COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

Grades Pre-Kindergarten to 12

Massachusetts Curriculum Framework – 2023

MASSACHUSETTS
Department of Elementary and Secondary Education

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Document Organization

The 2023 Comprehensive Health and Physical Education Framework (Framework) provides standards and program guidance for effective Comprehensive Health and Physical Education programs. The Framework includes:

• A vision and guiding principles for effective Comprehensive Health and Physical Education programming.
• An overview of practices that support the development of skills students need throughout life, and which are reinforced and applied across disciplines and settings.
• Learning standards for Comprehensive Health and Physical Education programming, organized by grade spans, practices, and topics.
• An appendix with select health and physical education-related laws and guidance. Additional information and resources to support implementation of effective Comprehensive Health and Physical Education programs will be available on the Department's webpage.

Vision

All Massachusetts students will develop health and physical literacy through engagement in comprehensive, well-rounded, inclusive, medically accurate, developmentally and age-appropriate educational opportunities that include physical education, health education, and the development of social and emotional competencies. Students will develop self-efficacy and the agency to lead health-promoting lives and will understand the impact of health-related behaviors on current and future health and overall well-being. Physically- and health-literate students will be prepared to navigate the complexities of our global society by applying health-promoting skills to a variety of situations and recognize their role in shaping health outcomes at the personal, community, and global levels.

Origin of These Standards

The first Health Framework (1996) established a vision for comprehensive health education that included elements important for children to be healthy in their daily lives and into adulthood. Designed to coordinate education across all disciplines, a key feature of the 1996 Framework was Habits of Mind, ways of thinking and behaving that form the foundation of lifelong learning. The 1999 Comprehensive Health Curriculum Framework built upon the foundation of the first Health Framework, keeping many of the same goals and structures. In 2010, a group of stakeholders convened and made recommendations on proposed updates to the 1999 Framework. Building on the work done in 2010, this revision, as reflected in its name, adds details and attention to the critical skills of comprehensive health and physical education, and makes links between students' well-being, school performance, and community and family involvement.

2023 Comprehensive Health and Physical Education Framework

Comprehensive health and physical education programming are critical components of a well-rounded education. As the world continues to experience complex health challenges, a comprehensive approach to support the development of healthy students remains a key need today and into the future. This Framework provides a pathway for and continues to encourage all schools to implement educational programming and strategies that enhance students' mental, emotional, and physical health while recognizing the critical role of school climate and culture on student outcomes. This is achieved through the development of self-efficacy in health- and movement-related skills and knowledge at the student level, and through policies and practices at the school and district level.

This involves all staff working to address student well-being, such as building social and emotional competencies or managing stress, as well as teaching of skills and information necessary for students to strive to improve health outcomes and health-related behaviors for themselves and in their communities. Staff most directly involved in Comprehensive Health and Physical Education programs includes physical educators and health educators, as well as school nurses, school psychologists and counselors, among others.

The 2023 Framework reflects several key developments and shifts in the fields of comprehensive health and physical education. These shifts are necessary for student success into the future and include:

- A stronger emphasis on practices – the processes and skills needed to promote and maintain lifelong physical, mental/emotional, and social health. Practices are emphasized both in the overall organization of the standards as well as in individual standards, resulting in more active and rigorous performance expectations that reflect real world application.

- A more explicit representation and integration of physical education that recognizes the contribution that physical education makes to overall student health and well-being. Specific attention has been given to aligning with national standards.
- A clear articulation of social and emotional competencies that can apply across the school curriculum and be integrated into any content area.
- Updates to reflect current and ever-changing technology, social media, and other influences on health and well-being (e.g., vaping, opioid–use, health during a crisis). While specific references are kept somewhat generic because each can change quickly, the standards emphasize critical analysis and strategies to evaluate health issues and their potential impact on individuals and the community.
- Updates to acknowledge that students are increasingly using media and technology to access information and services related to health and health care and emphasizing the importance of including media literacy as a component of health and well-being. More explicit inclusion and articulation of standards that support and affirm the well-being and educational outcomes of various student populations. The standards offer an opportunity for schools to integrate work related to equity directly into the classroom.
- A more deliberate integration of skills for personal safety, maintaining personal boundaries, and child sexual abuse prevention through a trauma-informed lens. The standards help students to understand that abuse is never their fault, and that trauma is something that people may experience but does not define who they are.
- A trauma-sensitive perspective that supports and encourages students in their learning while recognizing that students bring individual and unique needs to the classroom.
- Updated guiding principles that encourage a whole school, whole community, whole child approach and emphasize the application of the practices across disciplines, throughout school programming and coordinated planning across the curriculum.
- An emphasis on key skills and content to support students to understand, identify and seek help for mental health concerns in themselves or others.
- Inclusion of specific family and consumer science standards only where there is overlap with the outlined skills and practices. Fewer and fewer school districts report including family and consumer science in their Comprehensive Health and Physical Education programs, and many of the technical skills in the discipline are beyond the scope of this Framework.

The process to develop the 2023 Framework began in the summer of 2018. Interviews and input from a variety of stakeholders helped to develop and answer questions that guided the review process, including identifying elements of the 1999 Framework to be carried forward, confirming and updating previous recommendations for revisions, capturing important changes in the disciplines over the past two decades, and noting key sources and references for the review. Primary resources used to inform the development of the practices and standards include the *2007 National Health Education Standards*, the *2013 SHAPE America Grade Level Outcomes for Physical Education* (including the draft proposed revised national standards currently out for public comment), the *CASEL Social and Emotional Competencies*, and the *National Sexuality Education Standards*, among others.

As with all Massachusetts Frameworks, the 2023 Framework was informed by a review panel composed of a diverse group of representatives with different roles, including teachers, curriculum coordinators, administrators, higher education faculty, and community organization staff. In addition, the draft was reviewed by selected content experts and stakeholder organizations, including students, to inform the draft.

What the Comprehensive Health and Physical Education Framework Does and Does Not Do

Massachusetts learning standards define what all students are expected to know and be able to do, not how teachers teach. The standards focus on what is most essential for student learning rather than describe all that

can or should be taught. For example, many physical and health education courses will teach a range of technical skills, such as specific refusal strategies or proper stretching techniques. This Framework does not intend to diminish the importance of these technical skills, though it recognizes that these will be defined within the context of each course at the discretion of the school and educator. The standards presented in this Framework identify the key practices and concepts that students broadly need to be healthy in school and in life. The standards typically do not provide all the details, particular skills, or knowledge that may be part of a curriculum. School districts have discretion to determine how the standards will be implemented at the local level.

Grade-span standards do not reflect the great variety of abilities, needs, learning rates, and achievement levels in any given learning environment. In this document, the term "developmentally-appropriate" recognizes that development is comprised of physical, cognitive and social emotional domains. This Framework does not define the additional resources and supplemental supports that may be necessary to meet varying developmental needs. This includes designing and implementing learning experiences and opportunities that recognize both the internal assets students bring into the classroom and the external and social forces outside of students' control that may impact learning. It is up to curriculum developers, administrators, and educators to provide all students the opportunity to learn and meet the same high standards needed to access the skills and knowledge that will be necessary in their lives.

The standards are intended to allow for each student to participate fully with appropriate accommodations to promote maximum participation of students with special education needs. For example, for students with disabilities, *reading* health-related texts and source materials allows for the use of Braille, screen-reader technology, or other assistive devices, as necessary. *Writing* may include the use of a scribe, computer, or speech-to-text technology that includes health and physical education vocabulary. In a similar manner, *speaking* and *listening* should be interpreted broadly to include sign language. In addition, for developing *movement skills,* schools may design adaptive physical education learning experiences or courses.

Additional resources will offer guidance and support for educators as they select, design, and implement curriculum, instruction, and assessment. These resources are meant to reflect effective practices as they are now known but are not meant to define a curriculum or instructional practice. Each district, school, and educator knows their context, students and families, and they are best situated to identify the strategies, materials, time, and resources necessary to support students in achieving the standards. The Department is committed to ensuring that schools and districts also have resources to support collaboration with families in their children's learning.

Guiding Principles for Effective Comprehensive Health and Physical Education Programs

The following principles are philosophical statements that underlie the standards and resources in this Framework. They are intended to inform the design and evaluation of comprehensive health and physical education programs that are inclusive, medically accurate, developmentally and age-appropriate. Programs guided by these principles will prepare students for college, careers, and their lives as productive and informed residents and citizens of a global society.

Guiding Principle 1

Students come from racially, culturally, and socially diverse backgrounds. Partnering with **educators, families, and community stakeholders representing students' backgrounds provides essential support** for implementation of a successful Comprehensive Health and Physical Education program, in which all are invested in supporting students' personal health and the overall health of their community.

Guiding Principle 2

Effective Comprehensive Health and Physical Education programs are **developmentally and age-appropriate, inclusive, trauma-sensitive, culturally sustaining, and provide a safe and supportive learning environment** so that all students, without exception to ability or circumstance, are supported as individuals, and can achieve the learning goals.

Guiding Principle 3

Effective Comprehensive Health and Physical Education programs **incorporate diverse perspectives and acknowledge that attainment of equity and optimal health are individualized, contextual, and affected by intersections** of race, ethnicity, culture, religion, education, economic condition, gender identity, sexual orientation, dis/ability, personal experience, and many other factors.

Guiding Principle 4

Every student deserves equitable access to effective Comprehensive Health and Physical Education programming, including **dedicated courses for physical education and health education every year from Pre-Kindergarten (Pre-K) through grade 12, facilitated by qualified educators** (e.g., licensed and/or trained in this health and/or physical education).

Guiding Principle 5

Effective Comprehensive Health and Physical Education programs **foster equity-focused and trauma-informed approaches through school-wide collaboration to support and promote a sense of belonging, mental health and well-being, and the development of social and emotional skills** including self-awareness, self-management, self-care, social awareness, responsible decision-making, and relationship skills in a wide variety of contexts and situations.

Guiding Principle 6

Comprehensive Health and Physical Education programs **use a variety of effective implementation and assessment strategies** such as scaffolding, collaboration, application, relevance and authenticity,

differentiation and adaptation, and authentic performance-based assessment, and provide multiple opportunities for learning and demonstrating competency.

Guiding Principle 7

Effective Comprehensive Health and Physical Education programs develop students' **skills for research, reasoning, decision-making, critical thinking, problem-solving, and the habits of mind** needed to be healthy across their lifespan. This includes being able to differentiate among a variety of factors affecting behavior such as culture, community, peers, and group dynamics.

Guiding Principle 8

Effective Comprehensive Health and Physical Education programs require **a school-wide culture that promotes equity, health and well-being, integration and collaboration among education leaders and health professionals**, and coherent district-wide support for implementation to improve each student's cognitive, physical, social, and emotional development.

Practices for Comprehensive Health and Physical Education

The Pre-K through grade 12 Practices for Comprehensive Health and Physical Education are the processes and skills students will learn throughout the elementary, middle, and high school years that promote and maintain lifelong health and well-being. These practices support the development of skills students need throughout life, and which are reinforced and applied across disciplines and settings. This approach is evidence-based and aligns with best practices outlined in the *Characteristics of Effective Health Education Curricula* from the Centers for Disease Control and Prevention and the *Essential Components of Physical Education and the Essential Components of Health Education* from SHAPE America.

