

Kindergarten Health Standards

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Alcohol, Tobacco, and Other Drugs (1 hour)	<p>A1. Explain why medicines are used. □</p> <p>A2. Explain that medicines can be helpful or harmful.□</p> <p>A3. Recognize that medicines should only be taken under the supervision of a trusted adult.□</p> <p>A4. Recognize that some household products are harmful if ingested or inhaled.□</p> <p>A5. Recognize that tobacco smoke is harmful to health and should be avoided.□</p>								<p><u>Required Curriculum</u> Too Good for Drugs</p> <p>Health Textbook</p>
Nutrition and Physical Activity (2 hours)	<p>N1. Name a variety of healthy foods and explain why they are necessary for good health.□</p> <p>N2. Identify a variety of healthy snacks.□</p> <p>N3. Describe the benefits of being physically active.□</p> <p>N4. Recognize the importance of a healthy breakfast.□</p>	<p>N5. Recognize that not all products advertised or sold are good for them.□</p>		<p>N6. Explain how to ask family members for healthy food options.□</p>	<p>N7. Describe ways to participate regularly in active play and enjoyable physical activity.□</p>		<p>N8. Select nutritious snacks.□</p> <p>N9. Plan a nutritious breakfast.□</p> <p>N10. Choose healthy foods in a variety of settings.□</p>		<p>Health Textbook</p>

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Growth and Development (2 hours)	<p>G1. Explain that living things grow and mature. □</p> <p>G2. Describe their own physical characteristics. □</p> <p>G3. Name ways in which people are similar and ways in which they are different.□</p> <p>G4. Identify trusted adults who promote healthy growth and development (e.g. physician, nurse, dentist, and optometrist).□</p> <p>G5. Name body parts and their functions.□</p> <p>G6. Name and describe the five senses.□</p>								Health Textbook
Mental, Emotional, and Social Health (2 hours)	<p>M1. Identify a variety of emotions.□</p> <p>M2. Describe the characteristics of families.□</p> <p>M3. List trusted adults at home and at school.□</p> <p>M4. Examine characteristics that make each individual unique.□</p> <p>M5. Describe and practice situations when it is appropriate to use “please,” “thank you,” “excuse me,” and “I am sorry.”□</p>	<p>M6. Identify ways family and friends help promote well-being.□</p>	<p>M7. Describe trusted adults at home and at school who can help with mental and emotional health concerns.□</p>	<p>M8. Show how to express personal needs and wants appropriately.□</p> <p>M9. Cooperate and share with others.□</p>		<p>M10. Make a plan to help family members at home.□</p>	<p>M11. Express emotions appropriately.□</p> <p>M12. Describe positive ways to show care, consideration, and concern for others.□</p>	<p>M13. Encourage others when they engage in safe and healthy actions.□</p>	Health Textbook
Personal and Community Health	<p>P1. Identify effective dental and personal hygiene practices.□</p> <p>P2. Describe sun safety practices. □</p> <p>P3. Define “germs.” □</p> <p>P4. Explain why the transmission of germs may be harmful to health. □</p> <p>P5. Identify practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash. □</p>		<p>P6. Identify health care workers who can help promote healthful practices. □</p>	<p>P7. Demonstrate how to ask for assistance with a health-related problem. □</p>			<p>P8. Show effective dental and personal hygiene practices. □</p> <p>P9. Demonstrate ways to prevent the transmission of “germs” (e.g., washing hands, using tissues). □</p>		Health Textbook

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Injury Prevention and Safety (3 hours)	<p>S1. Identify safety rules for home, school, and community. □ Identify emergency situations.</p> <p>S2. Explain ways to stay safe when riding in a bus or other vehicle. □</p> <p>S3. Distinguish between appropriate and inappropriate touch. □</p> <p>S4. Explain that everyone has the right to tell others not to touch his or her body. □</p> <p>S5. Describe school rules about getting along with others. □</p> <p>S6. Recognize the characteristics of bullying. □</p> <p>S7. Identify way to stay safe when crossing the street, riding a bicycle, or playing. □</p> <p>S8. Recognize that anything may be poisonous or cause harm if used unsafely. □</p> <p>S9. Identify who is a stranger and how to avoid contact with a stranger. □</p> <p>S10. Demonstrate how to ask trusted adults for help. □</p> <p>S11. Define and explain the dangers of weapons. □</p> <p>S12. Explain the importance of telling a trusted adult if you see or have about someone having a weapon. □</p>		<p>S13. Identify trusted adults who can help in emergency situations. □</p>	<p>S14. Demonstrate how to ask a trusted adult for help or call 9-1-1. □</p> <p>S15. Show how to answer the phone in a safe way. □</p>	<p>S16. Identify situations in which to seek adult help or call 9-1-1. □</p> <p>S17. Role-play what to do if a stranger at home, car or on the street approaches you. □</p>		<p>S18. Follow rules for safe play and safety routines. □</p> <p>S19. Show how to cross the street safely. □</p>	<p>S20. Show how to tell a trusted adult when a weapon is found by self or friend. □</p>	<p><u>Required Curriculum</u> Second Step</p> <p>Health Textbook</p>

