



National Education Standards that correlate with ETP's curriculum *Healthy Foundations for Future Families*

This document lists the national Education Standards that ETP's curriculum meets for secondary schools (grades 9-12). Our curriculum also meets many state & local standards.

The specific course standards included in this document are listed below, and source links are provided in each section.

- Health Education
- Sex Education
- Family and Consumer Sciences
- Common Core.

ETP's curriculum may also meet education standards for other disciplines - such as Psychology, Life Skills, Social Emotional Learning, and Career and Technical Education.

One more thing to note, this document is a comprehensive list of all standards relevant for ETP's full curriculum. Because each lesson covers different topics, each lesson's bundle of instructional materials includes a version of this document with yellow highlights of its relevant standards.



Health Education National Standards

[2024 National Health Education Standards \(shapeamerica.org\)](https://shapeamerica.org)

Grades 9-12

Standard 1: Use functional health information to support health and well-being of self and others.

- 1.12.1 Apply ways to build upon strengths and assets to support individual and collective health and well-being.
- 1.12.2 Analyze the relationships between various dimensions of wellness as related to health outcomes.
- 1.12.3 Evaluate behaviors that reduce or prevent illnesses and injuries.
- 1.12.4 Evaluate practices and behaviors that support health and well-being, including how to manage health conditions.
- 1.12.5 Examine connections between individual health literacy, organizational health literacy, and health outcomes.
- 1.12.6 Analyze how individual, interpersonal, community, societal, and environmental factors are interrelated and impact health outcomes.
- 1.12.7 Analyze the benefits of and barriers to practicing a variety of health behaviors.
- 1.12.8 Examine how self-efficacy, perceived susceptibility, and perceived severity affect health behaviors.
- 1.12.9 Analyze the relationship between access to health care and overall health and well-being.

Standard 2: Analyze influences that affect health and well-being of self and others.

- 2.12.1 Evaluate the interrelationships and impacts of various influences and health behaviors on health and well-being.
- 2.12.2 Evaluate how social determinants of health influence health behaviors, health outcomes, and health equity.
- 2.12.3 Evaluate how individual, interpersonal, community, societal, and environmental influences and factors affect health equity.
- 2.12.4 Formulate strategies to manage influences that impact health and well-being.
- 2.12.5 Use resources to manage influences that impact health and well-being.

Standard 3: Access valid and reliable resources to support health and well-being of self and others.

- 3.12.1 Analyze the accessibility of trusted adults, other individuals, health professionals, and other resources to promote health and well-being.
- 3.12.2 Analyze supports and barriers to accessing valid and reliable health information, products, services, and other resources.
- 3.12.3 Evaluate the validity, reliability, and accessibility of health information, products, services, and other resources.
- 3.12.4 Use valid and reliable sources of health information, products, services, and other resources.
- 3.12.5 Apply strategies to manage misinformation and disinformation.

Standard 4: Use interpersonal communication skills to support health and well-being of self and others.

- 4.12.1 Apply effective communication skills across multiple modes of communication and media formats to support health and well-being of self and others.
- 4.12.2 Apply communication skills and strategies within a variety of interpersonal contexts.
- 4.12.3 Demonstrate how to ask for and offer assistance to support the health of self and others.
- 4.12.4 Use communication skills related to communicating boundaries, expressing consent, and removing consent in a variety of situations.
- 4.12.5 Apply refusal skills and strategies in a variety of situations.
- 4.12.6 Apply skills and strategies to prevent, manage, or resolve conflict.
- 4.12.7 Demonstrate collaboration skills in a variety of situations.



National Health Education Standards continued

Standard 4 continued

- 4.12.8 Demonstrate negotiation skills in a variety of situations.
- 4.12.9 Adapt strategies to communicate with others with different perspectives and values in various contexts.
- 4.12.10 Communicate with empathy and compassion.

Standard 5: Use a decision-making process to support health and well-being of self and others.

- 5.12.1 Analyze how health-related decisions may affect personal and community health and well-being from a variety of perspectives.
- 5.12.2 Determine when and why health-related situations require the application of a thoughtful decision-making process.
- 5.12.3 Apply an individual, supported, or collaborative decision-making process to maintain or improve health and well-being.
- 5.12.4 Analyze a variety of options based on priorities and potential outcomes when making a health-related decision.
- 5.12.5 Analyze the potential impact of a decision on the health and well-being at individual, interpersonal, community, societal, and environmental levels.
- 5.12.6 Develop a plan of action to implement a health-related decision.
- 5.12.7 Evaluate the impact of supports and barriers that affect decision making at individual, interpersonal, community, societal, and environmental levels.
- 5.12.8 Evaluate the effectiveness of health-related decisions.

