Virginia Health

Grade 10

Essential Health Concepts

1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of oneself and of others throughout life. 10.1

Body Systems

a Identify and describe the major structures and functions of the lymphatic system. 10.1.A

Nutrition

b Identify a variety of diets (e.g., typical American, Mediterranean, vegetarian, vegan). 10.1.B

Physical Health

c Explain the physical, mental, social, and academic benefits of sufficient sleep and the relationship between sleep deficiency, chronic disease, and the increased risk for injury and substance use. 10.1.C

Disease Prevention/Health Promotion

d Identify technologies individuals can use to assess, monitor, improve, and maintain health. 10.1.D

e Identify regular screenings, immunizations, vaccines, tests, and other medical examinations needed for different stages of life and their role in reducing health risks. 10.1.E

f Identify and research a selected personal, community, or global health issue. 10.1.F

Substance Abuse Prevention

g Research trends and factors that contribute to teen use/abuse and non-substance use of alcohol, tobacco, nicotine products (e.g., e-cigarettes), opioids, and other drugs and their impact on the community. 10.1.G

h Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease. 10.1.H

i Identify unsafe behaviors that may result in unintentional injury while riding in or operating a vehicle. 10.1.I

Safety/Injury Prevention

j List examples and describe the risks of sharing/posting personal information online. 10.1.J

Skip to main content

Mental Wellness/Social and Emotional Skills

k Identify factors that can influence an individual's mental health, including family, social environment, trauma, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture, and community. 10.1.K

l Identify characteristics of healthy, unhealthy, and abusive peer, family, and dating relationships. 10.1.L

m Identify health professionals and types of services available for mental illnesses and emotional challenges. 10.1.M

n Identify different personal relationships teens are involved in and the characteristics of each. 10.1.N

Violence Prevention

o Identify the skills needed to effectively navigate peer pressure situations. 10.1.O

p Identify the consequences of using acts of violence to settle disputes. 10.1.P

q Compare and contrast assertive and aggressive communication and how they affect conflict resolution. 10.1.Q

r Analyze the short- and long-term consequences of gang involvement on personal and community health now and in the future. 10.1.R

Community/Environmental Health

s Investigate natural disasters and emergency situations that affect the community. 10.1.S

t Explain how the quality of the environment (e.g., secondhand smoke, carbon monoxide, allergens, lead, toxic chemicals) directly affects a person's health status and quality and length of life. 10.1.T

u Identify health-related social issues, such as organ donation, homelessness, the spread of infectious diseases, underage drinking, substance abuse, and violence, and their impact on the community. 10.1.U

v Analyze how health literacy and health-science skills prepare one to become a productive citizen. 10.1.V

w Describe attributes, characteristics, and interests of individuals in health-related professions and the core academic skills needed for workplace skills in a health career. 10.1.W

Healthy Decisions

2 **The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.** 10.2

Body Systems

a Describe the role of the lymphatic system in providing protection against the spread of disease and cancer. 10.2.A

Nutrition

b Compare and contrast diverse diets (e.g., typical American, Mediterranean, vegetarian, vegan). 10.2.B

Skip to main content

Physical Health

c Explain the role of the environment, individual behavior, family history, social norms, legislation, and policies in preventing chronic diseases. 10.2.C

Disease Prevention/Health Promotion

d Research the costs and benefits of various technologies that allow individuals to assess, monitor, improve, and maintain health. 10.2.D

e Explain the purpose of medical screenings, immunizations, vaccines, and tests for different stages of life and the importance of access to health care throughout life. 10.2.E

f Explain the impact of the social determinants of health on a selected personal, community, or global health issue. 10.2.F

Substance Abuse Prevention

g Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision. 10.2.G

h Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, and substance use. 10.2.H

i Explain the role of the environment, individual behavior, social norms, legislation, and polices in preventing motor vehicle-related injuries. 10.2.I

Safety/Injury Prevention

j Identify what needs to be considered before posting pictures, videos, and communicating with others online. 10.2.J