These practices are so important to Comprehensive Health and Physical Education outcomes that they provide the organization for the standards in this Framework. Their use in this way provides for active and rigorous performance expectations that reflect real world application. The practices outline opportunities for students to demonstrate behaviors that support health and well-being and increase health outcomes through the development of self-efficacy, health literacy, and physical literacy.

The application of each practice on specific topics is not exhaustive but is intended to outline a progression of the practice across topics and grade spans. Designers of curricula, assessments, and professional development can consider the transferability of these practice skills across topics and through multiple disciplines (e.g., physical education and health education) beyond those covered in this document. Similarly, for educators outside of Comprehensive Health and Physical Education looking to address standards specific to social and emotional competencies, many opportunities exist to teach and reinforce these practices in other disciplines.

Practice 1: Decision-making and Problem-solving. Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations.

Students make informed, responsible decisions to lead a lifestyle that enhances overall well-being, across numerous aspects of health. Students can thoughtfully apply a developmentally and age-appropriate decision-making process in a situation or solve or address a problem that they are facing. Through the development of this practice, students increase their health and physical literacy and can make decisions that improve health and well-being in a variety of settings and situations.

Students can examine their options and the respective consequences, consider the ways in which personal beliefs and values impact their decision, consider the role of external forces on decisions and opportunities, and evaluate the results of their decision.

In developmentally and age-appropriate ways, and through a variety of health-related situations, students can apply a decision-making model to evaluate the benefits and risks of various alternatives when addressing problems. Students can differentiate between a decision that can be made individually versus a decision that may need assistance. Students can work collaboratively in a variety of settings and groups to solve problems while navigating group dynamics.

Practice 2: Self-management and Goal Setting. Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

In developmentally and age-appropriate ways, students recognize and regulate their emotions, actions, and behaviors in different situations to effectively manage stress, control impulses, and self-motivate. Students use health-promoting strategies (e.g., deep breathing, physical activity, asking for help) and avoid risk behaviors (e.g., using food or alcohol to cope) to meet their social, emotional, and physical needs. Students take personal responsibility for their health while recognizing the aspects of their overall health and well-being that are the result of factors outside of their control and seek supports to navigate those health challenges. They engage in health-promoting behaviors in a variety of settings and can explain how these behaviors contribute to a positive quality of life and prevent injury and disease.

Students must become self-aware through self-reflection and examination of their identities, lives, habits, and behaviors in order to identify, adopt, and maintain health-promoting behaviors and lifestyles. They set both short-term and long-term goals that are specific, measurable, attainable, relevant, and time-bound (SMART goals). Often this includes identifying who can help (e.g., physical education teacher, parent/guardian or family member, community organization) when assistance is needed to set and achieve a personal health goal. For older students, this may include describing how personal health goals can vary with changing abilities, priorities, opportunities, and responsibilities.

Practice 3: Social Awareness, Relationship, and Communication Skills. Enhance relationships, personal health, and the health of others through social awareness and effective communication.

Students are socially aware individuals who recognize the complexities of the world around them, including the role of health on individual and community success and outcomes. Students understand the interconnectedness of health, how others' health impacts individuals' health and vice versa. They can take the perspective of and empathize with others, including those from diverse backgrounds and cultures. They seek to better understand others and their perspectives. They treat all individuals with respect and employ strategies to meaningfully engage with family, school, and community resources and supports.

Students demonstrate positive relationship skills. They establish and maintain meaningful and rewarding relationships with diverse individuals and groups (e.g., people with differing perspectives, people with disabilities, people of various racial/cultural identities, etc.). They use verbal and non-verbal skills to develop and maintain healthy personal relationships and ask for and offer assistance to enhance the health of self and others.

In developmentally and age-appropriate ways, students communicate clearly and effectively (with considerations for ability and culture) in a variety of settings, situations, and cultural contexts. They cooperate with others, recognize and navigate complex group dynamics, resist inappropriate social pressure, constructively negotiate conflict, and respectfully and assertively communicate needs, wants, and feelings in order to support their health and avoid violence. This may include telling a trusted adult if they feel threatened or harmed, and employing refusal, negotiation, and collaboration skills to enhance their own health and reduce health risks. Students develop the ability to extract information from a variety of forms of communication and apply it in new settings and circumstances.

Practice 4: Movement Skills. Demonstrate competence in, and knowledge of, a variety of movement concepts, principles, motor skills, and physical fitness components in order to engage in purposeful and health-promoting physical activity, including sports and games.

Primarily through physical education, in developmentally and age-appropriate ways, students demonstrate competence in skill themes and movement concepts and principles in order to effectively and safely move, balance, and control their bodies in a variety of contexts. Students engage in physical activities, sports, and games to support their physical literacy journey and develop competence in order to improve and maintain overall health; to exhibit prosocial involvement with others; and to foster the enjoyment and motivation needed to participate in lifelong fitness and physical activity.

Students know the components and principles of fitness, can develop a fitness program, and have the ability to use movement in ways that enhance overall health and well-being. Students recognize that the value of physical activity is multi-purpose and can vary based on social and cultural context. Students acknowledge the culturally diverse ways individuals within communities engage in physical activity. As students progress on their physical literacy journey, they recognize opportunities to use physical movement for health, enjoyment, challenge, self-expression, and/or social interaction and incorporate opportunities for physical movement into their daily life.

Practice 5: Self-awareness and Analyzing Influences. Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.

In developmentally and age-appropriate ways, students can recognize their own identities, feelings and needs, describe them to others, express emotions in ways appropriate for ability and with consideration for culture and use strategies that promote health to manage them. Students develop and expand their physiological vocabulary to describe how their bodies feel and emotional vocabulary to describe their feelings. Students show empathy by applying what they know about their own feelings to infer what others may be experiencing and respond with compassion.

Students recognize the various influences around them and critically evaluate these influences to understand how they enhance or inhibit well-being. Students understand that influences may include the culture in which they are immersed, economic systems, peers and families, media, and technology. Older students evaluate their own health-related beliefs and values, discern the source of those values, and determine whether personal choices and goals align with their identified values and beliefs which builds critical health and physical literacy. Students consider how individual actions intersect with personal and community health and well-being, and ways that external factors such as social and political factors shape our environment and our health.

Practice 6: Information and Resource Seeking. Access, evaluate, and use valid and reliable health information, products, services, and related resources.

Students seek out developmentally and age-appropriate information from reliable sources to enhance health and well-being. For younger students, information and resources may come from the physical educator, school nurse or an adult at home. As students grow and seek information from new sources (e.g., the internet, healthcare provider, community resources), they must apply increasing sophistication to evaluate the level of expertise, credibility, and potential agendas or bias of their sources in order to use this information in meaningful ways. Media literacy is enhanced by students analyzing sources of information and resources to determine the level to which media information and resources help or hinder health.

Students know how to use health products (e.g., toothbrushes, adhesive bandages, deodorant, reproductive health products, heart rate monitors) in ways appropriate for the given situations. They also determine the accessibility of products and services that enhance health that are appropriate for their given context or situation. Students can seek out health services and resources that are culturally relevant and responsive to their needs for both themselves and others. For younger students, this may take the form of learning how to call 9-1-1 when someone needs help or identify community or school health helpers. In the upper grades, students may learn how to identify and use community resources to support health care needs or develop coping strategies.

Practice 7: Self-Advocacy and Health Promotion. Promote personal, family, and community health and well-being.

In developmentally and age-appropriate ways, students can recognize their own and others' health needs (e.g., physical activity, health care, clean air) and act effectively to address those needs on their own. Students encourage others to embrace similar behaviors and support their efforts with a variety of valid and reliable resources. Students recognize when and how to advocate for health needs for themselves, their family, and their community.

At the personal and family levels, students develop an awareness of what they and their family members need to be healthy and communicate those needs within their family and communities to promote health, raise awareness, seek assistance, and promote change. At the community level, students study issues of public health and health equity, and engage in relevant community service.

For younger students, this may include promoting handwashing or sneezing into one's sleeve to prevent the spread of germs, or encouraging students to increase physical activity to recommended levels. For older students, this may include working to reduce the stigma of mental health conditions and helping others to understand the warning signs of suicide, or delving deeper into the root causes of social issues and developing a plan to address them. Students make requests to promote personal well-being and share accurate information about health issues that are meaningful and relevant to them. They will also encourage, influence, and support peers to make positive health-related choices.

Organization and Design of the Standards

Organization

The standards are presented by grade span: Pre–K-2, grades 3–5, grades 6–8, and grades 9–12. The standards are considered learning goals that are intended to be achieved by the end of each grade span, respectively. Within each grade span, the standards are grouped by practice. This reflects the importance of the practices for students across the disciplines of health education, physical education, and in developing social emotional competencies. Finally, within each practice, the standards are grouped by the following topics. A sample organization is shown below.

- Healthy Relationships [HR]
- Mental and Emotional Health [MH]
- Nutrition and Balanced Eating [NE]
- Personal Safety [PS]
- Physical Activity and Fitness [PF]
- Physical Health and Hygiene [PH]
- Public, Community, and Environmental Health [CE]
- Sexual Health [SH]
- Substance Use and Misuse [SU]

Grades Pre-K-2

Practice 1: Decision-making and problem-solving. Make health-promoting, informed, responsible decisions, and solve problems in a variety of health-related situations. [P1]

Nutrition and Balanced Eating [NE]

1. Identify situations when a nutrition-related decision needs to be made (e.g., when trying new foods, choosing snacks and beverages, eating breakfast).

Design of Standards

Each practice provides a set of standards that support development of physical literacy, health literacy, and social and emotional competencies. Each grouping of standards is designed to advance a thoughtful progression of the associated practice and topic. From early elementary grades through high school, the standards build over time so that students have the foundations necessary for successful engagement and learning of the standards in later grades. At each grade span, this document aligns practices with a topic(s) that are meaningful to explore and develop with students. However, within this document, it is not possible to connect every topic with every practice that may be meaningful for students. Educators may find it appropriate to add topic criteria for a practice to provide students with additional practice opportunities to develop skill proficiency. While the progression has been attended to across grade spans for each practice and topic, within any particular grade span there is no implied sequencing for curriculum and instruction based on the presentation of the standards.

Each standard includes two key components: a performance element (the verb(s) that begin a standard), and a concept and knowledge element (what is to be learned and applied). Together these make up a performance expectation that students can demonstrate as a result of instruction. It is important to note that curriculum and instruction is not limited to the standard as written; curriculum developers and educators can mix and match practices, concepts, and performance expectations as needed for their context.

Each standard has a unique identifying code. Each code indicates the grade span, practice, topic, then standard number. In the example above, the grades Pre-K–2 standard presented there is coded as 2.1.NE.1.

