

Grades 9, 10, 11, 12

Adopted 2008

Nutrition and Physical Activity

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

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

2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

- N. Evaluate internal and external influences that affect food choices. 2.1.N
- N. Assess personal barriers to healthy eating and physical activity. 2.2.N

- N. Distinguish between facts and myths regarding nutrition practices, products, and physical performance. 2.3.N
 - N. Analyze the impact of nutritional choices on future reproductive and prenatal health. 2.4.N
 - N. Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management. 2.5.N
 - N. Analyze internal and external influences that affect physical activity. 2.6.N
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3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

- N. Access sources of accurate information about safe and healthy weight management. 3.1.N
 - N. Evaluate the accuracy of claims about food and dietary supplements. 3.2.N
 - N. Describe how to use nutrition information on food labels to compare products. 3.3.N
 - N. Evaluate the accuracy of claims about the safety of fitness products. 3.4.N
 - N. Describe community programs and services that help people gain access to affordable, healthy foods. 3.5.N
 - N. Describe internal and external influences that affect physical activity. 3.6.N
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4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

- N. Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community 4.1.N
 - N. Practice how to refuse less-nutritious foods in social settings. 4.2.N
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5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

- N. Demonstrate how nutritional needs are affected by age, gender, activity level, pregnancy, and health status. 5.1.N
 - N. Use a decision-making process to plan nutritionally adequate meals at home and away from home. 5.2.N
 - N. Demonstrate how to use safe food handling procedures when preparing meals and snacks. 5.3.N
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6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

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

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

- N. Select healthy foods and beverages in a variety of settings. 7.1.N
 - N. Critique one's personal diet for overall balance of key nutrients. 7.2.N
 - N. Identify strategies for eating more fruits and vegetables. 7.3.N
 - N. Describe how to take more personal responsibility for eating healthy foods. 7.4.N
 - N. Participate in school and community activities that promote fitness and health. 7.5.N
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8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

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

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

- S. Discuss ways to reduce the risk of injuries that can occur during athletic and social activities. 1.1.S
- S. Recognize potentially harmful or abusive relationships, including dangerous dating situations. 1.2.S
- S. Analyze emergency preparedness plans for the home, the school, and the community. 1.3.S
- S. Examine ways that injuries are caused while traveling to and from school and in the community. 1.4.S
- S. Describe rules and laws intended to prevent injuries. 1.5.S
- S. Evaluate the risks and responsibilities associated with teen driving and auto accidents. 1.6.S
- S. Discuss the characteristics of gang members. 1.7.S
- S. Describe California laws regarding bullying, sexual violence, and sexual harassment. 1.8.S
- S. Explain the effects of violence on individuals, families, and communities. 1.9.S
- S. Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding. 1.10.S
- 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). 1.11.S
- S. Identify ways to prevent situations that might harm vision, hearing, or dental health. 1.12.S

2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

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

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

- S. Analyze sources of information and services concerning safety and violence prevention. 3.1.S
- S. Analyze community resources for disaster preparedness. 3.2.S

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

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

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

- S. Apply a decision-making process to avoid potentially dangerous situations. 5.1.S
- S. Analyze the laws regarding and detrimental effects of sexual harassment. 5.2.S
- S. Analyze the consequences of gang involvement for self, family, and the community. 5.3.S
- S. Analyze the consequences of violence for self, family, and the community. 5.4.S

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

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

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

- S. Practice injury prevention during athletic, social, and motor vehicle-related activities. 7.1.S
- S. Demonstrate conflict resolution skills to avoid potentially violent situations. 7.2.S
- S. Demonstrate first aid and CPR procedures. 7.3.S

- S. Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs. 7.4.S
 - S. Assess characteristics of harmful or abusive relationships. 7.5.S
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8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

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

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

- A. Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs. 1.1.A
 - A. Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior. 1.2.A
 - A. Explain the connection between alcohol and tobacco use and the risk of oral cancer. 1.3.A
 - A. Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs. 1.4.A
 - A. Describe the use and abuse of prescription and nonprescription medicines and illegal substances. 1.5.A
 - 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. 1.6.A
 - 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. 1.7.A
 - A. Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale. 1.8.A
 - A. Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior. 1.9.A
 - A. Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents. 1.10.A
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2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

- A. Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use. 2.1.A
- A. Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs. 2.2.A

- A. Describe financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs. 2.3.A

3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

- A. Access information, products, and services related to the use of alcohol, tobacco, and other drugs. 3.1.A
- A. Evaluate prevention, intervention, and treatment resources and programs concerning alcohol, tobacco, and other drugs. 3.2.A

4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

- A. Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs. 4.1.A
- 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. 4.2.A

5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

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

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

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

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

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

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

- 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. 8.1.A
- A. Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youths. 8.2.A

Mental, Emotional, and Social Health

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

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

- M. Analyze the qualities of healthy peer and family relationships. 1.2.M
 - M. Describe healthy ways to express caring, friendship, affection, and love. 1.3.M
 - M. Describe qualities that contribute to a positive self-image. 1.4.M
 - M. Describe how social environments affect health and well-being. 1.5.M
 - M. Describe the importance of recognizing signs of disordered eating and other common mental health conditions. 1.6.M
 - M. Analyze signs of depression, potential suicide, and other self-destructive behaviors. 1.7.M
 - M. Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations. 1.8.M
 - M. Classify personal stressors at home, in school, and with peers. 1.9.M
 - M. Identify warning signs for suicide. 1.10.M
 - M. Identify loss and grief. 1.11.M
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2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

- M. Analyze the internal and external issues related to seeking mental health assistance. 2.1.M
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3: Accessing Valid Information - All students will demonstrate the ability to access and analyze health information, products, and services.

