



## Healthy Boundaries Alabama Curriculum Crosswalk

### Health Promotion

**Anchor Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

- 6.1.1: Describe the interrelationship between social and emotional health in adolescence.
  - a. Identify how positive relationships can enhance each dimension of health.
  - b. Explain how stress can affect personal health.
- 6.1.4: Examine how personal health and wellness are affected positively or negatively by an individual's surroundings.
- 7.1.1: Summarize the interrelationship of emotional, social, and physical health.
  - a. Determine how peers may affect the six dimensions of health.
  - b. Illustrate how changing family dynamics can affect health. Examples: divorce, relocating, death
- 7.1.4: Predict the consequences of engaging in unhealthy behaviors.
  - 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.
  - 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.

### Analyzing Influences

**Anchor Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

- 6.2.1: Examine how family and peers influence the health of adolescents. Examples: inactivity, fast food consumption
  - a. List personal family guidelines and rules that enhance health.
  - b. List peer situations that enhance health.
- 6.2.2: Identify health services offered in the school.
- 6.2.3: Investigate how messages from media influence health behaviors. Examples: social media, fast food advertisements, editing photos to enhance physical appearance.
- 6.2.4: Explain the influence of values and beliefs on individual health practices and behaviors. Examples: family values, religious beliefs
- 7.2.1: Describe how family values and behaviors influence the health of adolescents. Examples: eating family meals daily, participating in physical activity, practicing open communication
- 7.2.3: Describe how the media can send mixed messages about health. Examples: advertisements concerning tobacco, alcohol, and nutrition
- 7.2.5: Discuss how risky choices influence the likelihood of unhealthy behaviors, including tobacco use increasing the risk of using other drugs and peer pressure to consume alcohol.
- 8.2.1: Describe the influences of culture on health beliefs, practices, and behaviors. Examples: religious beliefs, gang activity, family customs.
- 8.2.3: Analyze the influences of technology on personal and family health. Examples: screen time, video games, activity trackers, diabetes monitor, heart monitor, fitness assessment tools.
- 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.
- 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

### Access to Information/Products/Services

**Anchor Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.**

- 6.3.2: Determine the accessibility of reliable resources, personnel, and services that enhance health. Examples: school counselor, school nurse, dentist, 911
- 7.3.2: Demonstrate the ability to locate valid school and community health resources. Examples: health clinic, school wellness committee, school nurse, local health department
- 8.3.2: Identify situations that may require professional health services, including self-harm, suicidal thoughts, substance abuse, sexual abuse, and harm toward others.

## Interpersonal Communication

### **Anchor Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

- 6.4.1a: Demonstrate appropriate nonverbal communication skills someone could use when upset. Examples: walking away, remaining calm and quiet
- 6.4.2: List refusal and negotiation skills to avoid or reduce health risks. Examples: saying no, suggesting alternative choices
- 6.4.3: Determine when and how to utilize different communication strategies to deal with a variety of situations and conflicts. Examples: compromising, apologizing, addressing the issue
- 7.4.1: Discuss effective conflict management or resolution strategies. Example: five steps to resolve conflict: calm down, state and understand the problem, apologize, promote solution finding, follow up
- 7.4.2: Model refusal skills that avoid or reduce health risks. Examples: role playing how to effectively handle bullying, harassment, and peer pressure situations
- 7.4.3: Demonstrate skills that avoid conflict. Examples: asking someone respectfully not to smoke, practice active listening, reacting sensibly, communicating clearly, practicing patience
- 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
- 8.4.2: Demonstrate negotiation skills which help resolve conflict in bullying situations.
- 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.

## Decision-Making

### **Anchor Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.**

- 6.5.2: Distinguish between healthy and unhealthy alternatives to health-related issues or problems. Example: role-playing healthy ways to express anger and frustration
- 7.5.1a: Determine when it is necessary to ask for assistance when making a health choice. Examples: friend begins to self-harm, negative peer pressure
- 7.5.2: Analyze healthy alternatives over unhealthy alternatives when making decisions. Examples: eating regular meals vs. skipping meals, choosing healthy snacks vs. junk food, getting proper exercise vs. too much screen time
- 8.5.1a: 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
- 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

## Goal-Setting

### **Anchor Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.**

- 6.6.2: Describe how setting goals to increase time for physical activity and academic study may reduce stress. a. List activities that can improve physical and mental health.
- 7.6.2: Describe changing abilities, priorities, and responsibilities that impact personal health goals. Examples: age, injuries, changing jobs, leaving active school life to work, sedentary to walking, walking to jogging, jogging to running; eating poorly to making healthy food choices leading to weight loss or weight gain

## Self-Management

### **Anchor Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

- 6.7.1: Critique examples of responsible behaviors that reduce health risks. Examples: choosing healthy foods, participating in healthy activities, having regular medical and dental check-ups
- 6.7.2: Describe practices to avoid to reduce health risks to self and others. Examples: smoking or vaping, drinking alcohol, using illegal drugs, texting while driving
- 7.7.1: State the importance of assuming responsibility for personal health behaviors and avoiding risky behaviors. Examples: fast food vs. My Plate recommendations, screen time vs. active living
- 7.7.2: Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others. Examples: practicing proper use of prescription medications, good nutrition, proper rest, regular exercise; avoiding driver distractions
- 8.7.2: Document healthy practices and behaviors that will improve the health of self and others. Example: maintaining a personal health journal