Standards Navigator

Dynamic searching of the standards will be available via the Standards Navigator, including the ability to search the standards by sub-discipline(s) in which the standard might be included (i.e., physical education [PE], health education [HE]) and to facilitate identifying those standards related to the development of social and emotional competencies [SE]). These are intended only as a guide for schools and districts to support unpacking of the standards to design programming, develop curricula, units and/or lessons. Codes are reflected in this document at the end of each standard using the codes PE, HE, and SE.

Standards—Grades Pre-K–2 *(by the end of Grade 2)*

Practice 1: Decision-making and Problem-solving.

Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations.

Nutrition and Balanced Eating [2.1.NE]

1. Identify situations when a nutrition-related decision needs to be made (e.g., when trying new foods, choosing snacks and beverages, eating breakfast). [HPE]
2. Articulate, with adult guidance, nutrition options in common situations, and identify decisions that can be made independently (e.g., asking for healthier options) or when assistance is needed (e.g., managing a food allergy). [HPE]
3. Identify that food is the preferred way of obtaining nutrients (as opposed to supplements) and provides energy for the body, identify the primary contribution of each food group to the body, and provide examples of foods within food groups to support informed decision-making. [HPE]
4. Explain food and health-promoting eating habits in equitable terms (e.g., all people need food access, clean water is necessary, grocery stores are important to communities and their health, access, needs, and preferences vary). [HPE]
5. Explain benefits of health-promoting eating choices and habits (e.g., balanced eating, staying hydrated, eating fruits and vegetables, eating nutrient-rich foods, eating a variety of foods, limiting foods high in added sugar, awareness of hunger and thirst signals). [HPE]
6. Describe how the foods students eat may reflect the area in which they live and/or their cultural backgrounds, ways students' families use or produce food, how family meals and food traditions benefit them, different dietary needs (e.g., food allergies, dietary restrictions) and how they contribute to nutrition-related decisions. [HPE]
7. Recognize that media (e.g., cartoons, characters, advertisements, product placement) can impact food-related decisions. [HPE]

Practice 2: Self-management and Goal Setting.

Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

Mental and Emotional Health [2.2.MH]

1. Demonstrate self-control (e.g., delay gratification, wait your turn) alone or with the support of adults in a variety of typical settings (e.g., on the playground, in the classroom, during physical education, at an assembly). [HPE; SE]
2. Define stress and demonstrate strategies for managing stress (e.g., positive self-talk, belly breathing, talking with a trusted adult, listening to calming music, play, physical activity) alone or with the support of adults. [HPE; SE]
3. Identify what it means to be responsible and list personal responsibilities. [HPE; SE]
4. Utilize simple positive self-talk for the purpose of self-motivation and behavior modification. [HPE; SE]
5. Identify simple goals for health, physical activity, academic success, and classroom behavior. [HPE; SE]

Physical Health and Hygiene [2.2.PH]

1. Identify a variety of habits that can promote children's health (e.g., brushing teeth, proper nutrition, going to the doctor, getting enough sleep, being physically active, limiting screen time, washing hands, etc.). [HPE]
2. Explain how a young person can maintain or enhance the health of both their body and mind. [HPE, SE]
3. Use medically accurate names for body parts, including genitals when communicating about their body and physical health. [HPE]
4. Demonstrate independence in health-promoting practices such as hand washing, appropriate teeth brushing motions, sneezing and coughing into elbow, engaging in physical activity, and appropriate use and disposal of tissues. [HPE]
5. Set a simple goal related to physical health habits and monitor progress toward the goal with assistance from an adult. [HPE]

Personal Safety [2.2.PS]

1. Apply strategies for staying safe in a variety of situations (e.g., on the playground, during physical education, around water, when using wheeled recreation, as a pedestrian, around cooking elements or fire, on the bus, when online, around weapons or in situations of gun violence) and determine when to report unsafe situations to an adult. [HPE]
2. Provide examples of how rules can keep children safe and identify rules to help children stay safe in various situations (e.g., related to medicines, playground safety, physical education, threats of violence, personal space, and boundaries). [HPE]
3. Demonstrate how to respond (e.g., yell, get away, tell an adult, seek help) and get help in a variety of emergency situations including when and how to call 9-1-1. [HE]
4. Identify safe adults to confide in and places to go if feeling personally threatened (e.g., someone says they will hurt or harm you). [HE]
5. Demonstrate the ability to ask a trusted adult for help (including for problem-solving) in a variety of situations. [HPE; SE]
6. Recognize safe, unsafe, and inappropriate touching and demonstrate how to tell a trusted adult if this happens. [HE]
7. Identify and practice behaviors for personal safety: say no, get away, tell a grown-up. [HE]

Physical Activity and Fitness [2.2.PF]

1. Exhibit positive self-concept, self-esteem, and confidence in abilities in a variety of settings, including practicing new movement skills, demonstrating skills to peers, and participating in cooperative and competitive games and activities. [PE]
2. Recognize body responses, physiological changes in their bodies, and emotions during movement and physical activity. [HPE]
3. Identify and describe strengths and interests related to physical activity and movement skills, and those for which extra effort and practice is needed to experience success. [PE; SE]
4. Exhibit prosocial behavior and contribute to the creation and maintenance of safe, supportive learning environments. [PE; SE]
5. Participate safely in a variety of physical education situations, including independent, partner and group activities, with and without equipment. [PE]
6. Identify physical activity as a health-promoting habit that contributes to overall health and well-being, and list the benefits of these habits on physical well-being (e.g., activities that

strengthen the heart and cardiovascular system, contribute to fitness, muscle-building) and mental health (e.g., stress management). [HPE]
7. Identify opportunities, in and out of the school setting, for safe, active play, and physical activity for self-expression, social interaction, personal enjoyment and challenge. [PE]
8. Set a short-term physical activity goal relevant to specific needs and abilities, take meaningful action toward achieving the goal, and identify people at home or at school who can help when assistance is needed to achieve the goal. [PE]

Practice 3: Social Awareness, Relationship, and Communication Skills.

Enhance relationships, personal health, and the health of others through social awareness and effective communication.

Healthy Relationships [2.3.HR]

1. Define bullying and teasing, explain similarities and differences, and how both can be harmful. [HPE; SE]
2. Define and demonstrate simple ways to communicate personal boundaries and respect the boundaries of others, including physical, verbal, sexual, and emotional boundaries (e.g., explain why it is important to tell others not to touch their body when they do not want to be touched and why it is important to stop touching someone when they indicate the touch is unwelcome). [HPE]
3. Explain how no one has a right to violate personal boundaries, and demonstrate an appropriate refusal (e.g., tell a trusted adult, say NO, leave the situation) when someone says or does something that does not respect personal boundaries. [HPE]
4. Identify groups to which one belongs and reflect on similarities and differences with others. [HPE; SE]
5. Recognize the benefits of and strategies for cooperation in a variety of settings (including physical education). [HPE; SE]
6. Discuss stereotypes, prejudice, discrimination, equality, and inequality and how these can affect relationships and situations. [HE; SE]
7. Discuss gender-role stereotypes and their potential impacts on people of all genders. [HPE]
8. Acknowledge diversity, including (but not limited to) racial, ethnic, religious, dis/ability and cultural differences and traditions, and demonstrate respect for others, and demonstrate empathy and ways to treat all people with dignity and respect. [HPE; SE]
9. Demonstrate awareness of, and ways to show respect for, different family structures (e.g., families with heterosexual parents, families with same-gender parents, single parent families, intergenerational families, adoptive families, foster families). [HE; SE]
10. Predict how someone else may feel in a variety of situations and display compassionate and empathetic behaviors. [HPE; SE]

Mental and Emotional Health [2.3.MH]

1. Identify reasons why it is important to have positive social relationships (e.g., positive emotions, support and help, someone to play with). [HPE; SE]

2. Identify and practice strategies to make and keep friends, and develop positive peer relationships (e.g., identify and acknowledge other people's feelings, communicate effectively, ask for help). [HPE; SE]
3. Identify and practice talking to trusted adults, parents/guardians, and/or family members about feelings. [HPE; SE]
4. Effectively express needs, wants, and feelings through both verbal and non-verbal actions. [HPE; SE]
5. Show respect for the feelings, rights, and property of others. [HPE; SE]
6. Demonstrate effective listening and communication skills, including giving and accepting a compliment and feedback, individually and in group settings. [HPE; SE]
7. Recognize and appreciate individual differences in others. [HPE; SE]
8. Describe positive qualities in self and others. [HPE; SE]
9. Identify reasons conflict and disagreements may arise in various situations and strategies for resolving misunderstandings and managing conflict. [HPE; SE]

Practice 4: Movement Skills.

Demonstrate competence in, and knowledge of, a variety of movement forms, motor skills, physical fitness components, and principles in order to engage in purposeful and health-promoting physical activity, including sports and games.

Physical Activity and Fitness [2.4.PF]

1. Demonstrate developmentally-appropriate locomotor movements (i.e., hop, gallop, jog, slide, skip, roll, and run) and movement concepts (i.e., traveling in various pathways, showing differentiation of speed) in dynamic environments (e.g., incorporated in a dance or rhythm activity, applied during a game or activity). [PE]
2. Demonstrate different levels (low, middle and high), a variety of relationships with objects (i.e., over, under, around, through), and ability to vary speed and force while traveling. [PE]
3. Demonstrate the ability to engage in rhythmic movement activities (e.g., move in self-space and general space in response to designated beats or rhythms, drumball, dance). [PE]
4. Demonstrate developmentally-appropriate jumping and landing (i.e., using a variety of one- and two-foot take-offs and landings, and jump roping skills). [PE]
5. Demonstrate stability skills by maintaining balance and transferring weight (one body part to another) on different bases of support and combining levels and shapes. [PE]
6. Demonstrate developmentally-appropriate stationary body actions in non-dynamic environments. [PE]
7. Demonstrate developmentally-appropriate manipulative skills in varying environments (i.e., underhand and overhand throwing in a non-dynamic environment, catching, dribbling with hands and feet, bouncing a ball, volleying, striking, rolling a ball in non-dynamic or dynamic environments, and kicking). [PE]

Practice 5: Self-awareness and Analyzing Influences.

Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.

Mental and Emotional Health [2.5.MH]

1. Recognize and accurately label simple emotions (e.g., happy, sad, mad, worried, lonely). [HPE; SE]
2. Explain that emotions are information and that personal emotions may be the same or different from the emotions of others. [HPE; SE]
3. Demonstrate emotional regulation strategies to support mental and emotional health alone or with support from adults. [HPE; SE]
4. Accept failure and demonstrate the ability to persevere despite real or perceived failures. [HPE; SE]
5. Demonstrate growth-oriented practices by attempting, repeating, and experimenting with a variety of experiences and activities. [HPE; SE]
6. Describe personal strengths and the ways that those strengths support mental health. [HPE; SE]
7. Articulate and celebrate the individual characteristics that make a person unique, and explain that how a person views themselves can be influenced by different factors (e.g., peers, media, culture, family, phase of life). [HPE; SE]
8. Demonstrate strategies that help all students feel welcome and valued as a part of the school community (e.g., cooperative playing, listening, showing you care, sharing). [HPE; SE]

Practice 6: Information and Resource Seeking.

