

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

ENRICHED HEALTH EDUCATION

Date: February 2018
Proposed Grade Level(s): 9th – 12th
Grading: A - F
Prerequisite(s): None

Course Length: 2 Semesters
Subject Area: Health
Credits: 5 per semester

Intent to Pursue ‘A-G’ College Prep Status: No
A-G Course Identifier: N/A

COURSE DESCRIPTION:

The State Board of Education provides in pertinent part, that “good health and academic success go hand in hand. Healthy children make better students, and better students become healthy, successful adults who are productive members of their communities. Comprehensive health education that addresses the physical, mental, emotional, and social aspects of health teaches students how to maintain and improve their health; prevent disease; reduce health-related risk behaviors; and develop health knowledge, attitudes, and skills that foster academic achievement, increase attendance rates, and improve behavior at school.”

A year-long study of health education (Mitchell, O’Connell Health Education Content Standards for Public Schools K-12) provides time for students to study all six areas of health education, in depth. This course includes the following topics: wellness; nutrition and fitness; mental and emotional health including depression and suicide prevention; media safety; technology awareness; substance abuse including alcohol, tobacco, and other drugs; chronic and disabling diseases; first aid; CPR; and emergency preparedness. The Family Life units include pregnancy prevention including abstinence and contraceptives; pregnancy options; prenatal growth development; gender identity; STI/HIV education; safe dating practices and healthy relationships.

GENERAL GOALS:

Goals:

- Take ownership of one’s health by setting personal goals and evaluating health related decisions.
- Understand how diet and exercise together, promote physical and mental well-being, and act on the information to make changes.
- Understand the risks of substance abuse (alcohol, tobacco, and other drugs) and implement refusal skills.
- Understand the causes, and how to reduce, the risk of chronic and communicable diseases.
- Understand causes, signs and symptoms of mental illnesses, including depression, and anxiety.
- Identify signs and symptoms of suicide.
- Identify mental health resources for self-help and help of others.
- Understand the risks of technology use including social media.
- Learn compression only CPR, basic first aid, and emergency preparedness.
- Knowledge of the reproductive systems, conception, prenatal health, and fetal development.
- Differentiate between contraceptive methods, including abstinence.
- Describe the causes, symptoms, treatment, and prevention of STIs and HIV.
- Develop strategies to reduce the risk of sexual harassment, sexual assault, dating violence, and sex trafficking.
- Knowledge of the information contained in the *California Healthy Youth Act*, AB 329

COMMON CORE STATE ANCHOR STANDARDS FOR READING (K-12):

Key Ideas & Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft & Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge & Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE ANCHOR STANDARDS FOR WRITING (K-12):

Text Types & Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production & Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-12):

Comprehension & Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge & Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
6. Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in vocabulary knowledge when encountering an unknown term in important comprehension or expression.

DETAILED UNITS OF INSTRUCTION:

Unit 1: Understanding Your Health and Wellness

- Components of health: physical, mental and emotional, social, and environmental
- Influences on health
- Self-evaluation, goal setting, and implementation
- Identifying health risks and behavioral choices
- Becoming a health literate consumer
- Basic self-care and hygiene

Unit 2: Nutrition and Fitness

- How nutrition and fitness affect health
- The six components of nutrition: protein, fats, carbs, vitamins, minerals, and water
- Developing healthy eating and exercise habits for lifelong health and disease prevention
- Nutrition labels and food safety
- Creating and implementing a healthy eating plan
- Body image, eating disorders, and risks of fad diets, and performance enhancing drugs
- Mental and physical benefits of exercise
- Elements of fitness: cardio, muscular, and flexibility
- Evaluating your fitness and implementing fitness goals

Unit 3: Diseases

- Understanding how life-style choices affect the risk of disease
- Communicable disease transmission, prevention, and treatment
- Non-communicable disease prevention and treatment