First Grade Health Standards

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Growth and Development (1 hour)	<p>G1. Describe how living things grow and mature. □</p> <p>G2. Identify anatomical names for major internal and external body parts. □</p> <p>G3. Identify a variety of behaviors that promote healthy growth and development. □</p> <p>G4. Describe how members of a family have various roles, responsibilities, and individual needs. □</p>	<p>G5. Explain why sleep and rest are important for proper growth and good health. □</p>	<p>G6. Recognize parents, guardians, and/or other trusted adults as resources for information about growth and development. □</p>						Health Textbook

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Personal and Community Health (3 hours)	<p>P1. Explain the importance of effective dental and personal hygiene practices. □</p> <p>P2. Identify the importance of sun safety. □</p> <p>P3. Discuss the importance of preventing the transmission of “germs.” □</p> <p>P4. Identify ways to prevent the transmission of communicable diseases. □</p> <p>P5. Describe symptoms of some common health problems and illnesses, including chronic diseases (e.g., asthma, allergies, diabetes, Influenza). □</p> <p>P6. Explain the difference between communicable diseases and noncommunicable diseases. □</p> <p>P7. Discuss how individual behavior affects the environment and community. □</p> <p>P8. Identify materials that can be reduced, reused, or recycled. □</p> <p>P9. Identify emergency situations (e.g., fire, abduction, flood, earthquake, injury). □</p>	<p>P10. Explain how family and friends influence positive health practices. □</p>	<p>P11. Identify individuals in the school and community who promote health. □</p> <p>P12. Explain why parents or guardians keep a health record for you. □</p>	<p>P13. Demonstrate effective communication skills when asking for assistance with health-related problems. □</p> <p>P14. Demonstrate effective communication skills in an emergency situation. □</p>	<p>P15. Use a decision-making process to evaluate how personal hygiene behaviors promote one’s health. □</p>	<p>P16. Make a plan to practice dental and personal hygiene. □</p>	<p>P17. Demonstrate proper tooth brushing and flossing techniques. □</p> <p>P18. Demonstrate techniques for preventing disease transmission (e.g., covering sneezes and coughs, frequent hand washing). □</p> <p>P19. Demonstrate proper ways of protecting oneself from the sun and ways to select and apply sunscreen. □</p> <p>P20. Demonstrate appropriate behaviors during fire drills, earthquake drills, and other disaster drills. □</p>	<p>P21. Educate family and peers to protect against skin damage from the sun. □</p> <p>P22. Demonstrate the ability to support other students who have childhood chronic diseases and conditions (e.g., asthma, allergies, diabetes, and epilepsy). □</p>	Health Textbook

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Injury Prevention and Safety (3 hours)	<p>S1. Describe characteristics of safe and unsafe places. □</p> <p>S2. Identify labels of products that give information about cautions and dangers. □</p> <p>S3. Discuss the meaning of basic safety-related signs, symbols, and warning labels. □</p> <p>S4. Identify safety hazards in the home, school, and community. □</p> <p>S5. Identify ways to reduce risk of injuries at home, school, and in the community. □</p> <p>S6. Explain the importance of telling an adult if someone is in danger or being bullied. □</p> <p>S7. Distinguish between appropriate and inappropriate touch. □</p> <p>S8. Explain why the back seat is the safest place for young people to ride in a vehicle equipped with air bags. □</p> <p>S9. Define and explain the dangers of weapons and the importance of telling a trusted adult when one is seen or heard about. □</p> <p>S10. Identify ways to reduce risk of injuries while traveling in an automobile or bus (e.g., wearing a safety belt). □</p> <p>S11. Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags. □</p> <p>S12. Define simple conflict resolution techniques. □</p> <p>S13. Identify refusal skills when in personal safety situations (e.g., clear “no” statement, walk or run away, change subject, delay). □</p>	<p>S14. Describe internal and external influences that could lead to or prevent injury or violence. □</p>	<p>S15. List people who will help if feeling unsafe or threatened. □</p>	<p>S16. Describe how to report dangerous situations. □</p> <p>S17. Identify ways to report inappropriate touch. □</p>	<p>S18. Analyze steps to take in emergency or potentially dangerous situations. □</p> <p>S19. Identify the benefits of using nonviolent means to solve conflicts. □</p> <p>S20. Assess reasons for reporting weapons possession. □</p> <p>S21. Analyze why wearing a helmet when biking, skateboarding or in-line skating increases safety. □</p>		<p>S22. Practice ways to stay safe at home, school, and community. □</p> <p>S23. Practice emergency, fire, and safety plans at home and school. □</p> <p>S24. Explain appropriate protective gear and equipment. □</p>	<p>S25. Encourage others to practice safe behaviors in the classroom and on the playground. □</p>	<p><u>Required Curriculum</u> Second Step</p> <p>Health Textbook</p>

