

## Minimum Health Education Standards and Sexual Risk Avoidance Alignment

Relevant Deminision 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
<b>Anchor Standard 1: Health Promotion</b>		
All	8.1.1 Explain how emotional, intellectual, physical, spiritual, mental, and social health affect each other. a. Determine how social influences can affect physical health. b. Describe how risky health behaviors affect the emotional, physical, and social health of adolescents.	8th Grade - "Socially Unacceptable" - Day 1, lines 63 - 68 - Day 1, lines 78 - 82
Social, Spiritual, Emotional	8.1.2 Analyze how the environment, family history, personal behaviors, and health care can affect individual healthful living. a. Describe ways to reduce or prevent injuries and illness in adolescents as it pertains to family history, personal behaviors, and health care.	8th Grade - "Socially Unacceptable" - Day 2, lines 359 - 365 - Day 2, lines 399 - 409
Emotional, Mental	8.1.3 Create a plan for eliminating personal unhealthy behaviors. Examples: inappropriate use of needles, tobacco use, physical inactivity, sexual contact, alcohol consumption, inadequate sleep	8th Grade - "Socially Unacceptable" - Day 2, lines 359 - 365 - Day 2, lines 410 - 420
Physical, Emotional	8.1.4 Analyze the relationship between engaging in regular physical activity and healthy eating as ways to improve personal health.	8th Grade - "Socially Unacceptable" - Day 1, lines 259 - 263
Social, Physical, Emotional	8.1.5 Analyze family history to determine the effects of health conditions that may be chronic or acute diseases. Examples: diabetes, high-cholesterol, high blood pressure, cancer, mental health issues	8th Grade - "Socially Unacceptable" - Day 1, lines 259 - 263
<b>Anchor Standard 2: Analyzing Influences</b>		
Social, Spiritual	8.2.1 Describe the influence of culture on health beliefs, practices, and behaviors. Examples: religious beliefs, gang activity, family customs	8th Grade - "Socially Unacceptable" - Day 1, lines 187 - 193 - Day 1, lines 229 - 236
Social, Spiritual, Emotional	8.2.2 Examine ways the school and community encourage students to use appropriate life skills to improve health. Examples: participating in conflict resolution practices, Red Ribbon Week, Walk to School Day	8th Grade - "Socially Unacceptable" - Day 2, lines 399 - 409 - Day 2, lines 426 - 432
Emotional, Mental	8.2.3 Analyze the influences of technology on personal and family health. Examples: screen time, video game addictions, activity trackers, diabetes monitor, heart monitor, fitness assessment tools	8th Grade - "Socially Unacceptable" - Day 1, lines 175 - 186 - Day 1, lines 249 - 264 - Day 2, lines 326 - 334
Social, Emotional	8.2.4 Explain how societal perceptions influence healthy and unhealthy behaviors. Examples: acceptance of teenage smoking and teenage pregnancy by peers, certain communities, and cultures	8th Grade - "Socially Unacceptable" - Day 1, lines 175 - 212 - Day 2, lines 377 - 388
Mental, Emotional, Intellectual	8.2.5 Give examples of how substance abuse can increase the likelihood of other health risk behaviors. Examples: alcohol consumption lowering inhibitions, e-cigarettes or vaping leading to smoking	8th Grade - "Socially Unacceptable" - Day 1, lines 194 - 202 - Day 2, lines 43 - 47 - Day 2, lines 58 - 61
<b>Anchor Standard 3: Access to Information/Products/Services</b>		
Physical, Emotional	8.3.1 Analyze the validity of health claims made concerning health products and services. Examples: use of herbal medicines, nutritional supplements, weight loss supplements, steroids use	8th Grade - "Socially Unacceptable" - WCMC Contact Info - Sources