Access, evaluate, and use valid and reliable health information, products, services, and related resources.

Physical Health and Hygiene [2.6.PH]

1. Identify school and community health helpers and community resources. [HPE; SE]
2. Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes, allergic reactions, seizures, concussions). [HPE]
3. Demonstrate the ability to access help for self or others (e.g., school nurse, counselors, health and physical educators) to support physical health and hygiene. [HPE; SE]

Substance Use and Misuse [2.6.SU]

1. Explain why it is important to use prescription and over-the-counter medicines correctly and safely, and the risks of ingesting household poisons (e.g., bleach, laundry detergent) and incorrectly using household products. [HE]
2. Identify trusted adults at home and school (e.g., school nurse, guidance counselor) who can discuss rules and practices related to medicine use (e.g., only taking medicine with an adult's help, only taking prescriptions that are prescribed to you). [HE]

Practice 7: Self-Advocacy and Health Promotion.

Promote personal, family, and community health and well-being.

Physical Health and Hygiene [2.7.PH]

1. Demonstrate personal hygiene habits and other behaviors that prevent the spread of illness (including foodborne illness) and infection. [HPE]
2. Describe personal health habits (i.e., brushing and flossing teeth, hygiene, hand washing, sufficient sleep, sun safety, physical activity, limiting screen time) that can prevent illness and promote self-care and overall health. [HPE]
3. Self-advocate in order to have personal health needs met (e.g., needing to wash hands, asking for sun protection, access to bathrooms). [HPE]
4. Recognize how the actions of others can impact physical health (e.g., spreading germs) and encourage peers to make positive choices about physical health habits and prevention strategies. [HPE]

Public, Community, and Environmental Health [2.7.CE]

1. Identify the impact of personal activities that contribute, positively or negatively, to the environment. [HE]
2. Identify ways that the communities people live in can impact their health and well-being. [HPE]
3. Identify strategies to minimize impact on the environment (e.g., reduce, reuse, recycle). [HE]
4. Encourage peers and family members to make choices to help protect the environment (e.g., recycling, using less water, turning off the lights). [HE]
5. Encourage peers and family to help in the community (e.g., donate food to a food pantry, clean up litter). [HE]

Standards—Grades 3–5 *(by the end of Grade 5)*

Practice 1: Decision-making and Problem-Solving.

Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations.

Nutrition and Balanced Eating [5.1.NE]

1. Identify principles of balanced eating to meet nutritional needs (e.g., moderation, eating a variety of fruits and vegetables, consuming nutrient-rich foods, limiting processed foods and foods high in added sugar, drinking water, limiting sugary beverages) when making nutrition-related decisions. [HPE]
2. Identify and describe hunger and satiety cues and how these can inform nutrition-related decision-making. [HE]
3. Discuss the benefits of balanced eating on physical health (e.g., supporting growth and development, ability to engage in physical activity), social health, and emotional and mental health (e.g., ability to manage stress, positive emotions) when making nutrition-related decisions. [HPE]
4. Demonstrate how to use food labels as part of nutrition-related decision-making. [HE]
5. Describe how cultivation, trade routes, and regions affect food supply, and how food production affects nutrition-related decisions. [HE]
6. Identify circumstances (e.g., budget, food access and availability, time management) that help or hinder decisions about nutrition and determine when assistance is needed in order to make a health-promoting decision. [HPE]
7. Explain a variety of factors that can influence decisions about nutrition (e.g., food during celebrations, food preferences, media advertising, celebrity endorsements and product placement, access and availability, financial resources, physical activity levels). [HPE]
8. Recognize that individuals have different food related needs, preferences, and traditions. [HE]
9. List options, predict potential outcomes of decision options, make a health-promoting choice, and analyze the outcome of decisions in common nutrition situations. [HE]

Physical Activity and Fitness [5.1.PF]

1. Analyze movement situations and apply the appropriate spatial, movement, and strategic concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks, game environments, dance, and gymnastics. [PE]
2. Apply basic offensive and defensive strategies and tactics in a variety of activities and small-sided games. [PE]
3. Apply movement concepts, principles and strategies to avoid objects within dynamic environments [PE].
4. Analyze and modify a movement based on the demands of the task and/or environmental constraints in dynamic and changing situations. [PE]
5. Adjust performance of locomotor, manipulative, and stability skills based on environmental and task constraints and ensure safe physical activity participation of the individual and peers. [PE]
6. Demonstrate effective decision-making skills while engaged in emerging and maturing skill performance settings (including dance and gymnastics), games, and activities. [PE]

7. Engage in independent and cooperative problem-solving activities while participating in physical activities. [PE; SE]
8. Compare benefits of various physical activities in order to support personal decision-making related to physical activity. [PE]

Practice 2: Self-management and Goal Setting.

Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

Mental and Emotional Health [5.2.MH]

1. Identify different feelings and emotions (e.g., anger, fear, grief, sadness, anxiety, stress, hopelessness, gratitude, love, excitement, contentedness, hope, pride, happiness) that people may experience and how people might express those emotions (including individual and cultural differences in expression). [HPE; SE]
2. Discuss how feelings and emotions can impact behavior. [HPE; SE]
3. Recognize that all feelings and emotions are information that individuals can use to support mental and emotional health. [HPE; SE]
4. Identify how a person's brain and body influence mental and emotional well-being. [HPE; SE]
5. Describe and demonstrate strategies for expressing and regulating emotions in health-promoting ways. [HPE; SE]
6. Identify characteristics of and practices to support mental and emotional well-being within various cultures and diverse perspectives. [HE; SE]
7. Set a goal to use one or more health-promoting practices or behaviors (e.g., being aware of your own feelings and the feelings of others, safe online behaviors, engaging in physical activity, limiting screen time) and track progress towards its achievement in order to maintain or improve mental and emotional well-being. [HPE; SE]
8. Apply self-monitoring strategies, alone or with support, to regulate emotions (e.g., breathing techniques, appropriate sleep, proper nutrition) in varied settings. [HPE; SE]
9. Identify personal stressors and demonstrate effective stress management techniques, alone or with support. [HPE; SE]
10. Demonstrate strategies and behaviors (which may include getting help) to help meet personal responsibilities and identify strategies to overcome barriers to meeting personal responsibilities. [HPE; SE]
11. Identify strategies for planning, prioritizing, and managing time. [HE; SE]
12. Demonstrate strategies that support a growth mindset in and out of school. [HPE; SE]

Physical Health and Hygiene [5.2.PH]

1. Describe the physical, social, and emotional changes that occur during puberty and adolescence, how the timing of puberty and adolescent development varies considerably, and the role of puberty in overall development. [HE]
2. Recognize and respect that all bodies are different. [HPE]
3. Explain a variety of health-promoting practices to manage the social, physical, and emotional changes associated with puberty and into adolescence. [HPE]
4. Describe health-promoting behaviors during menstruation, including ways to maintain personal hygiene, cope with emotional changes, manage pain and identify when help or support is needed. [HE]

5. Describe personal behaviors and strategies that promote health and/or avoid health risks (e.g., pedestrian safety, sun safety, protecting oneself from infectious diseases, adequate sleep, good nutrition, ergonomics, protective equipment, appropriate amounts of screen time, hearing protection, being physically active). [HPE]
6. Discuss influences on and barriers to maintaining or enhancing physical health and hygiene. [HPE]
7. Set a goal related to personal health (e.g., tooth brushing, sleep, hydration, ergonomics, sun safety, limiting screen time, hearing protection, physical activity, wearing protective equipment), identify resources to assist in achieving it, and track progress toward its achievement. [HPE; SE]

Personal Safety [5.2.PS]

1. Describe ways to promote personal safety and reduce the risk of unintentional injuries in a variety of situations (e.g., at home, at school, during physical activity, around motor vehicles, around firearms, around water, fire prevention, during a fire, as a pedestrian). [HPE]
2. Recognize aspects of the environment (e.g., whether or not crosswalks are clearly marked, presence of sidewalks, access to healthy foods, access to green space, levels of violence in a community) that can positively or negatively impact safety. [HPE]
3. Explain safety precautions for playing outdoors in different kinds of weather. [HPE]
4. Identify and demonstrate how to contact appropriate resources when someone is poisoned or injured and needs help (i.e., calling poison control and 9-1-1). [HPE]
5. Apply strategies to be and stay safe when using the Internet, and other digital technology, and social media, including addressing and preventing media overuse. [HE]
6. Define and provide examples of behaviors that would be considered child abuse and neglect (including physical, emotional, and sexual abuse), and describe actions and behaviors to take if feeling threatened by either someone known or not known. [HE]
7. Demonstrate the ability to set and maintain developmentally-appropriate boundaries (including physical, verbal, sexual, and emotional boundaries) and how to respond if those boundaries are violated. [HPE]
8. Distinguish among safe, unsafe, and inappropriate touch and demonstrate strategies for getting help including how to tell a trusted adult if this happens. [HE]
9. Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety. [HPE; SE]

Physical Activity and Fitness [5.2.PF]

1. Demonstrate respect for self and responsible, safe interpersonal behavior (i.e., peer to peer, student to teacher) that contributes to positive social interaction in a variety of physical activity contexts. [PE; SE]
2. Defines and provides examples of movement activities for developing the health-related fitness components and for developing skill-related fitness components. [PE]
3. Defines and explains how to implement principles of exercise. [PE]
4. Describe health benefits of regularly participating in physical activity on multiple dimensions of wellness (e.g., cardiovascular health, fitness levels, muscle strengthening, stress management, supporting positive mental health). [HPE]
5. Design a simple fitness goal and plan that includes warm-up and cool-down activities, uses physical activity to enhance personal fitness, and includes resources to assist in achieving the goal. [PE]

6. Recognizes and articulates how physical activity influences physiological changes in their body. [PE]
7. Identify different physical activities, in physical education class and outside of school, for personal enjoyment and challenge, independently and with others. [PE]

Practice 3: Social Awareness, Relationship, and Communication Skills.

Enhance relationships, personal health, and the health of others through social awareness and effective communication.