Second Grade Health Standards

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Alcohol, Tobacco, and Other Drugs (1 hour)	<p>A1. Distinguish between helpful and harmful substances (including alcohol, tobacco, and other drugs). □</p> <p>A2. Explain why household products are harmful if ingested or inhaled. □</p> <p>A3. Identify that a drug is a chemical that changes how the body and brain work. □</p> <p>A4. Explain why it is dangerous to taste, swallow, sniff, or play with unknown substances. □</p> <p>A5. Explain why it is important to follow the medical recommendations for prescription and nonprescription medicines. □</p> <p>A6. Identify rules for taking medicine at school and home. □</p> <p>A7. Identify refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs (e.g., clear “no” statement, walk or run away, change subject, delay). □</p>		<p>A8. Identify parents, guardians, and trusted adults who can provide accurate information and guidance regarding medicines. □</p>	<p>A9. Demonstrate refusal skills to resist an offer to use drugs or inappropriate medicines. □</p> <p>A10. Demonstrate communication skills to alert an adult to unsafe situations involving drugs or medicines. □</p>	<p>A11. Evaluate why one person’s medicines may not be safe for another person. □</p>				<p><u>Required Curriculum</u> Too Good for Drugs</p> <p>Health Textbook</p>

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Nutrition and Physical Activity (4 hours)	<p>N1. Classify various foods into appropriate food groups. □</p> <p>N2. Identify the number of servings of food from each food group that a child needs daily. □</p> <p>N3. Discuss the benefits of eating a nutritious breakfast every day. □</p> <p>N4. List the benefits of healthy eating, including beverages and snacks. □</p> <p>N5. Describe the benefits of drinking water in amounts consistent with current research-based health guidelines. □</p> <p>N6. Describe how to keep food safe from harmful germs. □</p> <p>N7. Identify a variety of healthy snacks. □</p> <p>N8. Identify and explore opportunities outside of school to participate regularly in physical activity. □</p> <p>N9. Explain how both physical activity and eating habits can affect a person's health. □</p>	<p>N10. Discuss how family, friends, and media influence food choices. □</p>	<p>N11. Identify resources for reliable information about healthy foods. □</p>	<p>N12. Demonstrate how to ask family members for healthy food options. □</p>	<p>N13. Use a decision-making process to select healthy foods. □</p> <p>N14. Compare and contrast healthy and less healthy food choices in a variety of settings. □</p> <p>N15. Identify safe ways to increase physical activity. □</p>	<p>N16. Set a short-term goal to choose healthy foods for snacks and meals. □</p> <p>N17. Set a short-term goal to participate daily in vigorous physical activity. □</p>	<p>N18. Examine the importance of eating a nutritious breakfast every day. □</p> <p>N19. Plan a nutritious meal. □</p> <p>N20. Select healthy beverages. □</p> <p>N21. Examine the criteria for choosing a nutritious snack. □</p> <p>N22. Practice participating in physical activities with friends and family. □</p>	<p>N23. Practice making healthy eating choices with friends and family. □</p> <p>N24. Explain to others what is enjoyable about physical activity. □</p>	Health Textbook

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Mental, Emotional, and Social Health (3 hours)	<p>M1. Describe a variety of emotions. □</p> <p>M2. Explain what it means to be emotionally or mentally healthy. □</p> <p>M3. Explain the importance of talking with parents or trusted adults about feelings. □</p> <p>M4. Identify changes that occur within families.</p> <p>M5. Identify characteristics of a responsible family member. □</p> <p>M6. Identify feelings and emotions associated with loss or grief. □</p> <p>M7. Discuss how to show respect for similarities and differences between and among individuals and groups. □</p> <p>M8. List healthy ways to express affection, love, friendship and concern. □</p> <p>M9. Identify positive and negative ways of dealing with stress. □</p> <p>M10. Describe how to work and play cooperatively. □</p> <p>M11. Identify the positive ways peers and family members show support, care, and appreciation for one another. □</p> <p>M12. Describe the characteristics of a trusted friend and adult. □</p>	<p>M13. Identify internal and external factors that influence mental, emotional, and social health. □</p>	<p>M14. Discuss ways to obtain information from family, school personnel, health professionals, and other responsible adults. □</p> <p>M15. Identify people in the community who are caring, supportive, and trustworthy. □</p>	<p>M16. Identify and demonstrate ways to express needs and wants appropriately. □</p> <p>M17. Demonstrate how to ask for help from trusted adults or friends. □</p>	<p>M18. Use a decision-making process for solving problems with peers and family. □</p>	<p>M19. Describe how to make a commitment to be a good friend. □</p>	<p>M20. Manage emotions appropriately in a variety of situations. □</p> <p>M21. Show respect for individual differences. □</p>	<p>M22. Object appropriately to teasing of peers based on personal characteristics. □</p> <p>M23. Support peers in school and community activities. □</p>	Health Textbook