Mental, Emotional	8.3.2 Identify situations that may require professional health services, including self-harm, suicidal thoughts, substance abuse, sexual abuse, and harm toward others.	8th Grade - "Socially Unacceptable" - Day 2, lines 399 - 409
<b>Anchor Standard 4: Interpersonal Communication</b>		
Social	8.4.1 Analyze how strategies using verbal and nonverbal communication effectively can enhance health. Examples: verbal – using positive interpersonal communication to avoid conflict non-verbal – shaking hands, displaying positive facial expressions, making eye contact	8th Grade - "Socially Unacceptable" - Day 1, lines 286 - 288 - Day 1, lines 290 - 295
Social, Mental	8.4.2 Demonstrate negotiation skills which help resolve conflict in bullying situations.	8th Grade - "Socially Unacceptable" - Day 2, lines 399 - 409
Mental, Emotional, Social	8.4.3 Demonstrate effective communication when confronted with mental or emotional problems in others. Examples: respect vs. disrespect, empathy vs. complacency, calmness vs. excitability, confronting vs. non-confrontational	8th Grade - "Socially Unacceptable" - Day 1, lines 180 - 184 - Day 1, lines 220 - 221 - Day 1, lines 237 - 248 - Day 1, lines 266 - 279
<b>Anchor Standard 5: Decision-Making</b>		
Physical, Mental, Intellectual	8.5.1 Predict the impact on self and others when making a health-related decision. Examples: following a time-management plan, walking to school, limiting caffeine intake, riding with an impaired driver a. Analyze options as well as outcomes, when pressured by peers to perform illegal acts. Examples: underage drinking leading to being arrested, injury or death when not wearing a seat belt, riding a motorcycle without a helmet resulting in head injury	8th Grade - "Socially Unacceptable" - Day 1, lines 88 - 91 - Day 1, lines 229 - 236 - Day 2, lines 106 - 114 - Day 2, lines 410 - 420
All	8.5.2 Critique the positive and negative outcomes of a health-related decision. Examples: positive – keeping calendar to manage time, reading food labels, getting adequate sleep negative – tobacco use, eating disorders, drug use	8th Grade - "Socially Unacceptable" - Day 1, lines 88 - 91 - Day 1, lines 229 - 236 - Day 2, "Pornography", lines 62 - 207
<b>Anchor Standard 6: Goal-Setting</b>		
All	8.6.1 Apply strategies and skills needed to attain a personal health goal.	8th Grade - "Socially Unacceptable" - Day 2, "S.O.C.I.A.L." guidance, lines 357 - 420
N/A	8.6.2 Analyze how keeping an activity record will help an individual to attain a personal health goal. Examples: using food journal to track nutritional intake, My Fitness Pal, Fitbit, digital tracking device, track daily activity with activity log	N/A
<b>Anchor Standard 7: Self-Management</b>		
Social, Spiritual, Emotional	8.7.1 Perform overall self-assessments and identify behaviors that will impact personal health. Examples: assessing sleeping, eating, and exercising patterns	8th Grade - "Socially Unacceptable" - Day 1, lines 176 - 186 - Day 2, lines 309 - 328
Social, Emotional	8.7.2 Document healthy practices and behaviors that will improve the health of self and others. Example: maintaining a personal health journal	8th Grade - "Socially Unacceptable" - Day 2, "Dangers of Sexting", lines 208 -265 - Day 2, lines 359 - 365 - Day 2, lines 366 - 376
<b>Anchor Standard 8: Advocacy</b>		

Social	8.8.1 Demonstrate ways to influence and support others in making positive health choices. Examples: public service announcements, persuasive writing, YouTube videos, skits	8th Grade - "Socially Unacceptable" - Day 2, "S.O.C.I.A.L." guidance, lines 357 - 420
Social	8.8.2 Work collaboratively to advocate for healthy individuals, families, and schools. Examples: designing healthy recipes, supporting the school wellness policy, school newscasts, school newsletters	8th Grade - "Socially Unacceptable" - Day 2, lines 399 - 409 - Day 2, lines 426 - 432
<b>BALDWIN COUNTY SRA</b> <b>baldwincountysra.org</b> <b>A RESOURCE OF WOMEN'S CARE MEDICAL CENTER</b> <b>251-947-2111</b>		
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