Standard 6: Use a goal-setting process to support health and well-being of self and others.

- 6.12.1 Assess personal health, well-being, and factors for engaging in a goal-setting process.
- 6.12.2 Use an individual, supported, or collaborative goal-setting process as appropriate.
- 6.12.3 Develop a goal and analyze how it supports health and well-being.
- 6.12.4 Implement a plan that addresses supports and barriers to attaining a health-related goal.
- 6.12.5 Monitor progress and adjust the goal or plan as appropriate.
- 6.12.6 Evaluate the goal-setting process and outcomes on health and well-being.

Standard 7: Demonstrate practices and behaviors to support health and well-being of self and others.

- 7.12.1 Analyze supports and barriers to engaging in health-related practices and behaviors.
- 7.12.2 Evaluate practices, behaviors, and other factors supporting individual and collective health and well-being.
- 7.12.3 Adapt practices and behaviors to support individual and collective health and well-being.
- 7.12.4 Demonstrate a variety of practices and behaviors supporting individual and collective health and well-being.

Standard 8: Advocate to promote health and well-being of self and others.

- 8.12.1 Examine a variety of factors that affect advocacy at individual, interpersonal, community, societal, and environmental levels.
- 8.12.2 Advocate for health issues either collaboratively or individually to promote health and well-being.
- 8.12.3 Customize advocacy skills and strategies for varying audiences and contexts.
- 8.12.4 Demonstrate self-advocacy skills and strategies to promote health and well-being.
- 8.12.5 Demonstrate advocacy skills and strategies to promote health and well-being at interpersonal, community, societal, and environmental levels.
- 8.12.6 Evaluate the process, outcomes, and impact of advocacy efforts at the individual, interpersonal, community, societal, and environmental levels.
- 8.12.7 Analyze the role of collaboration among different people in a community to prevent and solve community health issues.



Sex Education National Standards

<https://www.shapeamerica.org/Common/Uploaded%20files/uploads/2021/standards/National-Sex-Education-Standards.pdf>

SEXUAL HEALTH

Grades 9-10

- SH.10.CC.2 Identify factors that impact the risk of unintended pregnancy and potential transmission of STDs, including HIV, from a variety of sexual behaviors, including vaginal, oral, and anal sex.
- SH.10.CC.4 List the major milestones of each trimester of fetal development utilizing medically accurate information.
- SH.10.CC.5 Explain the state and federal laws related to safe haven, parenting, and sterilization, including their impacts on oppressed communities.
- SH.10.AI.2 Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, adoption, and prenatal care).
- SH.10.IC.1 Demonstrate the ability to effectively communicate with a partner about abstaining from sexual behavior, using condoms and/or contraception.
- SH.10.DM.1 Apply a decision-making model to choices about contraceptive use, including abstinence and condoms.
- SH.10.GS.1 Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STDs and identify ways to overcome potential barriers to prevention.

Grades 11-12

- SH.12.INF.1 Analyze personal and societal factors that can influence decisions about pregnancy options, including parenting, abortion, and adoption.
- SH.12.AI.1 Access medically accurate and credible information about pregnancy options, including parenting, abortion, and adoption.
- SH.12.IC.1 Analyze societal factors that might inhibit honest discussion between sexual and/ or romantic partners about their sexual histories, including STDs and HIV status, and identify ways to begin such conversations.
- SH.12.DM.1 Assess the skills needed to be an effective parent.
- SH.12.GS.1 Develop a plan to access local resources and services related to reducing the risk of pregnancy and/or STDs (including HIV) transmission, including ways to overcome potential barriers to access.

CONSENT & HEALTHY RELATIONSHIPS

Grades 9-10

- CHR.10.CC.1 Compare and contrast characteristics of healthy and unhealthy romantic and/ or sexual relationships.
- CHR.10.INF.1 Analyze factors (e.g., self-esteem, alcohol, and other substances) that can affect the ability to give and receive sexual consent.
- CHR.10.IC.1 Describe effective ways to communicate consent, personal boundaries, and desires as they relate to intimacy, pleasure, and sexual behavior.
- CHR.10.DM.1 Evaluate a variety of characteristics of romantic and/or sexual relationships and determine which ones are personally most important.
- CHR.10.GS.1 Develop a plan to get out of an unsafe or unhealthy relationship.
- CHR.10.SM.1 Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior.