Third grade Health Standards

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Growth and Development (2 hours)	<p>G1. Describe the cycle of birth, growth, aging, and death in living things. □</p> <p>G2. Recognize that there are individual differences in growth and development. □</p> <p>G3. Identify major internal and external body parts and their functions. □</p>	<p>G4. Explain how individual behaviors, family, and school influence growth and development. □</p>	<p>G5. Identify parents, guardians, and/or trusted adults with whom one can discuss the cycle of birth, growth, aging, and death in living things. □</p>	<p>G6. Demonstrate how to communicate with parents, guardians, and/or trusted adults about growth and development. □</p> <p>G7. Identify how to show respect for individual differences. □</p>	<p>G8. Examine why a variety of behaviors promote healthy growth and development. □</p>		<p>G9. Determine behaviors that promote healthy growth and development. □</p>	<p>G10. Encourage peers to show respect for others regardless of differences in growth and development. □</p>	Health Textbook
Mental, Emotional, and Social Health (3 hours)	<p>M1. Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration). □</p> <p>M2. Describe the importance of assuming responsibility within the family and community.</p> <p>M3. Explain the benefits of positive relationships with family and friends. □</p> <p>M4. Discuss the importance of setting and ways to set personal boundaries for privacy, safety, and expression of emotions. □</p>	<p>M5. Describe internal and external factors that affect friendships and family relationships. □</p>	<p>M6. Access trusted adults at home, school, and in the community who can help with mental, emotional, and social health concerns. □</p>	<p>M7. Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries. □</p>	<p>M8. Describe effective strategies to cope with changes within the family. □</p> <p>M9. Evaluate situations in which a trusted adult should be asked for help. □</p>	<p>M10. Make a plan to help at home and show responsibility as a family member. □</p>	<p>M11. Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in self and others. □</p>	<p>M12. Promote a positive and respectful school environment. □</p> <p>M13. Object appropriately to teasing of peers and family based on personal characteristics. □</p> <p>M14. Demonstrate the ability to support and respect people with differences.</p>	Health Textbook

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Personal and Community Health (3 hours)	<p>P1. Examine the difference between communicable and noncommunicable diseases. □</p> <p>P2. Describe how bacteria and viruses affect the body. □</p> <p>P3. Identify positive health practices that reduce illness and disease. □</p> <p>P4. Identify life-threatening conditions (e.g., heart attack, asthma attack, poisoning). □</p> <p>P5. Describe how a healthy environment is essential to personal and community health. □</p> <p>P6. Discuss how reducing, recycling, and reusing products make for a healthier environment. □</p>	<p>P7. Identify how culture, family, friends, and media influence positive health practices. □</p>	<p>P8. Recognize individuals who can assist with health-related issues and/or potentially life-threatening health conditions (e.g., asthma episode or seizure). □</p> <p>P9. Describe how to access help when feeling threatened. □</p>	<p>P10. Demonstrate refusal skills to avoid the spread of disease. □</p>	<p>P11. Use a decision-making process to reduce risk of communicable disease or illness. □</p>	<p>P12. Set a short-term goal for positive health practices. □</p>	<p>P13. Evaluate ways to prevent the transmission of communicable diseases. □</p> <p>P14. Demonstrate ways to reduce, recycle and reuse at home, school, and in the community. □</p>	<p>P15. Support others in making positive health choices. □</p> <p>P16. Encourage others to promote a healthy environment. □</p>	Health Textbook

Fourth Grade Health Standards

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Alcohol, Tobacco, and Other Drugs (3 hours)	<p>A1. Describe the short- and long-term harmful effects of alcohol, tobacco, and other drugs, including inhalants. □</p> <p>A2. Identify ways to cope with situations involving alcohol, tobacco, and other drugs. □</p> <p>A3. Explain the difference between medicines and illicit drugs. □</p> <p>A4. Identify family and school rules about alcohol, tobacco and drug use. □</p> <p>A5. Explain why individual reactions to alcohol and drug use may vary. □</p>	<p>A5. Identify internal and external influences that affect the use of alcohol, tobacco, and other drugs. □</p> <p>A6. Examine advertising strategies used for alcohol, tobacco, and other drugs. □</p>	<p>A7. Identify sources of valid information regarding alcohol, tobacco, and other drugs. □</p>	<p>A8. Demonstrate refusal skills to resist the pressure to experiment with alcohol, tobacco, and other drugs. □</p> <p>A9. Practice effective verbal communication skills to request assistance in situations where alcohol, tobacco, and other drugs are being used. □</p>	<p>A10. Evaluate strategies to avoid situations where alcohol, tobacco, and other drugs are being used. □</p>	<p>A11. Make a plan to choose healthy alternatives to tobacco and drug use. □</p>	<p>A12. Use a variety of effective coping strategies when faced with alcohol, tobacco, and other drug use and abuse by family and/or friends. □</p>	<p>A13. Encourage others to be free of alcohol, tobacco, and other drugs. □</p>	<p><u>Required Curriculum</u> Too Good for Drugs</p> <p>Health Textbook</p>