Unit 4: Alcohol, Tobacco, and other drugs

- The role of medicine and the difference between use and abuse
- Using prescription drugs safely
- Health risks of tobacco use including cigarettes, cigars, chewing tobacco, hookah, e-cigarettes, etc.
- Short and long term effects of alcohol on the brain and body
- Alcohol abuse including the dangers of binge drinking, alcohol poisoning, and combining alcohol and drugs
- Risks for alcoholism and resources for treatment
- Health risks of drug use including commonly abused drugs, both legal and illegal
- Marijuana effects on the adolescent brain
- General laws pertaining to drug and alcohol use, such as the *Good Samaritan* law
- Identifying community resources for substance abuse
- Refusal skills and resisting pressure to use drugs

Unit 5: Mental and Emotional Health

- Managing stress and developing healthy coping mechanisms
- Evaluating self-esteem and learning enhancement strategies
- Understanding and managing your emotions including dealing with anger, guilt, and grief
- Understanding mental health disorders including depression and anxiety
- Recognizing bullying and importance of intervention and reporting
- Technology, social media, and online safety strategies
- Suicidal risk factors and strategies to prevent suicide
- Signs, symptoms, health risks, and treatment of eating disorders
- Identifying community resources for help

Unit 6: First Aid, CPR, and Emergency Preparedness

- First steps in an emergency, and universal precautions
- First aid for bleeding, burns, and other common injuries
- Compression only CPR and instruction, use, and importance of AEDs
- Emergency preparedness: storm safety, earthquakes, and other natural disasters

Unit 7: Adolescent Growth, Development, and Reproduction

- Body image, gender identity, sexual orientation
- Understanding the male and female reproductive systems
- Common reproductive problems and self-exams
- Timeline of conception and fetal development
- Pregnancy options: parenting, *Safely Surrendered Baby* law, adoption, abortion

Unit 8: Pregnancy Prevention

- Benefits of abstinence and abstinence strategies
- Contraceptive options and effectiveness: hormonal, barrier, behavioral

Unit 9: STIs including HIV

- Descriptions, transmission, symptoms, health risks, prevention, and treatment of STIs including HIV
- Social and public health issues related to HIV and AIDS
- Myths and stereotypes regarding persons with HIV

Unit 10: Developing Healthy Relationships and Sexual Consent

- Life planning: exploring relationships, marriage, and family
- Identifying healthy and unhealthy behaviors in relationships
- Effective communication skills
- Signs of an abusive relationship
- Understanding the *Yes Means Yes* law
- Laws related to sexual behavior and the involvement of minors
- Rape risk reduction and actions to take after a sexual assault

TEXTBOOKS AND RESOURCE MATERIALS:

Textbook

Glencoe Health by Mary H. Bronson, PhD., McGraw-Hill Education, (2015)

Resource Materials

Positive Prevention PLUS, 2016

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

The *California Health Education Content Standards* were last updated in 2008 and are cited below, as they apply to this course. Since that time, new laws have been enacted and will be incorporated by reference herein.

California Education Code (EC) 51933 specifies that school districts are not required to provide comprehensive sexual health education, but if they choose to do so, they shall comply with all of the requirements listed below.

Comprehensive sexual health education instruction shall be age-appropriate and bias-free, and all factual information shall be medically accurate and objective. Instruction shall be appropriate for students of all genders, sexual orientations, and ethnic and cultural backgrounds, and it shall be accessible for English language learner students and students with disabilities. Instruction shall encourage communication between students and their families and shall teach respect for marriage and committed relationships.

In addition, in grades seven to twelve, instruction shall include all of the following: information about the value of abstinence; information about sexually transmitted diseases (STDs), including all Federal Drug Administration (FDA)-approved methods of reducing the risk of contracting STDs; information about all FDA-approved methods of contraception, including emergency contraception; information about California's newborn abandonment law (*Safe Surrender Law* EC 51933) and California Penal Code 271.5 and skills for making responsible decisions about sexuality.

AB 1719 requiring districts with health as a graduation requirement, to teach compression only CPR starting in the 2018-2019 school year.

AB 329 *California Healthy Youth Act* (comprehensive sexual health education).

