors and injury (e.g., texting and driving, walking home alone, getting rides from strangers).						
9-12.2.1.5 Assess legal channels for addressing partner violence (including Civil Protection Order or a Temporary Protection Order (TPO).	.					
9-12.2.1.6 Analyze the role of police and other authorities within communities and identify the rights civilians have when interacting with them.						
9-12.2.1.7 Analyze the role of gender and sexism in teen dating violence.						

Category 3: Human Body and Personal Health							
1. Health Promotion	2. Analyzing Influences	3. Accessing Information	4. Communication	5. Decision-Making	6. Goal-Setting	7. Healthy Behaviors	8. Advocacy
9-12.3.1.1 Compare and contrast how heredity, physiological changes, and environmental influences contribute to one's growth and development.	9-12.3.2.12 Compare and contrast attitudes and beliefs about gender identity, sexual orientation, and gender equity across cultures.	9-12.3.3.20 Identify community and school-based medical and support services and describe differences in services.	9-12.3.4.22 Demonstrate how effective communication and negotiation skills can be used to set boundaries, get important sexual health information about your partners, resist pressures to engage in risky behaviors, and ensure that sexual relationships are consensual and self-respecting.	9-12.3.5.25 Demonstrate how to report abuse to a trusted adult or to the Child and Family Services Agency (CFSA).	9-12.3.6.27 Identify short- and long-term goals that can prevent pregnancy and maintain sexual health.		9-12.3.8.28 Adapt health messages and communication techniques to promote prevention, treatment, and testing for STIs and HIV for high school-aged youth.
9-12.3.1.2 Identify and recommend behaviors that enhance and support the optimal functioning of bodily systems, including the functions of the body's immune system.	9-12.3.2.13 Analyze how peers, family, society, culture, and religion, influence decisions about engaging in sexual behaviors.	9-12.3.3.21 Analyze the cost and accessibility of health care services, including those provided by community health clinics, private health clinics, urgent care facilities and hospital emergency rooms.	9-12.3.4.23 Demonstrate effective strategies to end relationships.	9-12.3.5.26 Discuss behaviors that increase sexual health risks (multiple partners, unprotected sex, alcohol/substance use, etc.) and how to reduce risk.			9-12.3.8.29 Advocate for school policies and programs that promote dignity, respect, and safety for all, including those that are gender inclusive.
9-12.3.1.3 Identify and	9-12.3.2.14 Analyze the		9-12.3.4.24 Demonstrate				

discuss the range of sexual identities and the range of sexual expression within those identities.	impact of technology and social media on relationships and how it can be used in positive and destructive ways.		strategies to use social media safely, legally, respectfully within different kinds of relationships.				
9-12.3.1.4 Discuss the types of sexual intercourse.	9-12.3.2.15 Examine how social norms and attitudes about the human body have evolved throughout history.						
9-12.3.1.5 Compare and contrast sexual behaviors that are healthy from those that are unhealthy.	9-12.3.2.16 Analyze existing laws and policies designed to protect young people from sexual harassment, sexual assault, child abuse, human trafficking, sexual exploitation, bullying, and other types of violence.						
9-12.3.1.6 Explain how the	9-12.3.2.17 Research DC						

<mark>four stages of the menstrual cycle work, the process of fertilization and conception.</mark>	minor consent laws and compare and contrast to other states.					
<mark>9-12.3.1.7 Describe the signs of pregnancy, the stages of pregnancy, and prenatal practices.</mark>	9-12.3.2.18 Examine societal attitudes toward children and how they contribute to or prevent child neglect and abuse.					
9-12.3.1.8 Compare and contrast the function and advantages-disadvantages of a range of contraceptive methods including condoms, abstinence, IUDs and other long-acting reversible contraceptives (LARCs), and other barrier and hormonal methods.	9-12.3.2.19 Examine how stigma affects people living with communicable diseases.					
9-12.3.1.9						

Analyze factors, including alcohol and other substances that that can affect the ability to give or perceive the provision of consent to sexual activity.							
9-12.3.1.10 Analyze the data on STI and HIV rates among youth. Discuss barriers to prevention and treatment including legal, economic, and cultural barriers.							
9-12.3.1.11 Describe adolescent sexual health rights.							

Category 4: Disease Prevention							
1. Health Promotion	*2. Analyzing Influences*	*3. Accessing Information*	*4. Communication*	*5. Decision-Making*	*6. Goal-Setting*	*7. Healthy Behaviors*	*8. Advocacy*
9-12.4.1.1 Compare and contrast diseases and health	9-12.4.2.5 Analyze the relationship between access to health care	9-12.4.3.7 Identify trends in the health care delivery system and how that		9-12.4.5.11 Describe how health decisions that are made	9-12.4.6.13 Develop a personal health plan for preventing		9-12.4.8.14 Describe individual rights and responsibilities

conditions that occur in adolescence and young adulthood with those occurring later in life.	and health outcomes.	has impacted use over time.		today may increase or decrease the risk of developing diseases.	disease.		==within the health care system, including those concerning access to information, necessary care, specialists, emergency rooms, a fair appeal process, confidentiality laws, protected doctor-patient relationships and health maintenance organization and managed care accountability.==
==9-12.4.1.2 Describe trends related to chronic disease progression from adolescence to later adulthood.==	9-12.4.2.6 Analyze the efficacy of medical screenings for maintaining health and preventing disease.	9-12.4.3.8 Describe the basic criteria for eligibility in public health programs including the School Lunch Program, SNAP (Supplemental Nutrition Assistance Program) WIC (Women, Infants and Children), CHIP (Children's Health Insurance		9-12.4.5.12 Evaluate public health efforts to solve global health problems.			9-12.4.8.15 Evaluate the effect of government policies and regulations on health outcomes.