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Nutrition and Physical Activity (4 hours)	<p>N1. Identify and define key nutrients and their functions. □</p> <p>N2. Recall the recommended number of servings and serving sizes for different food groups. □</p> <p>N3. Describe the relationship between food intake, physical activity, and good health. □</p> <p>N4. Identify how to keep food safe through proper food preparation and storage. □</p> <p>N5. Explain how food can contain germs that cause illness. □</p> <p>N6. Explain the importance of drinking plenty of water, especially during vigorous physical activity. □</p> <p>N7. Describe the benefits of moderate and vigorous physical activity. □</p> <p>N8. Identify ways to increase and monitor physical activity. □</p>	<p>N9. Identify internal and external influences that affect food choices. □</p> <p>N10. Analyze advertising and marketing techniques used for food and beverages. □</p> <p>N11. Identify internal and external influences that affect physical activity. □</p>	<p>N12. Identify resources for valid information about safe and healthy foods. □</p> <p>N13. Use food labels to determine nutrient and sugar content. □</p>	<p>N14. Demonstrate effective communication skills to ask for healthy food choices. □</p>	<p>N15. Describe how to use a decision-making process to select nutritious foods and beverages. □</p> <p>N16. Describe how to use a decision-making process to select healthy options for physical activity. □</p>	<p>N17. Make a plan to choose healthy foods and beverages. □</p> <p>N18. Make a plan to choose physical activities at school and home. □</p>	<p>N19. Practice how to take personal responsibility for eating healthful foods. □</p> <p>N20. Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages. □</p> <p>N21. Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet. □</p> <p>N22. Practice how to take personal responsibility for engaging in physical activity. □</p>	<p>N23. Support others in making positive food and physical activity choices. □</p>	Health Textbook

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Injury Prevention and Safety (8 hours)	<p>S1. Describe safety hazards, including those related to fire, water, dangerous objects, being home alone, and using the Internet. □</p> <p>S2. Identify behaviors that may lead to conflict with others. □</p> <p>S3. Describe the different types of bullying and harassment. □</p> <p>S4. Examine the effects of bullying and harassment on others. □</p> <p>S5. Identify basic safety guidelines associated with weather-related emergencies and natural disasters (e.g., flood, earthquake, and tsunami). □</p> <p>S6. Identify disaster preparedness procedures at home, school, and community. □</p> <p>S7. Describe ways to seek assistance if worried, abused, or threatened. □</p> <p>S8. Explain the dangers of weapons at school, home, and in the community. □</p> <p>S9. Explain the importance of safety at play, including wearing helmets, pads, mouth guards, water safety vests, and other safety equipment. □</p> <p>S10. Define a gang and how it is different from a club, sports team, or clique. □</p> <p>S11. Describe the dangers of gang activity. □</p> <p>S12. Identify positive alternatives to gang activity. □</p> <p>S13. Demonstrate the proper lifting and carrying techniques for handling heavy backpacks and book bags. □</p> <p>S14. Identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets). □</p> <p>S15. Explain what to do if someone is poisoned (e.g., by household cleaning or paint products) by calling 9-1-1, poison control center, or other local emergency number. □</p> <p>S16. Identify ways to reduce risk of injuries in case of fire, around water, while riding a motor vehicle, as a pedestrian, on the playground, and from falls. □</p> <p>S17. Identify ways to prevent vision and hearing damage. □</p> <p>S18. Explain how courtesy, compassion, and respect toward others reduce conflict and promote nonviolent behavior. □</p> <p>S19. Demonstrate strategies to get away in cases of inappropriate touching or abduction. □</p>	<p>S20. Analyze how emotions affect safety and violence-related behaviors. □</p> <p>S21. Examine the influence of violence in media and technology on health behavior. □</p> <p>S22. Explain that most young people do not use violence to deal with problems. □</p>	<p>S23. Identify accurate sources of information about injury prevention and safety. □</p> <p>S24. Demonstrate how to access and communicate effectively with emergency services. □</p> <p>S25. Identify safe people and places to go to if feeling unsafe or threatened (e.g., police department, fire department, school counselor). □</p> <p>S26. Identify trusted adults to report to if people are in danger of hurting themselves or others. □</p> <p>S27. Demonstrate how to dial 9-1-1 or other emergency numbers and provide appropriate information. □</p> <p>S28. Demonstrate the ability to read and follow labels of common household products about dangers and safe use, storage, and proper disposal. □</p>	<p>S29. Demonstrate the ability to use refusal skills in risky situations. □</p> <p>S30. Practice effective conflict resolution techniques with others. □</p> <p>S31. Report bullying, harassment, and other dangerous situations. □</p> <p>S32. Demonstrate refusal skills to avoid gang involvement. □</p> <p>S33. Demonstrate what to say and do when witnessing bullying. □</p>	<p>S34. Evaluate strategies to avoid potentially dangerous situations. □</p> <p>S35. Examine the consequences of bullying and harassment. □</p> <p>S36. Analyze the benefits of using nonviolent means to solve conflicts. □</p> <p>S37. Evaluate how following family, school, and community rules can impact safety. □</p>	<p>S38. Make a personal commitment to use appropriate protective gear while engaging in activities. □</p> <p>S39. Make a personal commitment to stay away from people involved in gang activity. □</p>	<p>S40. Demonstrate strategies to avoid bullying and other types of harassment. □</p> <p>S41. Practice disaster preparedness procedures at home and school. □</p> <p>S42. Use appropriate protective gear and equipment. □</p> <p>S43. Follow safety rules and laws at home, school, and in the community. □</p> <p>S44. Demonstrate strategies to get away in cases of inappropriate touching or attempted abduction. □</p> <p>S45. Demonstrate the ability to develop and execute a fire and earthquake escape plan. □</p>	<p>S46. Encourage specific measures to improve home or school safety. □</p> <p>47. Offer friendship and support to someone who was bullied. □</p> <p>S48. Encourage others' safety behaviors (e.g., wearing bicycle helmets and seat belts). □</p>	<p><u>Required Curriculum</u> Second Step</p>