Nutrition and Physical Activity

Standard 1: Essential Concepts

- 1.1. N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.
- 1.2. N Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.
- 1.3. N Explain the importance of variety and moderation in food selection and consumption.
- 1.4. N Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.
- 1.5. N Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.
- 1.6. N Explain how to keep food safe through proper food purchasing, preparation, and storage practices.
- 1.7. N Describe nutrition practices that is important for the health of a pregnant woman and her baby.
- 1.8. N Describe the prevalence, causes, and long-term consequences of unhealthy eating.
- 1.9. N Analyze the relationship between physical activity and overall health.
- 1.10. N Evaluate various approaches to maintaining a healthy weight.
- 1.11. N Identify the causes, symptoms, and harmful effects of eating disorders.
- 1.12. N Explain why people with eating disorders need professional help.
- 1.13. N Describe the amounts and types of physical activity recommended for teenagers' overall health and for the maintenance of a healthy body weight.
- 1.14. N Analyze the harmful effects of using diet pills and anabolic steroids.
- 1.15. N Explain the physical, academic, mental, and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic disease.

Standard 2: Analyzing Influences

- 2.1. N Evaluate internal and external influences that affect food choices.
- 2.2. N Assess personal barriers to healthy eating and physical activity.
- 2.3. N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.
- 2.4. N Analyze the impact of nutritional choices on future reproductive and prenatal health.
- 2.5. N Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.
- 2.6. N Analyze internal and external influences that affect physical activity.

Standard 3: Accessing Valid Information

- 3.1. N Access sources of accurate information about safe and healthy weight management.
- 3.2. N Evaluate the accuracy of claims about food and dietary supplements.
- 3.3. N Describe how to use nutrition information on food labels to compare products.
- 3.5. N Describe community programs and services that help people gain access to affordable, healthy foods.
- 3.6. N Describe internal and external influences that affect physical activity.

Standard 4: Interpersonal Communication

- 4.1. N Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.
- 4.2. N Practice how to refuse less-nutritious foods in social settings.

Standard 5: Decision Making

- 5.1. N Demonstrate how nutritional needs are affected by age, gender, activity level, pregnancy, and health status.
- 5.2. N Use a decision-making process to plan nutritionally adequate meals at home and away from home.

Standard 6: Goal Setting

- 6.1. N Assess one's personal nutrition needs and physical activity level.
- 6.2. N Develop practical solutions for removing barriers to healthy eating and physical activity.
- 6.3. N Create a personal nutrition and physical activity plan based on current guidelines.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1. N Select healthy foods and beverages in a variety of settings.
- 7.2. N Critique one's personal diet for overall balance of key nutrients.
- 7.3. N Identify strategies for eating more fruits and vegetables.
- 7.4. N Describe how to take more personal responsibility for eating healthy foods.
- 7.5. N Participate in school and community activities that promote fitness and health.

Standard 8: Health Promotion

- 8.1. N Advocate enhanced nutritional options in the school and community.
- 8.2. N Educate family and peers about choosing healthy foods.

Growth, Development, and Sexual Health

Standard 1: Essential Concepts

- 1.1. G Describe physical, social, and emotional changes associated with being a young adult.
- 1.2. G Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting.
- 1.3. G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.
- 1.4. G Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.
- 1.5. G Summarize fertilization, fetal development, and childbirth.
- 1.6. G Explain responsible prenatal and perinatal care and parenting, including California's Safely Surrendered Baby Law.
- 1.7. G Describe the short- and long-term effects of HIV, AIDS, and other STDs.
- 1.8. G Analyze STD rates among teens.
- 1.9. G Explain laws related to sexual behavior and the involvement of minors.
- 1.10. G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.

- 1.11. G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.
- 1.12. G Evaluate the safety and effectiveness (including success and failure rates) of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.
 - See *Education Code (EC)* sections 51933(b) (7), (b) (11), and 51934(b) (6).
 - *EC* sections 51933(b) (8), 51934(b) (3).
 - *EC* Section 51933(b) (12).
 - *EC* Section 51934(b) (1), (b) (4).
 - *EC* Section 51930(b) (2).
 - *EC* sections 51933(b) (10), 51934(b) (3).

