

Minimum Health Education Standards and Sexual Risk Avoidance Alignment

Relevant Deminon of Health (emotional, intellectual, physical, spiritual, mental, social)	Alabama Course of Study - Health Education "Optimal Health for Life" (Required by AL Code 1975 - 16-35-4)	Baldwin County SRA Curriculum Content
Anchor Standard 1: Health Promotion		
Intellectual, Mental	HE.1.1 Predict how health literacy and behaviors can affect health status.	10th Grade - "Worth The Risk" - lines 803 - 835
All	HE.1.2 Describe the interrelationships of emotional, mental, physical, social, spiritual, and environmental health. a. Identify symptoms and methods of treatment of mental health disorders, including depression, and stress. b. Identify warning signs and prevention strategies for suicide.	10th Grade - "Worth The Risk" - lines 529 - 651
Physical, Social, Spiritual	HE.1.3 Analyze how genetics and family history can impact personal health. Examples: family history of heart disease, diabetes, cancer, or addictions	10th Grade - "Worth The Risk" - lines 199 - 203
Physical, Social	HE.1.4 Propose ways to prevent, reduce, and treat injuries and other health problems. a. Determine when professional health services may be required for injury or disease.	10th Grade - "Worth The Risk" - lines 51 - 63 - lines 641 - 651
Physical, Intellectual	HE.1.5 Analyze the relationship between access to health care and health status. Examples: relationship between health insurance coverage and life expectancy; access to medical care including primary care physician, hospital, vaccines	10th Grade - "Worth The Risk" - lines 641 - 651 - lines 659 - 675
Emotional, Mental	HE.1.6 Compare and contrast the benefits of and barriers to practicing a variety of healthy behaviors.	10th Grade - "Worth The Risk" - lines 701 - 835
Social, Physical	HE.1.7. Analyze the potential susceptibility to and severity of injury or illness if engaging in unhealthy behaviors. a. Explain the progression of HIV and AIDS.	10th Grade - "Worth The Risk" - lines 685 - 700
Anchor Standard 2: Analyzing Influences		
Social, Intellectual	HE.2.1 Analyze the influence of external factors on health beliefs and behaviors. a. Analyze how family, culture, school, and community influence the health practice and behaviors of individuals. b. Examine how peers influence healthy and unhealthy behaviors. c. Critique the effect of media on personal and family health. Example: influence of media on teen body image, sexual activity, drugs, alcohol, violence, cyber-bullying d. Cite evidence of how public health policies and government regulations can influence health promotion and disease prevention.	10th Grade - "Worth The Risk" - lines 476 - 479 - lines 503 - 507 - lines 547 - 556
Social, Intellectual	HE.2.2 Describe the pros and cons of the use of technology as it affects personal, family, and community health. Examples: positive and negative influences on self-esteem, addiction to technology, personal interactions and relationships	10th Grade - "Worth The Risk" - lines 579 - 618
Social, Emotional	HE.2.3 Analyze how the perceptions of norms influence healthy and unhealthy behaviors. Examples: addressing topics such as wearing safety equipment, teen pregnancy, drug abuse, suicide, cyber-bullying, weight management, potentially dangerous social media trends	10th Grade - "Worth The Risk" - lines 532 - 538 - lines 470 - 474

Spiritual, Emotional, Mental	HE.2.4 Critique the influence of personal values and beliefs on individual health practices and behaviors.	10th Grade - "Worth The Risk" - lines 454 - 460 - lines 508 - 512
Physical, Emotional, Social	HE.2.5 Analyze how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors. Examples: assessing the effects of driving under the influence, drinking alcohol which can lead to poor choices such as sexual behavior, poor nutrition, sedentary lifestyle	10th Grade - "Worth The Risk" - lines 564 - 569
Anchor Standard 3: Access to Information/Products/Services		
Social	HE.3.1 Evaluate the accessibility and validity of health information, products, and services. Example: determining the credibility of resources both online and offline	10th Grade - "Worth The Risk" - lines 50 - 63 - Resources
Social, Intellectual	HE.3.2 Analyze valid resources from home, school, and community that provide health information. Examples: websites, phone apps, media ads; rape, crisis, and suicide centers	10th Grade - "Worth The Risk" - lines 50 - 63 - Resources
Intellectual	HE.3.3 Explain laws relating to child pornography, age of consent, and sexual exploitation. Examples: information concerning the laws prohibiting sexual abuse; the need to report sexual abuse and legal options available to victims; laws relating to sexting and child pornography	10th Grade - "Worth The Risk" - lines 658 - 683
N/A	HE.3.4 Explain current laws related to underage drinking, distracted driving, and driving under the influence.	N/A
Social, Emotional, Mental	HE.3.5 Identify the necessity to seek help for mental and emotional health problems Examples: mood disorders, depression, anxiety and suicidal ideation; a. Locate information on how to cope with and rebuff unwanted physical and verbal exploitation by other persons.	10th Grade - "Worth The Risk" - lines 641 - 651 - lines 658 - 675
Anchor Standard 4: Interpersonal Communication		
Social, Intellectual	HE.4.1 Describe skills for communicating effectively with family, peers, and others to enhance health. Examples: active listening, friendliness, confidence, positive feedback, empathy, respect, understanding nonverbal cues, responsiveness	10th Grade - "Worth The Risk" - lines 641 - 651 - lines 658 - 675
Mental, Social	HE.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks.	10th Grade - "Worth The Risk" - Encourage teens to seek help and report perpetrators of sexual crimes
Social	HE.4.3 Develop strategies to prevent, manage, or resolve interpersonal conflicts without harming self or others. a. Identify warning signs of unhealthy relationships. b. Differentiate between negative and positive behaviors used in conflict situations.	10th Grade - "Worth The Risk" - Over evidence comparing and contrasting single sex vs married sex
Social, Emotional	HE.4.4 Demonstrate how to ask for and offer assistance to enhance the health of self and others. Examples: accessing crisis hotlines for suicide, sexual and physical abuse, and human trafficking; community resource materials	10th Grade - "Worth The Risk" - lines 641 - 651 - lines 658 - 675
Anchor Standard 5: Decision-Making		
Emotional, Mental, Social	HE.5.1 Examine barriers that can hinder healthy decision-making. Examples: peer pressure, cultural pressures, socio-economic status	10th Grade - "Worth The Risk" - lines 425 - 434 - lines 498 - 502