Healthy Relationships [5.3.HR]

1. Identify characteristics of healthy and unhealthy relationships with a variety of individuals (i.e., family, peers, trusted adults, teachers). [HE; SE]
2. Define and demonstrate ways to determine and respect the boundaries of self and others. [HPE; SE]
3. Demonstrate strategies for addressing one's own feelings and the feelings and perspectives of others in order to support positive relationships. [HPE; SE]
4. Differentiate between conflict and bullying and articulate the importance of the difference to avoid escalating conflicts into bullying or violence. [HE; SE]
5. Identify and respond to bullying situations in a variety of settings. [HPE; SE]
6. Identify and practice non-violent communication skills. [HPE, SE]
7. Identify and practice conflict prevention, management and resolution strategies. [HPE; SE]
8. Describe how personal experiences, peers, family, media, society, community, and culture influence ways people interact in relationships and social situations. [HPE; SE]
9. Describe the differences between assigned sex at birth and gender identity and explain how one's outward appearance and behavior does not define one's gender identity or sexual orientation. [HE; SE]
10. Describe a range of ways people may express their gender and that some people's gender identity (how they think about themselves) matches others' expectations about what their bodies look like on the outside and others do not. [HPE; SE]
11. Describe ways that stereotypes, perceived stereotypes, prejudice, discrimination, inequality and injustice can impact relationships, and demonstrate strategies to address these factors. [HPE; SE]

Mental and Emotional Health [5.3.MH]

1. Develop an awareness that emotions may be expressed in different ways (e.g., through body language, intensity of expression) by various groups and in different cultures. [HPE; SE]
2. Explain the importance of talking with friends, parents, guardians or other trusted adults about feelings and emotions. [HPE; SE]
3. Demonstrate how to ask for assistance with mental health questions, issues or concerns (e.g., challenges with friends, feeling anxious). [HE; SE]
4. Demonstrate how to discuss mental health and mental health conditions in culturally responsive ways and in ways that reduce stigma. [HE; SE]
5. Identify signs and symptoms of mental distress in self and others, and how to get help for self or others. [HE; SE]

Physical Activity and Fitness [5.3.PF]

1. Recognizes the role of respectful interactions with others when participating in physical activity. [PE; SE]
2. Describes why following game rules are important in a physical activity setting. [PE]
3. Accept, recognize, and actively involve others with both higher and lower skill abilities into physical activities, in and outside of physical education, and group projects. [PE; SE]
4. Respectfully accepts and implements feedback from the teacher when prompted. [PE; SE]
5. Uses communication skills to negotiate roles and responsibilities and to provide peer feedback in a physical activity setting. [PE; SE]
6. Identify and describe social benefits gained from participating in physical activity and sports (e.g., making friends, being on a team, building trust). [HPE]
7. Effectively manage emotions (e.g., anger, frustration, excitement) in a manner respectful to self and others during physical education and in other physical activity settings. [PE; SE]
8. Demonstrate strategies for collaborating, working and playing safely and effectively with others, including perspective taking, in physical education and other physical activity settings. [PE; SE]
9. Identify opportunities and safe places for physical activity outside of school. [HPE]
10. Describe the benefits of movement and being physically active, especially with others, on physical, social, and emotional health. [HPE]

Substance Use and Misuse [5.3.SU]

1. Distinguish between the use and misuse of legal (e.g., prescription medications 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 medicines not prescribed to you, cocaine, alcohol and nicotine use before legal age), and identify potential effects of each on the body. [HE]
2. Identify possible reasons (e.g., media, peer pressure, stress, culture) why individuals might use legal and illegal drugs and discuss health-promoting strategies to avoid illegal drug use and prevent unsafe or potentially harmful use of legal drugs. [HE]
3. Analyze data related to use of nicotine, alcohol or other legal drugs that are prohibited for minors. [HE]
4. Effectively communicate personal feelings or perspectives about substance use and misuse. [HE]
5. Demonstrate effective refusal of alcohol, nicotine, electronic vapor products, marijuana, inhalants, and other substances that can negatively impact health. [HE]

Practice 4: Movement Skills.

Demonstrate competence in, and knowledge of, a variety of movement forms, motor skills, physical fitness components, and principles in order to engage in purposeful and health-promoting physical activity, including sports and games.

Physical Activity and Fitness [5.4.PF]

1. Demonstrate developmentally-appropriate patterns of varied locomotor skills, jumping and landing, and step-like actions in a dynamic environment. [PE]

2. Demonstrate ability to perform various locomotor skills combined with movement concepts (e.g., moving at different levels, pathways, directions) during dynamic small-sided games and other athletic and physical activities. [PE]
3. Demonstrate developmentally-appropriate balancing on different body parts, rolling actions, and weight transfer actions in a dynamic environment. [PE]
4. Demonstrate the ability to combine locomotor (including jumping and landing patterns) and manipulative skills (e.g., striking, dribbling) in a variety of small-sided practice tasks/games (e.g., for execution to a target, to demonstrate control). [PE]
5. Demonstrate the ability to combine locomotor skills, stability/non-locomotor skills (e.g., bending, twisting, rising, falling) movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) and/or balance and weight transfer techniques to create and perform a gymnastic sequence, a jump rope routine, a dance with a group or other cultural and creative activities independently, with a partner or in a group. [PE]
6. Demonstrate different forms of dance. [PE]
7. Demonstrate developmentally-appropriate manipulative skills with hands in a variety of situations and tasks (i.e., catching/fielding, sending and receiving an object, obtaining possession of game object, striking a ball with short- and long-handled implement, kicking, rolling a ball, volleying, and serving, dribbling, throwing and catching) in a variety of environments. [PE]

Practice 5: Self-awareness and Analyzing Influences.

Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.

Mental and Emotional Health [5.5.MH]

1. Describe personal and cultural identities and assets, their importance and value, and explain how they support mental and emotional health. [HE; SE]
2. Describe personal interests and the skills needed to pursue those interests in ways that support personal growth. [HPE; SE]
3. Identify personal strengths and opportunities for growth and improvement in a variety of contexts (including physical activity). [HPE; SE]
4. Describe supports needed to achieve success for a difficult activity or task in varied contexts. [HPE; SE]
5. Describe how peers, media, family, society, community, and culture can influence ideas about body image, and the impact on self-esteem and behaviors. [HE; SE]
6. Demonstrate how media, including social media, and technology can influence mental and emotional well-being (e.g., stress levels, happiness, mood). [HE; SE]

Practice 6: Information and Resource Seeking.

Access, evaluate, and use valid and reliable health information, products, services, and related resources.

Sexual Health [5.6.SH]

1. Identify characteristics of valid health information, products, and services related to human sexual and reproductive anatomy, puberty, and personal hygiene. [HE]
2. Locate resources from home, school, and community that provide medically accurate sources of information about human sexual and reproductive anatomy, puberty, and personal hygiene. [HE]
3. Use valid, reliable, and medically accurate resources (e.g., school nurse, doctor, digital resources, health teacher, community organizations) to find information about the human reproductive systems, human sexual development, and the effects of hormones (e.g., romantic and sexual feelings, mood swings). [HE]
4. Explain how gender identity and sexual orientation can vary in each individual. [HE]
5. Explain the relationship between sexual intercourse and human reproduction, the range of ways pregnancy can occur, and valid and reliable resources for information or support related to these topics. [HE]
6. Identify parents, guardians, or other trusted adults (e.g., counselors and other health care professionals) whom students can ask questions about puberty and adolescent health issues (including abuse and neglect). [HE]
7. Locate trusted adults (including parents/guardians) from whom to get help if boundaries are being violated or one is being physically, emotionally, or sexually harassed or assaulted. [HE]

Practice 7: Self-Advocacy and Health Promotion.

Promote personal, family, and community health and well-being.

Public, Community, and Environmental Health [5.7.CE]

1. Analyze the relationship between personal health and the health of the community. [HPE]
2. Discuss that people may experience health disparities and health inequities (unfair and avoidable differences in health) due to factors such as socioeconomic status, disability, race, ethnicity, and access to resources. [HPE]
3. Analyze issues of health inequities and injustices locally, nationally, and internationally. [HE]
4. Describe ways that the community can impact the health of people within that community. [HE]
5. Describe the ways that rules and laws can affect community health and health disparities. [HE]
6. Use accurate information when discussing environmental health issues (e.g., littering, deforestation, recycling, climate change, clean water) that impact people's health. [HE]
7. Demonstrate ways to treat people – including other students, their family members, and members of the school community – with dignity, respect, and empathy without regard to race, color, sex, gender identity, religion, national origin, sexual orientation, disability, or personal characteristics such as body shape or weight. [HPE; SE]
8. Propose and support classroom policies and behaviors that promote dignity and respect. [HPE; SE]

Standards—Grades 6-8 *(by the end of Grade 8)*

Practice 1: Decision-making and Problem-Solving.

Make health-promoting, informed, responsible decisions, and solve problems, in a variety of health-related situations.

Healthy Relationships [8.1.HR]

1. Analyze the similarities and differences between friendships, romantic relationships, and sexual relationships and discuss various ways to show affection within different relationships (e.g., holding hands, hugging, kind words, acts of kindness, kissing, sexual behaviors). [HE; SE]
2. Compare and contrast the continuum of relationship behaviors (including identifying healthier and less healthy behaviors, and the potential impacts of power differences such as age, gender, status or position within relationships) and how these impact health and well-being. [HE; SE]
3. Identify warning signs of potential danger in a relationship and strategies to get help. [HE; SE]
4. Evaluate options and strategies a person might use to end an unhealthy relationship, including involving a trusted adult who can help. [HE; SE]
5. Define consent and describe factors, including drugs and alcohol, that may influence one's capacity to request consent, and to give and receive consent, including sexual consent, in a variety of situations. [HE; SE]
6. Demonstrate the ability to apply a decision-making process to decisions related to consent in a variety of situations (e.g., friendships, familial, with an intimate partner, in a sexual relationship) and to communicate and respond to consent or non-consent. [HE; SE]
7. Demonstrate the ability to apply a decision-making model to arrive at a decision that promotes health and safety related to various types of relationships (including sexual relationships). [HPE; SE]

Personal Safety [8.1.PS]

1. Describe the role of individual versus shared responsibility in staying safe in a variety of situations (e.g., outdoor recreation, motor vehicle safety, digital safety, threats of violence). [HPE]
2. Discuss how systemic and other factors (e.g., home rules, school connectedness, environment, available supports, available equipment, weather, gender-based violence, racism, and discrimination) help or hinder an individual's ability to remain safe in a variety of situations. [HPE]
3. Evaluate potential options and consequences for decisions related to personal safety in a variety of situations (e.g., motor vehicle safety, physical injury, digital safety, threats of violence, inappropriate touch, physical, emotional, and sexual abuse). [HPE]
4. Describe laws (e.g., age of consent laws, child abuse, including sexual abuse, and sexual exploitation laws, parental notification laws) that relate to young people's sexual health and the rights of adolescents to maintain their own health, and how these might impact decisions related to sexual health. [HE]
5. Define exploitation, human trafficking and sex trafficking, and describe strategies used for and warning sign behaviors of exploitation and recruitment of youth. [HE]
6. Demonstrate strategies for avoiding situations that may lead to human trafficking and sexual exploitation and for getting help if concerned about self or others. [HE]

7. Explain the potential consequences of requesting, sending, or digitally posting sexually explicit pictures or messages (e.g., on social media sites, chat groups, e-mail, texting, websites, phone and tablet applications, and other digital forms) and demonstrate the ability to make health-promoting decisions related to safe and legal activity in online and digital spaces. [HE]
8. Demonstrate strategies for keeping oneself safe online and in digital spaces (including situations that could lead to exploitation or trafficking, and online sexual harassment). [HE]
9. Describe the characteristics of various forms of abuse (i.e., physical abuse, emotional abuse, psychological abuse, financial abuse, sexual abuse and exploitation), provide examples of how abuse is used to control an individual, and demonstrate strategies for getting help. [HE]
10. Evaluate a variety of non-violent responses to address conflict and demonstrate the ability to use these responses to act on health-related decisions. [HPE; SE]
11. Analyze barriers that may prevent someone from reporting unsafe situations and child maltreatment to adults and identify strategies to overcome these barriers. [HE]
12. Demonstrate the ability to use a decision-making process to thoughtfully and effectively address personal safety in a variety of situations. [HPE]