Standard 2: Analyzing Influences

- 2.1. G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.
- 2.2. G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
- 2.3. G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.
- 2.4. G Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy.
- 2.5. G Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.

Standard 3: Accessing Valid Information

- 3.1. G Analyze the validity of health information, products, and services related to reproductive and sexual health.
- 3.2. G Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.
- 3.3. G Compare the success and failure rates of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.
- 3.4. G Evaluate laws related to sexual involvement with minors.

Standard 4: Interpersonal Communication

- 4.1. G Analyze how interpersonal communication affects relationships.
- 4.2. G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.
- 4.3. G Demonstrate effective communication skills within healthy dating relationships.

Standard 5: Decision Making

- 5.1. G Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.
- 5.2. G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.
 - *EC* sections 51933(b) (11), 51934(b) (6).

- EC Section 51930(b) (2).
- EC sections 51931(f), 51933(b) (11), 51934(b).
- EC sections 51933(b) (10), 51934(b) (3), and (b) (5).
- EC sections 51933(b) (10), 51934(b) (3).
- EC Section 51934(b) (3), (b) (6).
- EC Section 51933(b) (11).

- 5.3. G Use a decision making process to analyze when it is necessary to seek help with or leave an unhealthy situation.
- 5.4. G Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy.
- 5.6.G Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society.
- 5.7. G Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.

Standard 6: Goal Setting

- 6.1. G Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.¹⁸
- 6.2. G Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1. G Describe personal actions that can protect sexual and reproductive health (including one’s ability to deliver a healthy baby in adulthood).

Standard 8: Health Promotion

- 8.1. G Encourage and support safe, respectful, and responsible relationships.
- 8.2. G Advocate the respect for and the dignity of persons living with HIV or AIDS.
- 8.3. G Support others in making positive and healthful choices about sexual behavior.

Injury Prevention and Safety

Standard 1: Essential Concepts

- 1.1. S Discuss ways to reduce the risk of injuries that can occur during athletic and social activities.
- EC sections 51933(b) (11), 51934(b) (6).
 - EC sections 51933(b) (9), (b) (10), 51934(b) (1), (b) (2), (b) (3).
 - EC Section 51930(b) (2).
 - EC sections 51933(b) (11), 51934 (b) (6).
 - EC Section 51933(b) (11).
 - EC sections 51933(b) (8), (b) (10), 51934(b)(3).
 - EC Section 51934(b)(7).
 - EC sections 51933(b)(11), 51934(b)(6).
- 1.2 S Recognize potentially harmful or abusive relationships, including dangerous dating situations.
- 1.3.S Analyze emergency preparedness plans for the home, the school, and the community.

- 1.4.S Examine ways that injuries are caused while traveling to and from school and in the community.
- 1.5.S Describe rules and laws intended to prevent injuries.
- 1.6.S Evaluate the risks and responsibilities associated with teen driving and auto accidents.
- 1.8.S Describe California laws regarding bullying, sexual violence, and sexual harassment.
- 1.9.S Explain the effects of violence on individuals, families, and communities.
- 1.10.S Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.
- 1.11.S Identify ways to stay safe during natural disasters and emergency situations (e.g., landslides, floods, earthquakes, wildfires, electrical storms, winter storms, and terrorist attacks).
- 1.12.S Identify ways to prevent situations that might harm vision, hearing, or dental health.

Standard 2: Analyzing Influences

- 2.1.S Analyze internal and external influences on personal, family, and community safety.
- 2.2.S Analyze the influence of alcohol and other drug use on personal, family, and community safety.
- 2.3.S Explain how one's behavior when traveling as a passenger in a vehicle influences the behavior of others.
- 2.4.S Analyze why it is risky to belong to a gang.

Standard 4: Interpersonal Communication

- 4.1.S Demonstrate effective negotiation skills for avoiding dangerous and risky situations.
- 4.2.S Use effective communication skills for preventing and reporting sexual assault and molestation.