		Program), Medicaid and Medicare.					
9-12.4.1.3 Analyze the cause and prevention of global health problems.		9-12.4.3.9 Describe ways to stay informed about environmental and other health issues.					9-12.4.8.16 Analyze the cause of a public health problem and develop an argument to alleviate it by making a health-related consumer complaint.
9-12.4.1.4 Analyze the prevalence of infectious, communicable, and chronic diseases on different populations and in different regions of the world.		9-12.4.3.10 Analyze how advances in science may challenge existing knowledge and prompt changes in health information, products and services.					9-12.4.8.17 Describe the process to make a health related consumer complaint.

Category 5: Nutrition							
1. Health Promotion	2. Analyzing Influences	3. Accessing Information	4. Communication	5. Decision-Making	6. Goal-Setting	7. Healthy Behaviors	8. Advocacy
9-12.5.1.1 Analyze the relationship between access to nutritious food, eating habits, and health status.	9-12.5.2.2 Evaluate the usefulness and credibility of nutrition information available online and in the	9-12.5.3.5 Describe how availability, individual and family preferences, culture and the media influence		9-12.5.5.7 Propose ways to reduce health problems due to malnutrition.	9-12.5.6.9 Evaluate one's personal dietary habits and design a plan to make improvements to one's diet.	9-12.5.7.10 Plan a well-balanced meal for people in different age groups.	9-12.5.8.11 Advocate for positive eating choices in the community, such as increased access to fresh fruits

1. Health Promotion	2. Analyzing Influences	3. Accessing Information	4. Communication	5. Decision-Making	6. Goal-Setting	7. Healthy Behaviors	8. Advocacy
	media.	food choices.					and vegetables.
	9-12.5.2.3 Analyze the availability and variety of affordable and nutritionally adequate foods in the community.	9-12.5.3.6 Analyze how economics influences food prices, availability, and marketing strategies.		9-12.5.5.8 Evaluate and propose alternatives to increase access to nutrient-dense food.			9-12.5.8.12 Analyze the benefits to buying locally grown and/or produced foods and argue the impact on the local economy and food quality.
	9-12.5.2.4 Identify community programs and services that help people gain access to affordable, healthy foods.						

Category 6: Alcohol, Tobacco and Other Drugs							
1. Health Promotion	2. Analyzing Influences	3. Accessing Information	4. Communication	5. Decision-Making	6. Goal-Setting	7. Healthy Behaviors	8. Advocacy
9-12.6.1.1 Analyze theories about dependency such as genetic disposition, gender-related predisposition and multiple risk factors.	9-12.6.2.7 Analyze the relationship between the use of alcohol, tobacco and other drugs and personal, family and community health.	9-12.6.3.10 Access and evaluate community resources that assist in the prevention and treatment of substance abuse.	9-12.6.4.11 Create and demonstrate a communication plan for refusing to ride with someone who is under the influence of alcohol or other drugs.		9-12.6.6.13 Develop a personal plan that includes both short-and long-term goals for remaining drug- and tobacco-free.	9-12.6.7.14 Analyze internal and external barriers to quitting alcohol, tobacco and other drug use.	9-12.6.8.15 Develop strategies to advocate for a drug-free environment.

9-12.6.1.2 Analyze the acute and chronic effects of drug use and abuse on individuals, families and communities.	9-12.6.2.8 Analyze the influence of advertising and targeting strategies on alcohol, tobacco and other drug use.		9-12.4.12 Develop and apply skills to resist pressure to use alcohol, tobacco and other drugs.				9-12.6.8.16 Develop techniques to communicate personal attitudes about alcohol, tobacco and other drug use.
9-12.6.1.3 Explain the consequences of driving under the influence of alcohol and other drugs	9-12.6.2.9 Analyze how national and international public health policies and governmental regulations related to the sale, distribution and use of alcohol, tobacco and other drugs influence health promotion and disease prevention.						
9-12.6.1.4 Describe how the use of alcohol and other drugs impairs decision-making, increases the risk of violence and places one at risk for sexual assault,							

<mark>pregnancy, STIs and HIV.</mark>						
9-12.6.1.5 Analyze the effects of combining certain drugs (e.g. alcohol and barbiturates).						
9-12.6.1.6 Describe the relationship between prenatal exposure to alcohol, tobacco and other drugs and the health of a newborn baby.						