

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.
- 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).

---

**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.

---

**3 Students will demonstrate health-promoting and risk-reducing behaviors to prevent 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.

---

**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.
- 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.

---

**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.
- 3 Analyze the impact of sexually transmitted diseases including human immunodeficiency 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.

---

**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.
- 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.