Standard 5: Decision Making

- 5.1.S Apply a decision-making process to avoid potentially dangerous situations.
- 5.4.S Analyze the consequences of violence for self, family, and the community.

Standard 6: Goal Setting

- 6.1.S Develop a plan to prevent injuries during emergencies and natural disasters.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.S Practice injury prevention during athletic, social, and motor vehicle-related activities.
- 7.3.S Demonstrate first aid and CPR procedures.
- 7.4.S Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.
- 7.5.S Assess characteristics of harmful or abusive relationships.

Standard 8: Health Promotion

- 8.1.S Identify and support changes in the home, at school, and in the community that promote safety.
- 8.2.S Encourage peers to use safety equipment during physical activity.
- 8.3.S Encourage actions to promote safe driving experiences.

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

- 1.1.A Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.
- 1.2.A Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.
- 1.3.A Explain the connection between alcohol and tobacco use and the risk of oral cancer.
- 1.4.A Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.
- 1.5.A Describe the use and abuse of prescription and nonprescription medicines and illegal substances.
- 1.6.A Analyze the consequences for the mother and child of using alcohol, tobacco, and other drugs during pregnancy—including fetal alcohol spectrum disorders and other birth defects.

See *EC* Section 49330 and the Glossary for the legal definition of a weapon.

- 1.7.A Analyze the consequences of binge drinking and its relationship to cancer; to liver; pancreatic; and cardiovascular diseases; and to a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders.
- 1.8.A Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.
- 1.9.A Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.
- 1.10.A Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.

Standard 2: Analyzing Influences

- 2.1.A Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.
- 2.3.A Describe financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.

Standard 3: Accessing Valid Information

- 3.1.A Access information, products, and services related to the use of alcohol, tobacco, and other drugs.

Standard 4: Interpersonal Communication

- 4.1.A Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.
- 4.2.A Use effective refusal and negotiation skills to avoid riding in a car or engaging in other risky behaviors with someone who has been using alcohol or other drugs.

Standard 5: Decision Making

- 5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.
- 5.2.A Explain healthy alternatives to alcohol, tobacco, and other drug use.

Standard 6: Goal Setting

6.1. A Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.

Standard 7: Practicing Health-Enhancing Behaviors

7.1. A Use effective coping strategies when faced with various social situations involving the use of alcohol, tobacco, and other drugs.

Standard 8: Health Promotion

8.1. A Participate in activities in the school and community that help other individuals make positive choices regarding the use of alcohol, tobacco, and other drugs.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

1.1. M Describe the benefits of having positive relationships with trusted adults.

1.2. M Analyze the qualities of healthy peer and family relationships.

1.3. M Describe healthy ways to express caring, friendship, affection, and love.

1.4. M Describe qualities that contribute to a positive self-image.

1.5. M Describe how social environments affect health and well-being.

1.6. M Describe the importance of recognizing signs of disordered eating and other common mental health conditions.

1.7. M Analyze signs of depression, potential suicide, and other self-destructive behaviors.

1.8. M Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.

1.9. M Classify personal stressors at home, in school, and with peers.

1.10. M Identify warning signs for suicide.

1.11. M Identify loss and grief.

Standard 2: Analyzing Influences

2.1. M Analyze the internal and external issues related to seeking mental health assistance.

Standard 3: Accessing Valid Information

3.1. M Access school and community resources to help with mental, emotional, and social health concerns.

3.2. M Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.

Standard 4: Interpersonal Communication

4.1. M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.

4.2. M Discuss healthy ways to respond when you or someone you know is grieving.

Standard 5: Decision Making

5.1. M Monitor personal stressors and assess techniques for managing them.

5.2. M Compare various coping mechanisms for managing stress.

- 5.3. M Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression.

Standard 6: Goal Setting

- 6.1. M Evaluate how preventing and managing stress and getting help for mental and social problems can help a person achieve short- and long-term goals.
- 6.2. M Set a goal to reduce life stressors in a health-enhancing way.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1. M Assess personal patterns of response to stress and use of resources.
- 7.2. M Practice effective coping mechanisms and strategies for managing stress.
- 7.3. M Discuss suicide-prevention strategies.
- 7.4. M Practice respect for individual differences and diverse backgrounds.
- 7.5. M Participate in clubs, organizations, and activities in the school and in the community that offer opportunities for student and family involvement.
- 7.6. M Practice setting personal boundaries in a variety of situations.