Mental, Spiritual	<p>HE.5.2 Develop a thoughtful decision-making process in health-related situations.</p> <ul style="list-style-type: none"> a. Predict the potential short-term and long-term impact of various alternatives on self and others. b. Identify warning signs of suicide in self and others and discuss effective coping skills. c. Demonstrate refusal skills and explain when to use them in high risk situations. <p>Examples: Saying no to sex, alcohol, and other drugs</p>	<p>10th Grade - "Worth The Risk"</p> <ul style="list-style-type: none"> - lines 425 - 434 - lines 498 - 502
Mental, Social, Spiritual	<p>HE.5.3. Justify the appropriateness of individual vs. collaborative decision-making in various situations.</p> <p>Example: explaining when input from a health professional, counselor, or trusted adult would be helpful</p>	<p>10th Grade - "Worth The Risk"</p> <ul style="list-style-type: none"> - lines 641 - 651 - lines 658 - 675
All	<p>HE.5.4 Analyze the benefits of practicing sexual abstinence.</p> <ul style="list-style-type: none"> a. Identify the types, symptoms, and risks of sexually transmitted diseases (STDs). b. Assess the consequences of teen pregnancy. 	<p>10th Grade - "Worth The Risk"</p> <ul style="list-style-type: none"> - lines 50 - 238 - lines 239 - 528
N/A	HE.5.5 Recommend personal strategies to avoid violence or criminal activities.	N/A
Anchor Standard 6: Goal-Setting		
N/A	<p>HE.6.1 Assess personal health status and health practices to establish a baseline for setting health and fitness goals.</p> <p>Examples: blood pressure, resting heart rate, BMI, vaccination status</p>	N/A
Mental, Intellectual	<p>HE.6.2 Set long-term goals for achieving optimal health and implement short-term steps to reach the goals.</p> <p>Examples: assess current health and fitness status, develop plans based on assessment results, implement and monitor plans</p>	<p>10th Grade - "Worth The Risk"</p> <ul style="list-style-type: none"> - lines 703 - 705 - lines 727 - 732 - lines 764 - 766
Anchor Standard 7: Self-Management		
All	<p>HE.7.1 Analyze the role of individual responsibility for enhancing health.</p> <ul style="list-style-type: none"> a. Describe healthy practices and behaviors that will maintain or improve the health of self and others. Examples: effective communication skills and safety techniques, reading and understanding medicine labels, immunizations, wellness checkups and compliance b. Identify negative behaviors that increase health risks to self and others. Examples: distracted driving, drinking and driving, illegal drug use, vaping, smoking, unprotected sex, behaviors resulting in intentional or unintentional injuries, poor eating habits, physical inactivity c. Compare and contrast the responsibilities of both parents in teen parenting. Examples: shared responsibilities; social, financial and educational challenges 	<p>10th Grade - "Worth The Risk"</p> <ul style="list-style-type: none"> - lines 50 - 238 - lines 239 - 528
Anchor Standard 8: Advocacy		
Social, Intellectual	<p>HE.8.1 Utilize accurate peer and societal norms to formulate a health enhancing message.</p> <p>Example: using data on local health issues to develop a positive message concerning a topic</p>	<p>10th Grade - "Worth The Risk"</p> <ul style="list-style-type: none"> - lines 476 - 479 - lines 503 - 507 - lines 547 - 556
Social, Mental, Spiritual	<p>HE.8.2 Formulate and implement a list of innovative ways to influence and support others in making positive health choices.</p> <p>Examples: wearing colors for awareness, speaking to a group or individuals, making good nutritional choices</p>	<p>10th Grade - "Worth The Risk"</p> <ul style="list-style-type: none"> - lines 777 - 780

Social, Mental, Spiritual	HE.8.3 Work cooperatively as an advocate for improving personal and community health. Examples: student-led events, community fundraisers, national events, signing a pledge to abstain from alcohol	Partnership with BCBE
N/A	HE.8.4 Adapt health messages and communication techniques to a specific target audience. Example: producing a social media post to encourage a positive health behavior	N/A
BALDWIN COUNTY SRA baldwincountysra.org A RESOURCE OF WOMEN'S CARE MEDICAL CENTER 251-947-2111		
Prepared by	Jason W. Mann, Sexual Risk Avoidance Specialist SRAS Certified	Chairman, AL SRAE Coalition Director, Baldwin County SRA