National Sex Education Standards continued

CONSENT & HEALTHY RELATIONSHIPS

Grades 11-12

- CHR.12.CC.1 Describe the characteristics of unhealthy relationships that media, including sexually explicit media, may perpetuate (e.g., inequality between partners, lack of communication and consent, strict gender stereotypes).
- CHR.12.INF.4 Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship.
- CHR.12.DM.1 Apply a decision-making model to maintaining a healthy relationship and/or ending an unhealthy relationship.



Family & Consumer Sciences National Standards

<http://www.leadfcsed.org/national-standards.html>

FAMILY

6.1 Analyze the effects of family as a system on individuals and society.

- 6.1.1 Analyze family as the basic unit of society.
- 6.1.2 Analyze the role of family in transmitting societal expectations.
- 6.1.3 Analyze global influences on today's families.
- 6.1.4 Analyze the role of family in teaching culture and traditions across the life span.
- 6.1.5 Analyze the role of family in developing independence, interdependence, and commitment of family members.
- 6.1.6 Analyze the effects of change and transitions over the life course.
- 6.1.7 Analyze the ways family and consumer sciences careers assist the work of the family.

6.2 Evaluate the effects of diverse perspectives, needs, and characteristics of individual and families.

- 6.2.1 Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.
- 6.2.2 Analyze the effects of social and cultural diversity on individual and families.
- 6.2.3 Analyze the effects of empathy for diversity on individuals in family, work, and community settings.
- 6.2.4 Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
- 6.2.5 Analyze the effects of globalization and increasing diversity on individuals, families, and society.

FAMILY & HUMAN SERVICES

7.4 Analyze the impact of conditions that could influence the well-being of individuals and families.

- 7.4.1 Investigate health, wellness, and safety issues of individual and families with a variety of conditions that could influence their well-being.
- 7.4.2 Analyze management and living environment issues of individuals and family conditions that influence their well-being.
- 7.4.3 Analyze personal, social, emotional, economic, vocational, educational, and recreational issues of individuals and family conditions that influence their well-being.
- 7.4.4 Differentiate between situations that require personal prevention or intervention and those situations that require professional assistance.
- 7.4.5 Analyze situations which require crisis intervention.
- 7.4.6 Summarize the appropriate support needed to address selected human services issues.

7.5 Evaluate services for individuals and families with a variety of conditions that could impact their well-being.

- 7.5.1 Describe needs and accommodations for people with a variety of conditions that could affect their well-being.
- 7.5.2 Analyze ways in which individuals with conditions that affect their well-being influence the family and family members financially, socially, physically, and emotionally over the lifespan.
- 7.5.3 Illustrate coping or adjustment strategies and stress management practices for the participant, a caregiver, and family members.
- 7.5.4 Summarize the importance of friends, family, and community relationships for individuals with a variety of conditions that affect their well-being.
- 7.5.5 Demonstrate ways to provide support that validates the participants' capabilities and right to privacy, dignity, and autonomy.



Family & Consumer Sciences National Standards continued

FAMILY & HUMAN SERVICES

7.5 continued

- 7.5.6 Identify strategies that help participants make informed choices, access resources and support, follow through on responsibilities, and take appropriate risks.
- 7.5.7 Demonstrate effective verbal and nonverbal communication skills that support individuals and families with a variety of conditions that could affect their well-being.

HUMAN DEVELOPMENT

12.1 Analyze principles of human growth and development across the life span.

- 12.1.1 Analyze physical, emotional, social, moral, and cognitive development.
- 12.1.2 Analyze interrelationships among physical, emotional, social, moral, and cognitive aspects of human growth and development.
- 12.1.3 Analyze current and emerging research about human growth and development, including but not limited to brain development research.

12.2 Analyze conditions that influence human growth and development.

- 12.2.1 Analyze the influences of heredity and environment on human growth and development.
- 12.2.2 Analyze the influences of social, economic, and technological forces on individual growth and development.
- 12.2.3 Analyze the influences of gender, ethnicity, and culture on individual development.
- 12.2.4 Analyze the influences of life events on individuals' physical, emotional, social, moral and cognitive development.
- 12.2.5 Analyze geographic, political, and global influences on human growth and development.

12.3 Analyze strategies that promote growth and development across the life span.

- 12.3.1 Analyze the role of nurturance on human growth and development.
- 12.3.2 Analyze the role of communication on human growth and development.
- 12.3.3 Analyze the role of educational and family and social services support systems and resources in meeting human growth and development needs.