Physical Activity and Fitness [8.1.PF]

1. Effectively apply team building and problem-solving strategies, in varied contexts, during various physical activities (e.g., outdoor adventure, cooperative games, team sports, net/wall games). [PE; SE]
2. Apply strategies for overcoming individual or group challenges or problems in a physical activity setting. [PE; SE]
3. Implement effective offensive and defensive strategies (i.e., creating open space, reducing space, shot selection, reduce offensive options for opponents using tactics and shots, select and apply appropriate shot and technique, defensive ready position) during game play for a variety of games (including net/wall games, target games, invasion games, fielding and striking games, etc.). [PE]
4. Seek strategies for minimizing barriers and maximizing facilitators (e.g., time, space, physical abilities, access to equipment, overuse of digital devices) that help maintain a physically active lifestyle. [PE]

Sexual Health [8.1.SH]

1. Apply an effective decision-making process in situations related to sexual health. [HE]
2. Identify valid and reliable sources of information and resources to inform and support sexual health choices. [HE]
3. Analyze ways to prevent pregnancy and sexually transmitted infections (STIs), including methods that can be taken before becoming sexually active (e.g., communicating with a partner, HPV vaccine, contraception). [HE]
4. Describe possible short- and long-term consequences (positive and negative) of engaging in sexual activity and identify ways to avoid negative or potentially harmful consequences. [HE]
5. Articulate the benefits of postponing sexual activity and setting personal limits, including to avoid early or unintended pregnancy and to reduce the risk of sexually transmitted infections, based on personal beliefs and values. [HE]
6. Analyze personal beliefs (including level of readiness) and values related to sexual activity and sexual health. [HE]

7. Explain the importance of, and ways to identify, setting personal limits to avoid unintended outcomes from risky or unwanted sexual behavior and to make sexual health decisions. [HE]
8. Describe strategies that can be used to make decisions that adhere to personal values, beliefs, and limits. [HE]

Substance Use and Misuse [8.1.SU]

1. Thoughtfully apply a decision-making process in situations or to problems related to legal (e.g., prescription drugs prescribed to you, over-the-counter drugs, [at a certain age] nicotine, electronic vapor products, alcohol, and marijuana) and illegal drug (e.g., prescription drugs not prescribed to you, cocaine) use. [HE]
2. Identify circumstances that enable or encourage the use and misuse of legal and illegal drugs (in regard to age of legal use or type of substance), determine when situations or problems related to illegal drugs might require assistance, and identify possible options in how to respond. [HE]
3. Access valid and reliable information (from home, school, and community) about legal and illegal drugs (in regard to age of legal use or type of substance) and use it to understand and communicate the risks and dangers of drug use and misuse. [HE]
4. Analyze factors (e.g., personal beliefs, source of substance, purpose of use) that may affect a decision to use of legal or illegal substances. [HE]
5. Analyze the potential negative effects of legal and illegal drug use on personal safety, physical activity, relationships with friends and families, school success, brain development, and attainment of present and future goals. [HPE]
6. Develop positive norms regarding substance use (e.g., most people (including teens) do not use illegal drugs, most teens do not use nicotine or regularly consume alcohol, and most teens refrain from even trying marijuana). [HE]

Practice 2: Self-management and Goal Setting.

Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

Mental and Emotional Health [8.2.MH]

1. Explain the role of individual and collective responsibility for maintaining and enhancing mental and emotional well-being and describe environmental and contextual factors that affect mental and emotional health and well-being. [HPE; SE]
2. Describe and demonstrate strategies to effectively manage changing emotions during adolescence. [HPE; SE]
3. Describe how emotions can impact one's behaviors and experiences and how this might vary in differing contexts. [HPE; SE]
4. Demonstrate techniques to independently manage emotions in a variety of settings. [HPE; SE]
5. Demonstrate behaviors that will maintain or improve the mental and emotional well-being of self and others. [HPE; SE]
6. Explain possible outcomes of expressing or repressing emotions. [HPE; SE]
7. Examine how various coping strategies may help or harm health. [HPE; SE]
8. Apply health-promoting coping and stress management strategies. [HPE; SE]
9. Demonstrate strategies to persevere when facing adversity. [HPE; SE]

10. Create and monitor personal goals to meet identified emotional and mental health needs or wants and identify people or resources to assist in meeting those goals. [HPE; SE]
11. Analyze and demonstrate strategies for planning, prioritizing, and managing time. [HPE; SE]

Physical Activity and Fitness [8.2.PF]

1. Analyze areas of strength related to physical activity, fitness and movement skills, identify areas for improvement and demonstrates practice for individual improvement. [PE]
2. Describe how self-expression and enjoyment impacts individual engagement in physical activity. [PE; SE]
3. Recognize and implement safe and appropriate behaviors during physical activity and with exercise equipment. [PE]
4. Demonstrate the ability to follow game rules in a variety of physical activity situations and applies and respects the importance of etiquette. [PE]
5. Apply dynamic and static stretching to exercise in warm-up, cool down, flexibility, endurance, and physical activities. [PE]
6. Discuss various strategies for monitoring workout intensity (e.g., heart rate monitors, rate of perceived exertion [RPE] scale) and describe strategies for adjusting workouts based on results from monitoring to meet goals or targets. [PE]
7. Compare and contrast health-related and skill-related fitness components (i.e., strength, muscular endurance, cardiovascular endurance, flexibility, balance, speed, balance, agility) and principles (i.e., overload, specificity, progression, FITT – frequency, intensity, time, type). [HPE]
8. Explain connections between fitness and physical activity level and overall physical, emotional, and mental health. [HPE]
9. Apply knowledge of personal health practices in order to self-select meaningful physical activities. [PE]
10. Apply movement concepts to different types of dances, gymnastics, rhythms, and individual performance activities. [PE]
11. Apply knowledge of aerobic, strength and endurance, and flexibility training exercises through the design and implementation of a short- and long-term health-related fitness program (that includes a warm-up and cool down, addresses all components and principles of fitness) that builds on strengths and addresses areas for improvement in fitness level. [PE]

Sexual Health [8.2.SH]

1. Assess personal health practices and develop short- and long-term goals that support healthy sexual behaviors (e.g., abstinence, delay, use of contraception, use of barriers, giving and obtaining consent). [HE]
2. Determine strategies that will reduce the risk of HIV and sexually transmitted infections (STIs) and early pregnancy. [HE]
3. Examine reasons and considerations (e.g., cultural and societal norms, personal values and beliefs) for determining emotional readiness for sexual behaviors. [HE]
4. Describe how sexual health values and priorities may change over time, with varying responsibilities and maturity. [HE]

Practice 3: Social Awareness, Relationship, and Communication Skills.

Enhance relationships, personal health, and the health of others through social awareness and effective communication.

Healthy Relationships [8.3.HR]

1. Identify characteristics of healthy and unhealthy relationships and ways to seek help in unhealthy or unwanted relationships. [HE; SE]
2. Demonstrate effective verbal and non-verbal communication skills (e.g., listening, conflict resolution, negotiation, refusal) that foster healthy relationships, communicate boundaries, and show respect in a variety of situations (e.g., familial relationships, peer relationships, romantic relationships). [HPE; SE]
3. Articulate how respectful behaviors may vary among populations and how those behaviors contribute to positive social interaction in various settings [HPE; SE].
4. Explain why consent and respecting a person's boundaries are important. [HPE; SE]
5. Demonstrate effective approaches to boundary setting (e.g., acknowledge feelings, communicate the boundary, target alternative), maintenance of a variety of boundaries (e.g., related to technology use, emotional, physical). [HPE; SE]
6. Recognizing when boundaries are being violated and identify tactics used to coerce or pressure someone to change a personal boundary (e.g., to have sex, to share a password, to send an explicit photo, break a rule). [HE; SE]
7. Demonstrate techniques and assertive responses to counter coercive tactics in order to maintain boundaries. [HE; SE]
8. Analyze how media and technology can be both a positive and negative influence on beliefs about what constitutes a healthy relationship (including sexual relationships). [HE; SE]
9. Analyze the impact of technology and social media on relationships (e.g., use of smartphones, sharing relationship information, GPS tracking). [HE; SE]
10. Describe potential impacts of power and privilege (e.g., associated with age, race, ethnicity, sexual orientation, gender, gender identity, socioeconomic status, immigration status, ability, position of authority) within a variety of relationships and in various settings. [HPE; SE]
11. Analyze ways that prejudice, discrimination (e.g., sexism), and injustice can impact relationship health and describe ways to address these issues to support health of self and others. [HPE; SE]
12. Apply conflict resolution strategies in a variety of situations (e.g., interpersonal, intrapersonal, intragroup, intergroup). [HPE; SE]
13. Demonstrate positive ways to communicate differences of opinion in a variety of relationships (e.g., familial, peer, teacher) and situations (e.g., in class, outside of school, on a team). [HPE; SE]
14. Compare and contrast bullying, harassment, and abuse and demonstrate ways to support and seek help for someone who is being bullied, harassed, or abused, or who is the target of unhealthy or coercive behaviors. [HPE; SE]

Mental and Emotional Health [8.3.MH]

1. Discuss how adverse childhood experiences and toxic stress as well as resilience and positive childhood experiences can impact mental and emotional health and demonstrate ways to communicate effectively about these factors and ways to support people who have experienced or are experiencing trauma. [HE; SE]

2. Identify how emotions can influence communication (e.g., anger or anxiety may affect the ability to listen well) and demonstrate strategies (e.g., ask for time to calm down, go to a peace corner, take deep breaths) to communicate effectively when experiencing a range of emotions and in a variety of situations. [HPE; SE]
3. Accurately recognize and effectively respond to emotions, thoughts, values, and perspectives when communicating with others and when resolving interpersonal conflicts. [HPE; SE]
4. Analyze how people from diverse groups can learn from each other and how this can enhance emotional well-being. [HPE; SE]
5. Apply refusal or negotiation skills in ways that support or improve mental health and minimize health risks. [HPE; SE]
6. Advocate for oneself by creating 'I'-messages to express feelings and needs in appropriate ways. [HPE; SE]
7. Identify signs and symptoms of mental and emotional distress, in self and others, that may require assistance from adults. [HE; SE]
8. Demonstrate how to respond (e.g., calling 9-8-8, telling a trusted adult) 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]
9. Effectively express needs, wants, emotions, and feelings (including affection, love, friendship, concern, anger) in respectful and health-promoting ways. [HPE; SE]

Physical Activity and Fitness [8.3.PF]