- M. Access school and community resources to help with mental, emotional, and social health concerns. 3.1.M
 - M. Evaluate the benefits of professional services for people with mental, emotional, or social health conditions. 3.2.M
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4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

- M. Seek help from trusted adults for oneself or a friend with an emotional or social health problem. 4.1.M
 - M. Discuss healthy ways to respond when you or someone you know is grieving. 4.2.M
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5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

- M. Monitor personal stressors and assess techniques for managing them. 5.1.M
 - M. Compare various coping mechanisms for managing stress. 5.2.M
 - M. Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression. 5.3.M
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6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

- 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. 6.1.M
 - M. Set a goal to reduce life stressors in a health-enhancing way. 6.2.M
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7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

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

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

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

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

- P. Explain how public health policies and government regulations influence health promotion and disease prevention. 1.10.P
 - P. Examine ways to prevent and manage asthma. 1.11.P
 - P. Identify global environmental issues. 1.12.P
 - P. Describe the impact of air and water pollution on health. 1.13.P
 - P. Identify ways to reduce pollution and harmful health effects (e.g., by using alternative methods of transportation). 1.14.P
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2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

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

- P. Access valid information about personal health products and services available in the community 3.1.P
 - P. Access valid information about common diseases. 3.2.P
 - P. Evaluate current research about the health consequences of poor environmental conditions. 3.3.P
 - P. Identify government and community agencies that promote health and protect the environment. 3.4.P
 - P. Assess ways to be a responsible consumer of health products and services. 3.5.P
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4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

- P. Use effective communication skills to ask for assistance from parents, guardians, and medical or dental health care professionals to enhance health. 4.1.P
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5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

- P. Apply a decision-making process to a personal health issue or problem. 5.1.P

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

6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

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

7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

- P. Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming the barriers. 7.1.P
- P. Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate rest and sleep. 7.2.P
- P. Demonstrate the proper steps for protecting oneself against the harmful effects of the sun. 7.3.P
- P. Describe the steps involved in breast or testicular self-exams. 7.4.P

8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

- P. Support personal or consumer health issues that promote community wellness. 8.1.P
- P. Encourage societal and environmental conditions that benefit health. 8.2.P

Growth, Development, and Sexual Health

1: Essential Concepts - All students will comprehend essential concepts related to enhancing health.

- G. Describe physical, social, and emotional changes associated with being a young adult. 1.1.G
- G. Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting. 1.2.G
- G. Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage. 1.3.G
- G. Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy. 1.4.G
- G. Summarize fertilization, fetal development, and childbirth. 1.5.G

- G. Explain responsible prenatal and perinatal care and parenting, including California's Safely Surrendered Baby Law. 1.6.G
 - G. Describe the short- and long-term effects of HIV, AIDS, and other STDs. 1.7.G
 - G. Analyze STD rates among teens. 1.8.G
 - G. Explain laws related to sexual behavior and the involvement of minors. 1.9.G
 - G. Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation. 1.10.G
 - G. Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents. 1.11.G
 - 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. 1.12.G
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2: Analyzing Influences - All students will demonstrate the ability to analyze internal and external influences that affect health.

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

- G. Analyze the validity of health information, products, and services related to reproductive and sexual health. 3.1.G
 - G. Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care. 3.2.G
 - G. Compare the success and failure rates of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy. 3.3.G
 - G. Evaluate laws related to sexual involvement with minors. 3.4.G
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4: Interpersonal Communication - All students will demonstrate the ability to use interpersonal communication skills to enhance health.

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

- G. Demonstrate effective communication skills within healthy dating relationships. 4.3.G
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5: Decision Making - All students will demonstrate the ability to use decision-making skills to enhance health.

- G. Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners. 5.1.G
 - G. Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health. 5.2.G
 - G. Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation. 5.3.G
 - G. Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy. 5.4.G
 - G. Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation. 5.5.G
 - 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. 5.6.G
 - G. Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention. 5.7.G
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6: Goal Setting - All students will demonstrate the ability to use goal-setting skills to enhance health.

- G. Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals. 6.1.G
 - 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. 6.2.G
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7: Practicing Health-Enhancing Behaviors - All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

- G. Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby in adulthood). 7.1.G
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8: Health Promotion - All students will demonstrate the ability to promote and support personal, family, and community health.

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