Utah Health

Grades 9, 10, 11, 12

Adopted 2009

Health Education II

1 **Students will demonstrate knowledge, skills, and strategies related to mental and emotional health to enhance self-concept and relationships with others.**

1 Develop strategies for a healthy self-concept.

a. Recognize how personal self-concept relates to interactions with others.

b. Analyze the influence of personal values on individual health practices.

c. Determine how adolescent brain development affects self-concept and social interactions.

d. Use decision making skills to solve problems.

e. Create personal goal-setting strategies to promote a healthy lifestyle.

2 Identify strategies that enhance mental and emotional health.

a. Identify positive ways to express emotions.

b. Explore the risk and protective factors of mental and emotional health.

c. Analyze how societal norms, cultural differences, personal beliefs, and media impact choices, behavior, and relationships.

d. Apply stress management techniques.

e. Discuss strategies for suicide prevention.

3 Examine mental illness.

a. Review types of mental disorders.

b. Explain the effects of mental disorders on individuals and society.

c. Describe ways to eliminate the stigma associated with mental illness.

d. Investigate school and community mental health resources.

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4 Create and maintain healthy relationships.

a. Review components of healthy relationships.

b. Develop and practice effective communication skills.

c. Explore methods of managing inappropriate or harmful comments and advances from others (e.g., bullying, cyber-bullying, peer pressure, sexual harassment).

d. Determine healthy ways to accept, manage, and adapt to changes in relationships (e.g., coping with loss and grief).

e. Apply interpersonal communication skills (e.g., assertiveness, refusal skills, negotiation, conflict management).

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2 **Students will use nutrition and fitness information, skills, and strategies to enhance health.**

1 Describe the components and benefits of proper nutrition.

a. Describe the primary nutrients and their functions.

b. Evaluate how the United States Department of Agriculture's Seven Guidelines and the most current Food Pyramid can enhance proper nutritional choice.

c. Analyze and employ healthy food choices (e.g., reading food labels, calculating calorie intake).

d. Identify and investigate community nutritional resources.

2 Analyze how physical activity benefits overall health.

a. Describe the elements of physical fitness (e.g., muscular strength and endurance, cardio vascular endurance, flexibility, body composition).

b. Develop strategies for maintaining life-long fitness and avoiding the consequences of inactivity.

c. Identify and investigate available fitness resources.

d. Create individual fitness goals.

3 Recognize the importance of a healthy body image and develop appropriate weight management behaviors.

a. Explain how caloric intake and energy expenditure affect body weight.

b. Explore the short and long term effects of poor nutrition and inactivity (e.g., obesity, chronic diseases).

c. Evaluate the strengths and weaknesses of various body-weight indicators (e.g., Body Mass Index [B.M.I.], waist circumference, body fat percentage calculators).

d. Examine the causes, symptoms, and the short and long-term consequences of eating disorders.

e. Analyze the influence of media on body image.

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tudents will demonstrate health-promoting and risk-reducing behaviors to revent substance abuse.

1. Examine the consequences of drug use, misuse, and abuse.
    a. Explain short and long term effects of alcohol, tobacco, and other drugs (e.g., brain development/function, the multiplier effect, fetal alcohol spectrum disorders).
    b. Describe the importance of guidelines for the safe use of medicine (e.g., over the counter drugs, prescription drugs, herbal supplements).
    c. Recognize, respect, and communicate personal boundaries for self and others.
    d. Identify legal consequences for the abuse of alcohol, tobacco, and other drugs.
    e. Evaluate the impact that the use/abuse of alcohol, tobacco, and other drugs has on families and communities.
2. Analyze the risk and protective factors that influence the use and abuse of alcohol, tobacco, and other drugs.
    a. Discuss risk and protective factors associated with alcohol, tobacco, and other drug use and abuse.
    b. Examine the impact of peer pressure on alcohol, tobacco, and other drug use and abuse.
    c. Evaluate media and marketing tactics used to promote alcohol, tobacco, and other drug products.
    d. Advocate for healthy alcohol, tobacco, and other drug policies in home and community.
3. Access information for treatment of addictive behaviors.
    a. Describe methods of professional intervention for those affected by addictions.
    b. Examine practices that will help support a drug-free lifestyle.
    c. Identify community resources available to support those impacted by substance abuse.

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4. **Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safety in the home, school, and community.**
    1. Identify personal behaviors that contribute to or detract from safety.
        a. Develop strategies to avoid unhealthy or potentially dangerous situations.
        b. Explore how participation in healthy lifestyle activities includes safety considerations (e.g., safety equipment, including protective gear and seatbelts, exercise warm-up and cool-down, preparing for exercise in severe weather conditions).
        c. Create personal safety and disaster plans for home, school, and community.

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2 Recognize emergencies and respond appropriately.

a. Describe how immediate response increases a victim's chance for survival.

b. Demonstrate proficiency in basic first-aid, practice Cardiopulmonary Resuscitation (CPR) as outlined in national standards, and describe the purpose and use of an Automated External Defibrillator (AED).

c. Evaluate personal responsibility to fellow citizens in critical emergency situations.