Fifth Grade Health Standards

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Nutrition and Physical Activity (4 hours)	<p>N1. Describe the food groups, including recommended portions to eat from each food group. □</p> <p>N2. Identify key and define the components of the Nutrition Facts labels. □</p> <p>N3. Examine the relationship between the intake of nutrients and metabolism. □</p> <p>N4. Explain why some food groups have a greater number of recommended portions than other food groups. □</p> <p>N5. Describe safe food handling and preparation practices. □</p> <p>N6. Differentiate between more nutritious and less nutritious beverages and snacks. □</p> <p>N7. Explain the concept of eating in moderation.</p> <p>N8. Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines. □</p> <p>N9. Explain how good health is influenced by healthy eating and being physically active. □</p> <p>N10. Describe the relationship of physical activity, rest, and sleep. □</p> <p>N11. Identify physical, academic, mental, and social benefits of regular physical activity. □</p>	<p>N12. Describe internal and external influences that affect food choices and physical activity. □</p> <p>N13. Recognize that family and culture influence food choices. □</p> <p>N14. Examine the influence of advertising and marketing techniques on food and beverage choices. □</p>	<p>N15. Locate age-appropriate guidelines for eating and physical activity. □</p> <p>N16. Interpret information provided on food labels. □</p>	<p>N17. Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity. □</p>	<p>N18. Use a decision-making process to identify healthy foods for meals and snacks. □</p> <p>N19. Use a decision-making process to determine activities that increase physical fitness. □</p> <p>N20. Compare personal eating and physical activity patterns with current age-appropriate guidelines. □</p>	<p>N21. Monitor personal progress toward a nutritional goal. □</p> <p>N22. Monitor personal progress toward a physical activity goal. □</p>	<p>N23. Identify ways to choose healthy snacks based on current research-based guidelines. □</p> <p>N24. Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage. □</p> <p>N25. Demonstrate the ability to balance food intake and physical activity. □</p> <p>N26. Demonstrate the ability to assess personal physical activity levels. □</p>	<p>N27. Encourage and promote healthy eating and increased physical activity opportunities at school and in the community. □</p>	Health Textbook

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Growth, Development, and Sexual Health (4 hours)	<p>G1. Describe the human cycle of reproduction, birth, growth, aging, and death. □</p> <p>G2. Explain the structure, function, and major parts of the human reproductive system. □</p> <p>G3. Identify the physical, social, and emotional changes that occur during puberty. □</p> <p>G4. Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS). □</p> <p>G5. Describe how HIV is and is not transmitted. □</p> <p>G6. Recognize that there are individual differences in growth and development, body image, and gender roles. □</p> <p>G7. Recognize that everybody has the right to establish personal boundaries. □</p> <p>G8. Recognize that friendship, attraction, and affection can be expressed in different ways. □</p> <p>G9. Explain that puberty and development can vary considerably and still be normal. □</p> <p>G10. Identify personal hygiene practices and health/safety issues during puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters). □</p>	<p>G11. Explain how culture, media, and other people influence perceptions about body image, gender roles, and attractiveness. □</p> <p>G12. Describe how heredity influences growth and development. □</p> <p>G13. Discuss how changes during puberty affect thoughts, emotions, and behaviors. □</p>	<p>G14. Recognize parents, guardians, and/or other trusted adults as resources for information about puberty. □</p> <p>G15. Differentiate between reliable and unreliable sources of information about puberty. □</p>	<p>G16. Use effective communication skills to discuss with parents, guardians, and/or other trusted adults the changes that occur during puberty. □</p> <p>G17. Use healthy and respectful ways to express friendship, attraction, and affection. □</p> <p>G18. Demonstrate refusal skills to protect personal boundaries. □</p>	<p>G19. Examine the importance of identifying personal boundaries. □</p> <p>G20. Analyze why it is safe to be a friend to someone who is living with HIV or AIDS. □</p>	<p>G21. Identify steps in achieving and maintaining a healthy and accurate body image. □</p> <p>G22. Develop plans to maintain personal hygiene during puberty. □</p>	<p>G23. Engage in behaviors that promote healthy growth and development during puberty. □</p> <p>G24. Describe ways people can protect themselves from infection with serious blood-borne communicable diseases. □</p>	<p>School Nurse</p> <p>Health Textbook</p>	