1. Understand and accept others' differences during a variety of physical activities. [PE]
2. Describe how social interaction impacts individual engagement in physical activity. [PE; SE]
3. Use communication skills to negotiate strategies and tactics in a physical activity setting. [PE; SE]
4. Exhibit responsible social behaviors by respectfully interacting with others, including and cooperating with classmates, asking for help when needed for self and others, maintaining positive relationships, and collaborating productively on problem-solving initiatives during adventure activities, large-group initiatives, and/or game play. [HPE; SE]
5. Provide constructive feedback to a peer, using teacher-generated guidelines, and incorporate appropriate tone and other communication skills (e.g., eye-contact, body language). [HPE; SE]
6. Collaboratively establish norms and guidelines for resolving conflicts and use those rules/guidelines/agreements to resolve conflict or respond to participants' ethical and unethical behavior during physical activity. [PE; SE]

Sexual Health [8.3.SH]

1. Explain the difference between sexual orientation and gender identity. [HE]
2. Explain three dimensions of sexual orientation (i.e., identity, attraction, and behavior) and how they are all a part of an individual's sexual orientation that may or may not align with each other. [HE]
3. Explain how assigned sex assigned at birth, gender identity, and gender expression are distinct concepts and how they interact with each other. [HE]
4. Explain that attractions can be romantic, emotional, and/or sexual to an individual of the same gender and/or a different gender(s) and that attractions can change over time. [HE]
5. Demonstrate the ability to create or maintain positive relationships with people of all gender identities, gender expressions, and sexual orientations. [HPE; SE]

Substance Use and Misuse [8.3.SU]

1. Analyze social situations in multiple settings (e.g., at home, at school, out with friends, at a party) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances. [HE]
2. Analyze influences (e.g., culture, peers, media, perceptions of norms) that could lead to the use of nicotine, electronic vapor products, alcohol, or other illegal (in regard to age, use, or type) and potentially harmful substances. [HE]
3. Describe the ways that social characteristics (i.e., socioeconomic status, culture, gender) can impact risk and protective factors for substance use and misuse. [HE]
4. Summarize and communicate the effects of using 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 brain development and multiple dimensions of health (e.g., physical, social, occupational, mental/emotional). [HE]
5. Demonstrate effective verbal and nonverbal communication skills (including refusal) to keep self or others safe in substance use- and misuse-related situations (e.g., avoiding riding with a driver who is under the influence, seeking help, leaving a situation) in order to protect individuals from risk or injury. [HE]

Practice 4: Movement Skills.

Demonstrate competence in, and knowledge of, a variety of movement forms, motor skills, physical fitness components, and principles in order to engage in purposeful and health-promoting physical activity, including sports and games.

Physical Activity and Fitness [8.4.PF]

1. Exhibit developmentally-appropriate command of locomotor and non-locomotor skills, rhythm, and timing. [PE]
2. Demonstrate movement sequences within varied dance forms to music as an individual or in a group. [PE]
3. Demonstrate developmentally-appropriate manipulative skills (i.e., throwing and catching, striking [with and without implements], volleying, serving [with hands and implements], dribbling with hands and feet, and shooting) in a variety of practice tasks, small sides games and other physical activities (including net/wall games, cooperative games, target games, invasion games, fielding and striking games). [PE]
4. Effectively combine and apply locomotor, stability/non-locomotor (e.g., weight transfer), and manipulative skills in a variety of athletic and physical activities, and game play (including net/wall games, target games, invasion games, fielding and striking games). [PE]
5. Demonstrate correct technique for basic skills in at least two self-selected outdoor sports or physical activities (e.g., hiking, skateboarding, cross country or downhill skiing, snowshoeing, kayaking/canoeing, parkour), individual performance activities, or indoor/dance activities (e.g., hip-hop/line/folk dance, swimming, gymnastics, wrestling, self-defense). [PE]
6. Demonstrate effective techniques related to developing muscular strength and endurance, including appropriate and safe use of exercise machines, free weights, and bodyweight exercises. [PE]

Practice 5: Self-awareness and Analyzing Influences.

Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.

Personal Safety [8.5.PS]

1. Analyze how various influences (e.g., peers, family, culture, society, school, and community policies) impact the safety of adolescents in a varied of situations (including during physical activity). [HPE]
2. Analyze laws related to sexual harassment, sexual abuse, sexual assault, and domestic violence and how the laws impact individual safety. [HE]
3. Analyze how sharing or posting personal information electronically about self or others (e.g., chat groups, email, texting, sexting, websites, social media, phone and tablet applications) can impact the safety of self or others. [HE]

Public, Community and Environmental Health [8.5.CE]

1. Analyze how a variety of social determinants of health (e.g., education, social environment, socioeconomic conditions, food availability, public safety, discrimination) may impact health at different levels (e.g., individual, family, and community). [HPE]
2. Analyze how stigma and public perception can influence access to health and health care (e.g., menstrual health care, mental health services and supports, preventative screenings). [HE]
3. Explain how public health policies and government regulations influence health promotion and disease prevention in both positive and negative ways. [HE]
4. Analyze how environmental factors (e.g., air quality, trash and litter, availability of clean drinking water) and types of pollution (e.g., air, noise, chemical, water) affect health. [HPE]
5. Encourage others to improve health outcomes. [HPE]

Sexual Health [8.5.SH]

1. Explain how perceptions, social norms, and social environment influence thoughts, attitudes, beliefs, and behaviors toward sexual orientation, sexual health and sexual activity. [HE; SE]
2. Analyze external influences (e.g., peers, media, technology, family, society, community, culture, cultural stigmas) that have an impact on an individual's attitudes, beliefs, and expectations about gender identity, gender roles, and sexual orientation. [HE; SE]
3. Analyze internal and external influences (e.g., personal values and beliefs, peers, media, technology, family, society, community, culture, stigmas) that have an impact on an individual's sexual behaviors. [HE; SE]

Practice 6: Information and resource seeking.

Access, evaluate, and use valid and reliable health information, products, services, and related resources.

Mental and Emotional Health [8.6.MH]

1. Describe situations where professional health services are necessary to support or improve mental and emotional well-being. [HE]
2. Demonstrate the ability to access professional health services if needed. [HE; SE]
3. Locate valid and reliable products and services to enhance mental and emotional well-being, manage stress and emotions, and treat mental health conditions. [HE]

Physical Health and Hygiene [8.6.PH]

1. Determine the accessibility of public, community, and environmental products, resources and services that enhance health and identify supports or barriers to accessing the products or services. [HPE]
2. Locate valid and reliable information on puberty, personal hygiene, menstruation, and personal health products from a variety of resources in one's home, school, and community and evaluate their validity. [HPE]
3. Access personal health products (e.g., deodorant, hair care, menstrual products, sunscreen, dental care products) based on individual needs, and evaluate the ease of accessibility and use. [HPE]
4. Locate a variety of personal health-related digital resources and assess each for reliability and validity. [HPE]
5. Identify sources of support such as parents or other trusted adults to whom students can go if they or someone they know is being bullied, harassed, abused, assaulted, or exploited. [HPE; SE]
6. Explain why a person who has been bullied, exploited, sexually harassed, sexually abused, sexually assaulted, or has been a victim of incest, rape, domestic violence, dating violence, or gender-based violence is not at fault. [HPE]
7. Locate community resources that provide support and resources related to sexual exploitation or for getting help for self or others in situations related to sex trafficking. [HE]

Sexual Health [8.6.SH]

1. Analyze the validity of claims for health information, products, and services about human sexual and reproductive health. [HE]
2. Access credible sources of information about human sexual and reproductive health (including pregnancy and pregnancy options). [HE]
3. Access credible sources of information about gender identity, gender expression, sexual orientation, and healthy sexuality development. [HE]
4. Identify parents, guardians, or other supportive and trusted adults to whom students can ask questions about gender, gender-role stereotypes, gender identity, and sexual orientation and demonstrate strategies for engaging in these conversations. [HE; SE]

Practice 7: Self-Advocacy and Health Promotion.

Promote personal, family, and community health and well-being.

Mental and Emotional Health [8.7.MH]

1. Analyze how stereotyping, bias, prejudice, and discrimination can impact mental and emotional health. [HPE; SE]
2. Analyze influences on body image and the relationship between body image, disordered eating, and mental health. [HPE; SE]
3. Analyze the effects of social media on mental and emotional health. [HPE; SE]
4. Demonstrate strategies for supporting healthy body image in youth and adolescents. [HPE; SE]
5. Demonstrate strategies for reducing stigma related to mental health. [HPE; SE]
6. Utilize positive peer and societal norms when formulating a health-promoting position related to eliminating discrimination, injustice, and challenge negative norms. [HPE; SE]
7. Evaluate strategies for opposing, reducing, or eliminating stereotyping, prejudice, discrimination, and injustice. [HPE; SE]
8. Encourage others to refrain from teasing or bullying others based on personal characteristics (e.g., race, national origin, disability, body shape or weight), or personal values and beliefs. [HPE; SE]

Nutrition and Balanced Eating [8.7.NE]

1. Demonstrate the importance of food to all people and how food is used to keep us healthy, return us to health, and connect us (e.g., soup when you are ill, comfort food, food after major events). [HE]
2. Analyze a variety of influences (e.g., media, peers, family, culture, stigmas, school, economics, food access, food production and cultivation) on nutrition-related beliefs and behaviors, and today's society. [HE]
3. Discuss a variety of perspectives on health-promoting eating practices (e.g., food guidelines from other countries and cultures, USDA Guidelines and Harvard's Healthy Eating plate, cultural food practices, buying locally grown or produced foods) and describe the health benefits of and strategies for implementing these practices. [HE]
4. Articulate a health-promoting position on a nutrition-related topic and support the claim with accurate information. [HPE]
5. Identify personal dietary needs (e.g., dietary allergies, food preferences) and goals, and advocate to address the identified needs and goals. [HPE]
6. Collaborate effectively to support nutrition-related practices or behaviors that maintain or enhance health. [HPE]

Personal Safety [8.7.PS]

1. State a position, supported by accurate information, that encourages peers to adopt or continue practices that maintain or enhance personal safety. [HPE]
2. Demonstrate how to influence and support others to make choices that maintain or enhance personal safety. [HPE]
3. Work cooperatively to support the safety of individuals, families, and communities. [HPE; SE]
4. Identify reasons that harassment is harmful and illegal along with warning signs for when to report it and seek help from a safe/trusted adult or health professional. [HE]

Sexual Health [8.7.SH]

1. Demonstrate ways to show courtesy and respect for others when aspects of their sexuality (e.g., sexual activity [including abstinence], sexual orientation) or gender (e.g., gender expression, gender identity) are different from one's own. [HPE; SE]
2. Encourage others to refrain from teasing or bullying others based on their sexuality (e.g., sexual activity [including abstinence], sexual orientation) or gender (e.g., gender expression, gender identity). [HPE; SE]
3. Identify behaviors, policies and practices in the school community that promote or hinder dignity and respect for all individuals, including those of different sexual orientations, gender identities, and gender expression. [HPE; SE]

Standards—Grades 9–12 *(by the end of Grade 12)*

Practice 1: Decision-making and Problem-solving.

Make health-promoting, informed, responsible decisions and solve problems in a variety of health-related situations.