3 Assess and respond appropriately to harassment and violent behaviors.

a. Describe abusive behaviors (e.g., threats, harassment, bullying, assault, domestic abuse).

b. Examine methods to prevent and report violence at home, school, and in the community.

c. Practice skills for maintaining healthy relationships.

4 Examine the dangers of inappropriate use of current technology.

a. Discuss use and misuse of current technology (e.g., Internet, email, websites, instant messages, cell phones).

b. Determine the short and long term dangers of sharing private information when using current technologies.

c. Explore personal and legal consequences for using technology inappropriately and discuss school and LEA policies.

d. Analyze violence in the media and how it impacts behavior.

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5 **Students will understand and summarize concepts related to health promotion and the prevention of communicable and non-communicable diseases.**

1 Explain the transmission and prevention of communicable diseases.

a. Identify pathogens and how they are transmitted.

b. Describe symptoms of common communicable diseases.

c. Apply methods of prevention and treatment for communicable diseases (e.g., personal hygiene, immunization, balanced diet, exercise, rest, natural body defenses, abstinence from high risk behaviors).

2 Analyze the effects of non-communicable diseases.

a. Identify short and long term effects of common non-communicable diseases (e.g., allergies, asthma, arthritis, cancer, cardiovascular disease, diabetes).

b. Describe medical diagnoses and treatment for non-communicable diseases.

c. Examine risk factors for common non-communicable diseases (e.g., environment, age, gender, family history, diet, body composition, risky behaviors).

d. Discuss risk reduction and prevention methods for common non-communicable diseases including breast and testicular self exams.

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3 Analyze the impact of sexually transmitted diseases including human immuno-deficiency virus (HIV) and acquired immune deficiency syndrome (AIDS) on self and others.

a. Identify the pathogens and modes of transmission of common sexually transmitted diseases. Terms of a sensitive nature will be defined to help explain modes of transmission.

b. Recognize signs and symptoms of common sexually transmitted diseases (e.g., HIV/AIDS, chlamydia, gonorrhea, herpes, syphilis).

c. Discuss the advantages of abstinence over other methods in preventing sexually transmitted diseases.

d. Recognize the importance of early detection, testing and treatment for sexually transmitted diseases.

4 Analyze the impact of disease on self and society.

a. Explain economic, physical, mental, social, and emotional effects of communicable diseases.

b. Discuss economic, physical, mental, social, and emotional effects of non-communicable diseases.

c. Compare the cost of preventative measures with the treatment costs for communicable and non-communicable diseases.

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6 **Students will demonstrate knowledge of human development, social skills, and strategies that encourage healthy relationships and healthy growth throughout life.**

1 Describe the physical, mental, social, and emotional changes that occur throughout the life cycle.

a. Review the anatomy and physiology of the male and female reproductive systems.

b. Identify physical, mental, social, and emotional changes that occur from adolescence through late adulthood.

c. Explain genetic influences on growth and development.

d. Describe fertilization, fetal development, the birth process, and personal choices that may affect the fetus (e.g., nutrition, the use of alcohol, tobacco, other drugs).

e. Describe how the developing brain impacts choices and behaviors.

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2 Describe the interrelationship of physical, mental, social, and emotional health.

   a. Identify characteristics necessary for healthy relationships (e.g., communication, empathy, confidence, trust, mutual respect).

   b. Describe how personal relationships evolve over time, focusing on changes in friendships, family, dating relationships, and marriage.

   c. Develop and use effective communication skills including being able to discuss questions on sexuality with parents and/or guardians.

   d. Develop strategies for preventing sexual harassment.

   e. Identify people, resources, and services that may help with personal or relationship issues.

3 Establish guidelines that promote healthy and positive dating relationships.

   a. Analyze how personal values impact dating behaviors

   b. Identify skills for maintaining healthy relationships, and discuss unhealthy behaviors in dating and other personal relationships (e.g., violence, coercion, selfishness, manipulation, aggression, drug use).

   c. Demonstrate refusal skills as they apply to situations involving pressure to be sexually active, and identify alternative strategies that support the decision to abstain from sexual behavior.

   d. Evaluate messages about sexuality from society, including the media, and identify how those messages affect attitudes and behaviors.

   e. Explain how laws relate to relationships and sexual behavior.

4 Understand the importance of abstinence, the responsibilities related to sexual development, and the challenges associated with teen and/or unintended pregnancies.

   a. Describe how sexual abstinence before marriage and fidelity after marriage contribute to overall wellness (e.g., physical, mental, social, emotional).

   b. Analyze the responsibilities, joys, demands, and challenges of parenthood.

   c. Identify means of prevention of early and/or unintended pregnancy and sexually transmitted diseases (e.g., abstinence, disease prevention, contraception/condom use).

   d. Identify adoption as an option for unintended pregnancy, and discuss the Newborn Safe Haven Law.

   e. Explain the importance of an annual physical examination as well as breast and testicular self-examinations.