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Personal and Community Health (3 hours)	<p>P1. Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, hand washing, hearing protection, tooth brushing and tooth flossing). □</p> <p>P2. Explain how viruses and bacteria affect the immune system and impact health. □</p> <p>P3. Describe how environmental conditions affect personal health. □</p> <p>P4. Describe the personal hygiene needs associated with the onset of puberty. □</p> <p>P5. Define life threatening situations (e.g., heart attack, asthma attack, poisoning). □</p> <p>P6. Explain that all individuals have a responsibility to protect and preserve the environment. □</p>	<p>P7. Identify internal and external influences that affect personal health practices. □</p>	<p>P8. Identify sources of valid information about personal health products and services. □</p> <p>P9. Identify individuals who can assist with health-related issues and/or potentially life-threatening health conditions (e.g., an asthma episode or seizure). □</p>	<p>P10. Practice effective communication skills to seek help for health-related problems or emergencies. □</p>	<p>P11. Use a decision-making process to determine personal choices that promote personal, environmental, and community health. □</p> <p>P12. Use a decision-making process to determine when medical assistance is needed. □</p>	<p>P13. Set and monitor progress of a goal to help protect the environment. □</p> <p>P14. Monitor progress on a personal health goal. □</p>	<p>P15. Practice good personal and dental hygiene. □</p> <p>P16. Demonstrate personal responsibility for health habits. □</p> <p>P17. Practice strategies used to protect against the harmful effects of the sun. □</p>	<p>P18. Encourage others to minimize pollution in the environment. □</p>	Health Textbook

Sixth Grade Health Standards

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Alcohol, Tobacco, and Other Drugs (4 hours)	<p>A1. Explain short- and long-term effects, of alcohol, tobacco, inhalant and other drug use, including social, legal, economic implications. □</p> <p>A2. Identify positive alternatives to alcohol, tobacco, and other drug use. □</p> <p>A3. Differentiate between the use and misuse of prescription and non-prescription medicines. □</p> <p>A4. Identify the benefits of a tobacco-free environment. □</p> <p>A5. Explain the dangers of secondhand smoke. □</p> <p>A6. Explain the stages of drug dependence and addiction and its effects on the adolescent brain. □</p> <p>A7. Identify the effects of alcohol, tobacco, and other drug use on physical activity, including athletic performance. □</p>	<p>A8. Describe internal influences that affect the use of alcohol, tobacco, and other drugs. □</p> <p>A9. Examine the influence of marketing and advertising techniques, including the use of role models and how they affect use of alcohol, tobacco, and other drugs. □</p> <p>A10. Analyze how impaired judgment and other effects of using alcohol or marijuana impact personal safety, relationships with friends and families, school success, and attainment of present and future goals. □</p> <p>A11. Explain how culture and media influence the use of alcohol and other drugs. □</p>	<p>A12. Identify sources of valid information regarding alcohol, tobacco, and other drug use and abuse. □</p>	<p>A13. Use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used. □</p> <p>A14. Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs. □</p>	<p>A15. Analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family. □</p> <p>A16. Analyze the kinds of situations involving alcohol, tobacco, and other drugs for which help from an adult should be requested. □</p> <p>A17. Examine the legal, emotional, social, and health consequences of using alcohol and other drugs. □</p>	<p>A18. Develop personal goals to remain drug free. □</p>	<p>A19. Practice positive alternatives to using alcohol, tobacco, and other drugs. □</p>	<p>A20. Practice effective persuasion skills for encouraging others not to use alcohol, tobacco, and other drugs. □</p>	<p><u>Required Curriculum</u> Too Good for Drugs</p> <p>Health Textbook</p>

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Mental, Emotional, and Social Health (4 hours)	<p>M1. Describe the signs, causes, and health effects of stress, loss, and depression. □</p> <p>M2. Summarize feelings and emotions associated with loss and grief. □</p> <p>M3. Discuss how emotions change during adolescence. □</p> <p>M4. Examine the importance of being aware of one’s own emotions. □</p> <p>M5. Examine the importance of being empathetic to individual differences, including people with disabilities and chronic diseases. □</p> <p>M6. Explain why getting help for mental, emotional, and social health problems is appropriate and necessary. □</p> <p>M7. Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions. □</p> <p>M8. Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, verbal abuse). □</p> <p>M9. Discuss the harmful effects of violent behaviors. □</p>	<p>M10. Analyze the external and internal influences on mental, emotional, and social health. □</p>	<p>M11. Identify sources of valid information and services for getting help for mental, emotional, and social health problems. □</p> <p>M12. Discuss the importance of getting help from a trusted adult when it is needed. □</p>	<p>M13. Practice asking for help with mental, emotional, or social health problems from trusted adults. □</p> <p>M14. Describe how prejudice, discrimination, and bias can lead to violence. □</p> <p>M15. Demonstrate ways to communicate respect for diversity. □</p> <p>M16. Demonstrate the ability to use steps of conflict resolution. □</p>	<p>M17. Apply a decision-making process to enhance health. □</p> <p>M18. Describe situations for which someone should seek help with stress, loss, and depression. □</p> <p>M19. Compare and contrast being angry and angry behavior, and discuss their consequences. □</p>	<p>M20. Make a plan to prevent and manage stress. □</p> <p>M21. Describe how personal goals can be affected if violence is used to solve problems. □</p> <p>M22. Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency. □</p>	<p>M23. Carry out personal and social responsibilities appropriately. □</p> <p>M24. Practice strategies to manage stress. □</p> <p>M25. Practice appropriate ways to respect and include others who are different from oneself. □</p> <p>M26. Demonstrate how to use self control when angry. □</p>	<p>M27. Encourage a school environment that is respectful of individual differences. □</p> <p>M28. Object appropriately to teasing or bullying of peers based on personal characteristics and perceived sexual orientation. □</p>	Health Textbook