Standard 8: Health Promotion

- 8.1. M Support the needs and rights of others regarding mental and social health.
- 8.2. M Promote a positive and respectful environment at school and in the community.
- 8.3. M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics and sexual orientation.

Personal and Community Health

Standard 1: Essential Concepts

- 1.1. P Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations).
- 1.2. P Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations.
- 1.3. P Identify symptoms that should prompt individuals to seek health care.
- 1.4. P Identify types of pathogens that cause disease.
- 1.5. P Investigate the causes and symptoms of communicable and non-communicable diseases.
- 1.6. P Describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and discuss strategies for avoiding exposure.
- 1.7.P Identify symptoms that indicate a need for an ear, eye, or dental examination.
- 1.8. P Examine common types and symptoms of cancer.
- 1.9. P Identify the importance of medical screenings (including breast, cervical, testicular, and prostate examinations, and other testing) necessary to maintain reproductive health.
- 1.10. P Explain how public health policies and government regulations influence health promotion and disease prevention.
- 1.11. P Examine ways to prevent and manage asthma.
- 1.12. P Identify global environmental issues.

- 1.13. P Describe the impact of air and water pollution on health.
- 1.14. P Identify ways to reduce pollution and harmful health effects (e.g., by using alternative methods of transportation).

Standard 2: Analyzing Influences

- 2.1. P Discuss influences that affect positive health practices.
- 2.2. P Evaluate influences on the selection of personal health care products and services.
- 2.3. P Analyze how environmental conditions affect personal and community health.
- 2.4. P Discuss ways to stay informed about environmental issues.
- 2.5. P Analyze the social influences that encourage or discourage sun-safety practices.
- 2.6. P Evaluate the benefits of informed health choices.
- 2.7. P Evaluate the need for rest, sleep, and exercise.

Standard 3: Accessing Valid Information

- 3.1. P Access valid information about personal health products and services available in the community.
- 3.2. P Access valid information about common diseases.
- 3.3. P Evaluate current research about the health consequences of poor environmental conditions.
- 3.4. P Identify government and community agencies that promote health and protect the environment.
- 3.5. P Assess ways to be a responsible consumer of health products and services.

Standard 4: Interpersonal Communication

- 4.1. P Use effective communication skills to ask for assistance from parents, guardians, and medical or dental health care professionals to enhance health.

Standard 5: Decision Making

- 5.1. P Apply a decision-making process to a personal health issue or problem.
- 5.2. P Explain how decisions regarding health behaviors have consequences for oneself and others.
- 5.3. P Apply a decision-making process to a community or environmental health issue.
- 5.4. P Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.
- 5.5. P Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume).

Standard 6: Goal Setting

- 6.1. P Develop a plan of preventive health management.
- 6.2. P Develop a plan of preventive dental health management.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1. P Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming the barriers.
- 7.2. P Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate rest and sleep.
- 7.3. P Demonstrate the proper steps for protecting oneself against the harmful effects of the sun.

7.4. P Describe the steps involved in breast or testicular self-exams.

Standard 8: Health Promotion

8.1. P Support personal or consumer health issues that promote community wellness.

8.2. P Encourage societal and environmental conditions that benefit health.

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **Self-Directed Learners:** Students will have the competence to use basic health information and services in health-enhancing ways.
- **Constructive Thinkers:** Students will evaluate health related choices and decisions.
- **Effective Communicators:** Students will be able to organize and convey beliefs, ideas, and information about health issues.
- **Collaborative Workers:** Students will work together to share ideas for healthy practices.
- **Quality Producers/Performers:** Students will develop exercise and nutritional plans that have longevity.
- **Responsible Citizens:** Students who help ensure that their community is kept healthy, safe, and secure. |