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]
5. Evaluate readiness, options, and their respective consequences regarding sexual activity in consensual relationships including abstinence, postponing sexual intercourse, engaging in safe sex practices (e.g., using condoms and other barriers, using birth control). [HE]

Healthy Relationships [12.1.HR]

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]

Physical Activity and Fitness [12.1.PF]

1. Identify snacks and food choices that help and hinder performance, recovery, and enjoyment during physical activity. [HPE]
2. Choose an appropriate level of challenge to experience success through participation in a self-selected physical activity. [PE]
3. Evaluate opportunities and barriers for physical activity in a variety of contexts. [HPE]
4. Modify group activities or behaviors to accommodate for individuals with lesser or greater skills or specific needs. [PE; SE]
5. Solve problems and think critically in physical activity settings, both as an individual and in groups. [PE; SE]
6. Demonstrate the ability to work cooperatively to problem solve/make decisions on how to proceed in physically challenging situations. [PE; SE]

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]

Practice 2: Self-management and Goal Setting.

Set goals, engage in health-promoting behaviors, and avoid risky behaviors.

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]

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]

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]
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]
5. Describe external factors (such as social determinants of health) that can affect health and one's agency in addressing health. [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]
6. Demonstrate proficiency in Cardiopulmonary Resuscitation (CPR) and the use of Automated External Defibrillators (AEDs). [HPE]

Physical Activity and Fitness [12.2.PF]

1. Assess personal strengths and interests and how they influence engagement in physical activity. [HPE; SE]
2. Discuss the benefits of a physically active lifestyle across multiple dimensions of health and across a person's lifespan. [HPE]
3. Employ effective self-management skills to analyze and overcome personal barriers and appropriately modify physical activity patterns to maintain or enhance health. [PE; SE]
4. Evaluate risks and safety factors that might affect physical activity choices and preferences throughout a person's lifespan. [PE]
5. Investigate relationships among different types of physical skills and activities with personal interest, social interaction, and self-expression and enjoyment and impacts on fitness, nutrition, and multiple dimensions of health. [HPE]
6. Apply various methods for monitoring and adjusting workout intensity in order to meet goals and heart-rate targets (e.g., calculating heart rate by taking their pulse or wearable monitors, determine intensity using rate of perceived exertion [RPE] scale). [PE]
7. Determine a variety of physical activities that can be implemented independently or with minimal support for the purposes of personal enjoyment or challenge, or to maintain or improve fitness. [PE]
8. Create a goal and plan for participating in physical activity to maintain or improve health and monitor progress. [PE]
9. Set a goal and create a practice plan to improve performance for a self-selected skill. [PE]
10. Apply movement concepts and principles (e.g., force, motion, rotation) to analyze and improve the performance of self and/or others in a selected skill or lifetime physical activities (e.g., yoga, aquatics, biking, rock climbing, dancing, canoeing, weight training, golf, tennis). [PE]
11. Select and participate in physical activities that meet a variety of personal needs (personal goals, strengths, interests, enjoyment, social interaction or self-expression). [PE]
12. Utilize safety practices when exercising in a variety of weather conditions. [PE]

Practice 3: Social Awareness, Relationship, and Communication Skills.

Enhance relationships, personal health, and the health of others through social awareness and effective communication.

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]

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]

Physical Activity and Fitness [12.3.PF]

1. Apply best practices for participating safely in physical activity (e.g., injury prevention, spacing, hydration, use of equipment, implementation of rules, sun protection). [PE]
2. Exhibit proper etiquette, respect for others, and teamwork while engaging in physical activity. [PE; SE]
3. Analyze sources of conflict within teams and groups and articulate strategies to address conflict and minimize the opportunity for conflict to arise. [PE; SE]
4. Acknowledge the difference between foul play and fair play in a competition setting (e.g., intentional fouls, performance-enhancing substances, gambling, current events in sport). [PE]
5. Assume a leadership role (e.g., task or group leader) in a sports or physical activity setting. [PE]
6. Respect others' ideas, cultural norms, and abilities during cooperative and collaborative movement or team projects that contribute to positive social interaction in movement. [PE; SE]
7. Evaluate the opportunity for social interaction and social support in a variety of physical activities in and out of school. [HPE; SE]
8. Contribute to the creation of inclusive physical activity environments by respecting and considering others' ideas, emotions, perspectives, cultural backgrounds, and physical abilities while participating in group or collaborative physical activities. [PE; SE]
9. Use communication skills (including encouraging and supporting others) that promote team and group cooperation. [PE; SE]
10. Implement and provide feedback to improve performance without prompting from teacher. [PE; SE]

Practice 4: Movement Skills.

Demonstrate competence in, and knowledge of, a variety of movement forms, motor skills, physical fitness components, and principles in order to engage in purposeful and health-promoting physical activity, including sports and games.

Physical Activity and Fitness [12.4.PF]

1. Demonstrate activity-specific movement skills in a variety of lifetime recreational physical activities and health-related fitness activities (e.g., strength, cardiovascular, functional). [PE]
2. Demonstrate one or more forms (e.g., social, cultural, contemporary, creative). [PE]
3. Demonstrate movement sequences based on the movement framework (body, space, effort, time, and relationships). [PE]
4. Demonstrate appropriate techniques to support flexibility, cardiovascular health, muscular strength and endurance, and skill-related fitness training [PE].
5. Analyze performance and select appropriate modifications to movement concepts and biomechanical principles (e.g., force, motion, rotation) that improve performance of self or others in a selected skill and during game play. [PE]
6. Design strategies and tactics to elicit a higher level of performance during a variety of sports, athletic, or physical activities. [PE]
7. Apply the terminology associated with exercise and participation in a variety of lifetime recreational physical activities. [PE]

Practice 5: Self-awareness and Analyzing Influences.

Examine how emotions, thoughts, needs, values, beliefs, and other factors (both internal and external) influence behaviors and articulate how these influences impact health behavior and outcomes.

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]

Physical Activity and Fitness [12.5.PF]

1. Analyze the role of technology and social media tools in supporting a healthy, active lifestyle. [HPE]
2. Analyze the impact of a variety of factors (e.g., culture, life choices, economics, motivation and accessibility) on people's participation in physical activity. [HPE]
3. Recognize personal assets and demonstrate strategies that support growth mindset related to personal abilities to succeed, grow, and persist through physical activity challenges. [HPE; SE]
4. Identify and discuss the historical and cultural roles of games, sports, and dance in a society. [PE]

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]

Sexual Health [12.5.SH]

1. Analyze a variety of internal and external influences (e.g., peers, media, family, society, community, culture) on a person's attitudes, beliefs, and expectations about sexual behavior and identity. [HE]
2. Determine the role of personal views about gender, sexual identity, and sexual health on choices and behaviors. [HE]
3. Discuss the role of personal and collective beliefs and values in creating a culture free of bullying, sexual harassment, sexual abuse, sexual assault, exploitation, incest, rape, domestic violence, dating violence, and gender-based violence. [HE; SE]

Practice 6: Information and Resource Seeking.

Access, evaluate, and use valid and reliable health information, products, services, and related resources.

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]

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]

Physical Activity and Fitness [12.6.PF]

1. Evaluate the validity of claims made by commercial products and programs intended to promote or improve fitness and a healthy, active lifestyle. [HPE]
2. Evaluate available resources, supports, and participation requirements of community-sponsored activities related to physical activity and fitness. [HPE]
3. Develop a physical fitness and/or health plan using community resources (e.g., facilities, programs) to maintain or improve one's fitness goals. [HPE]

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]

Practice 7: Self-Advocacy and Health Promotion.

Promote personal, family, and community health and well-being.

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]
6. Demonstrate proper and effective technique as it relates to CPR and AED use. [HPE]

Sexual Health [12.7.SH]

1. Discuss how to foster empathy, inclusiveness, and respect around issues related to sexuality (such as sexual activity, sexual abstinence, sexual orientation), gender expression, and gender identity. [HPE; SE]
2. Identify and support school and community policies and programs that promote safety, dignity, and respect for all sexual orientations and people of all gender identities and gender expressions. [HPE; SE]

Appendix A: Related Laws and Guidance

- Health and Physical Education-Related Laws
- Sample Department Resources and Guidance on Safe and Supportive Schools

Select Health and Physical Education-Related Laws

- **M.G.L., Ch 71, Section 3**: ***Physical education***

  Physical education shall be taught as a required subject in all grades for all students in the public schools for the purpose of promoting the physical well-being of such students. Instruction in physical education may include calisthenics, gymnastics and military drill; but no pupil shall be required to take part in any military exercise if his parent or guardian is of any religious denomination conscientiously opposed to bearing arms, or is himself so opposed, and the school committee is so notified in writing; and no pupil shall be required to take part in physical education exercises if a licensed physician certifies in writing that in his opinion such physical education exercises would be injurious to the pupil.

- **M.G.L., Ch. 71, Section 32A: *Sex education; policy regarding notice to parents, exception***

  Every city, town, regional school district or vocational school district implementing or maintaining curriculum which primarily involves human sexual education or human sexuality issues shall adopt a policy ensuring parental/guardian notification. Such policy shall afford parents or guardians the flexibility to exempt their children from any portion of said curriculum through written notification to the school principal. No child so exempted shall be penalized by reason of such exemption.

  Said policy shall be in writing, formally adopted by the school committee as a school district policy and distributed by September first, nineteen hundred and ninety-seven, and each year thereafter to each principal in the district. A copy of each school district's policy must be sent to the department of education after adoption.

  To the extent practicable, program instruction materials for said curricula shall be made reasonably accessible to parents, guardians, educators, school administrators, and others for inspection and review.

  The department of education shall promulgate regulations for adjudicatory proceedings to resolve any and all disputes arising under this section.

  - Advisory Opinion on the Parental Notification Law
  - Dispute Resolution under Parental Notification Law

Sample Department Resources and Guidance on Safe and Supportive Schools

- Safe and Supportive Schools: Providing a safe and supportive learning environment is a key to helping students develop essential skills and knowledge necessary for college and career readiness. A wide range of services and supports are needed to establish and maintain these learning environments. The Safe and Supportive Schools Framework Law (Massachusetts General Laws [MGL], Chapter 69, Section 1P) was enacted through An Act Relative to the Reduction of Gun Violence (Chapter 284 of the Acts of 2014), which was signed into law on August 13, 2014 (House Bill 4376).

- Safe Schools Program for Lesbian, Gay, Bisexual, Transgender, Queer and Questioning (LGBTQ) Students (SSP): The SSP is a joint initiative between the Massachusetts Department of Elementary and Secondary Education (DESE) and the Massachusetts Commission on LGBTQ Youth. Founded in 1993 in response to concerns about LGBTQ youth suicides and other risk factors, the program now offers a range of services designed to help schools implement state laws impacting LGBTQ students, including the state's anti-bullying law, gender identity law, and student anti-discrimination law.

- Principles for Ensuring Safe and Supportive Learning Environments for LGBTQ Students

- Guidance for Massachusetts Public Schools Creating a Safe and Supportive School Environment - Nondiscrimination on the Basis of Gender Identity