INTERPERSONAL RELATIONSHIPS

13.1 Analyze functions and expectations of various types of relationships.

- 13.1.1 Analyze processes for building and maintaining interpersonal relationships.
- 13.1.2 Predict the effects of various stages of the family life cycle on interpersonal relationships.
- 13.1.3 Compare physical, emotional, spiritual and intellectual functioning in stable and unstable relationships.
- 13.1.4 Analyze factors that contribute to healthy and unhealthy relationships.
- 13.1.5 Analyze processes for handling unhealthy relationships.
- 13.1.6 Demonstrate stress management strategies for family, work, and community settings.

13.2 Analyze personal needs and characteristics and their effects on interpersonal relationships.

- 13.2.1 Analyze the effects of personal characteristics on relationships.
- 13.2.2 Analyze the effect of personal need on relationships.
- 13.2.3 Analyze the effects of self-esteem and self-image on relationships.
- 13.2.4 Analyze the effects of life span events and conditions on relationships.
- 13.2.5 Explain the effects of personal standards and behaviors on interpersonal relationships.



Family & Consumer Sciences National Standards continued

INTERPERSONAL RELATIONSHIPS

13.4 Evaluate effective conflict prevention and management techniques.

- 13.4.3 Apply the roles of decision-making and problem-solving in reducing and managing conflict.
- 13.4.4 Demonstrate nonviolent strategies that address conflict.

13.5 Demonstrate teamwork and leadership skills in the family, workplace, and community.

- 13.5.1 Create an environment that encourages and respects the ideas, perspectives, and contributions of all group members.
- 13.5.2 Demonstrate strategies to motivate, encourage, and build trust in group members.
- 13.5.3 Demonstrate strategies that utilize the strengths and minimize the limitations of team members.

13.6 Demonstrate standards that guide behavior in interpersonal relationships.

- 13.6.1 Apply critical thinking and ethical criteria to evaluate interpersonal relationships.
- 13.6.2 Apply ethical guidelines when assessing interpersonal issues and situations.
- 13.6.3 Apply critical thinking and ethical standards when making judgments and taking action.
- 13.6.4 Demonstrate ethical behavior in family, workplace, and community settings.
- 13.6.5 Compare the relative merits of opposing points of view regarding current ethical issues.

PARENTING

15.1 Analyze roles and responsibilities of parenting.

- 15.1.1 Analyze parenting roles across the life span.
- 15.1.2 Analyze expectations and responsibilities of parenting.
- 15.1.3 Analyze influences of parenting practices on individuals, families, and society.
- 15.1.4 Analyze societal conditions that influence parenting across the life span.
- 15.1.5 Explain cultural differences and similarities in roles and responsibilities of parenting.

15.2 Evaluate parenting practices that maximize human growth and development.

- 15.2.1 Analyze nurturing practices that support human growth and development.
- 15.2.2 Apply communication strategies that promote emotional well-being in family members.
- 15.2.3 Assess common practices and emerging research about influences of discipline on human growth and development.
- 15.2.4 Analyze the effects of abuse and neglect on children and families and determine methods for prevention.
- 15.2.5 Apply criteria for selecting care and services for children and youth.

15.3 Evaluate external support systems that provide services for parents.

- 15.3.1 Analyze community resources and services available to families.
- 15.3.2 Analyze community resources that provide opportunities related to parenting.
- 15.3.3 Analyze current laws and policies related to parenting.

15.4 Analyze physical and emotional factors related to beginning the parenting process.

- 15.4.1 Analyze biological processes related to prenatal development, birth, and health of child and mother.
- 15.4.2 Analyze social, emotional, and environmental factors of prenatal development and birth in relation to the health of parents and child.
- 15.4.3 Analyze alternatives to biological parenthood.
- 15.4.4 Analyze legal and ethical impacts of current and emerging technology on fertility and family planning.



Common Core – ELA & Math Standards

<http://www.corestandards.org>

ENGLISH LANGUAGE ARTS STANDARDS

National College and Career Readiness Anchor Standards

Speaking and Listening – Grades 9-10, 11-12

- SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.2 Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence, links among ideas, word choice, points of emphasis, and tone used.

Language – Grades 9-10, 11-12

- L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

MATHEMATICS STANDARDS

National College and Career Standards for High School

Number and Quantity for High School

Quantities*

- N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs in data displays.
- N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.
- N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

* **Modeling Standards** – The Quantities standards includes modeling standards. Modeling links classroom mathematics and statistics to everyday life, work, and decision-making. ETP's content and activities utilize these tools to assist student in life-planning.