Mental Wellness/Social and Emotional Skills

k Describe the stigma surrounding mental illnesses and challenges and the impact of stigma and discrimination on help-seeking behavior. 10.2.K

l Explain the role of respecting the experiences of others; accepting differences; and establishing, communicating, and respecting boundaries for healthy relationships. 10.2.L

m Identify help-seeking strategies and resources and when to seek support for oneself and others with signs of mental illnesses or challenges (e.g., depression, suicide ideation). 10.2.M

n Evaluate potentially harmful and abusive relationships, including dangerous dating situations. 10.2.N

Violence Prevention

o Examine the influences of peer approval and peer pressure on decision making. 10.2.O

p Identify protective factors and strategies that may prevent acts of violence. 10.2.P

q Identify strategies for the peaceful resolution of conflict. 10.2.Q

Skip to main content

r Evaluate protective factors needed to prevent gang involvement. 10.2.R

Community/Environmental Health

s Identify life-threatening situations that may result from emergencies and natural disasters and community resources for emergency preparedness. 10.2.S

t Explain the role of health, wellness, education, safety, and business professionals in addressing environmental health concerns. 10.2.T

u Describe how and where to access community resources related to organ donation, homelessness, underage drinking, and/or substance abuse. 10.2.U

v Analyze how health literacy reduces health risks and enhances health and wellness of oneself and others throughout life. 10.2.V

w Research high school health and medical science industry-recognized credentials (e.g., personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide). 10.2.W

Advocacy and Health Promotion

3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others. 10.3

Body Systems

a Promote strategies for maintaining healthy cardiovascular and lymphatic systems. 10.3.A

Nutrition

b Create or modify a personal wellness plan (i.e., goals and action steps based on current guidelines) for healthy eating to meet current and future needs. 10.3.B

Physical Health

c Create or modify a personal wellness plan for physical activity, sleep, personal hygiene, and other health-enhancing behaviors to prevent communicable and chronic disease. 10.3.C

Disease Prevention/Health Promotion

d Promote strategies to help individuals select technologies to assess, monitor, improve, and maintain health. 10.3.D

e Determine strategies for improving access to health care and medical services for different stages of life. 10.3.E

f Design strategies to address and communicate to others about a selected personal, community, or global health issue. 10.3.F

Substance Abuse Prevention

g Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs. 10.3.G

h Educate others about the dangers of electronic cigarettes through a brochure, social media campaign, or school club. 10.3.H

i Encourage responsible teen driving behaviors, and practice using refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs. 10.3.I

Skip to main content

Safety/Injury Prevention

j Promote safe practices related to online communication and in-person interactions with individuals one meets online. 10.3.J

Mental Wellness/Social and Emotional Skills

k Explain how demonstrating empathy, compassion, and acceptance can support others who are dealing with mental illnesses and challenges and help reduce stigma. 10.3.K

l Promote resources and strategies to address unhealthy and abusive peer, family, and dating relationships. 10.3.L

m Advocate for the use of and the additional need for mental health resources at school and in the community. 10.3.M

n Describe strategies to set personal boundaries to reduce and prevent relationship and dating violence. 10.3.N

Violence Prevention

o Demonstrate effective communication in response to situations influenced by peer pressure and/or peer approval. 10.3.O

p Describe methods to avoid violent acts of aggression and use of weapons. 10.3.P

q Practice procedures for peaceful resolution of conflict. 10.3.Q

r Describe and demonstrate methods of avoiding gang-related activity and gang involvement. 10.3.R

Community/Environmental Health

s Design crisis-management strategies for natural disasters and emergency situations. 10.3.S

t Describe strategies to reduce risk to environmental health, and establish goals for improving environmental health. 10.3.T

u Identify and create a plan to address a community health-related social issue, such as organ donation, homelessness, underage drinking, or substance abuse. 10.3.U

v Identify health promotion opportunities to enhance the health and wellness of oneself and others. 10.3.V

w Identify high school courses that lead to health and medical science industry certifications. 10.3.W