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Injury Prevention and Safety (5 hours)	<p>S1. Explain methods to reduce conflict, harassment, and violence. □</p> <p>S2. Describe basic first aid and emergency procedures, including for accidental loss of or injury to teeth. □</p> <p>S3. Describe the risks of gang involvement. □</p> <p>S4. Examine disaster preparedness plans for the home and school. □</p> <p>S5. Examine the risks of weapon possession at home, school, and community. □</p> <p>S6. Examine safety procedures when using public transportation and traveling in vehicles. □</p> <p>S7. Discuss safety hazards related to using the Internet. □</p> <p>S8. Describe hazards related to sun, water, and ice. □</p> <p>S9. Describe how the presence of weapons increases the risk of serious violent injuries. □</p>	<p>S10. Analyze the role of self and others in causing or preventing injuries. □</p> <p>S11. Examine influences on safety and violence-related behaviors. □</p> <p>S12. Analyze personal behaviors that may lead to injuries or cause harm. □</p>	<p>S13. Identify rules and laws intended to prevent injuries. □</p> <p>S14. Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet. □</p>	<p>S15. Practice effective communication skills to prevent and avoid risky situations. □</p> <p>S16. Explain the importance of immediately reporting a weapon that is found or is in the possession of peers. □</p> <p>S17. Demonstrate strategies to escape when weapons or other dangerous objects are present. □</p> <p>S18. Practice communication and refusal skills to avoid gang involvement. □</p>	<p>S19. Use a decision-making process to determine a safe course of action in risky situations. □</p> <p>S20. Use a decision-making process to determine appropriate strategies to respond to bullying and harassment. □</p>	<p>S21. Develop a personal plan to remain safe and injury free. □</p>	<p>S22. Practice ways to solve conflicts nonviolently. □</p> <p>S23. Practice safe use of technology. □</p> <p>S24. Practice positive alternatives to gang involvement. □</p> <p>S25. Practice basic first aid and emergency procedures. □</p>	<p>S26. Support injury prevention at school, home, and in the community. □</p> <p>S27. Promote a bully-free school and community environment. □</p> <p>S28. Encourage others to practice safe behaviors, including the proper use of safety belts when riding in a car, wearing helmets when riding a bicycle, wearing mouth guards when participating in sport activities. □</p>	<p><u>Required Curriculum</u> Second Step</p> <p>Health Textbooks</p>

Middle School Health Standards (LAUSD required semester course)

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Alcohol, Tobacco, and Other Drugs (15 hours)	<p>A1. Describe the short- and long-term harmful effects of alcohol, tobacco, and other drugs, including steroids, performance-enhancing drugs and inhalants. □</p> <p>A2. Describe the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors. □</p> <p>A3. Explain the dangers of drug dependence and addiction. □</p> <p>A4. Describe the consequences of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorder. □</p> <p>A5. Analyze the harmful effects of using diet pills without physician supervision. □</p> <p>A6. Examine the short- and long-term consequences of using alcohol and other drugs to cope with problems. □</p> <p>A7. Explain why most youths do not use alcohol, tobacco, and other drugs. □</p> <p>A8. Explain school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sales behaviors. □</p>	<p>A9. Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs. □</p> <p>A10. Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse. □</p> <p>A11. Examine family and peer pressure as influences on the use of alcohol, tobacco, and other drugs. □</p>	<p>A12. Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs. □</p>	<p>A13. Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used. □</p>	<p>A14. Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations. □</p>	<p>A15. Develop short- and long-term goals to remain drug free. □</p>	<p>A16. Use a variety of effective coping strategies when faced with alcohol, tobacco, and other drug use in group situations. □</p> <p>A17. Practice positive alternatives to using alcohol, tobacco, and other drugs. □</p>	<p>A18. Participate in school and community efforts to promote a drug-free lifestyle. □</p>	<p><u>Required Curriculum</u> Project Alert</p> <p>Health Textbook</p>

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Nutrition and Physical Activity (15 hours)	<p>N1. Describe the short- and long-term impact of nutritional choices on health. □</p> <p>N2. Identify nutrients and their relationship to health. □</p> <p>N3. Examine the health risks caused by food contaminants. □</p> <p>N4. Describe how to keep food safe through proper food purchasing, preparation, and storage practices. □</p> <p>N5. Differentiate between diets that are health promoting and diets linked to disease. □</p> <p>N6. Analyze the caloric and nutritional value of foods and beverages. □</p> <p>N7. Describe the benefits of eating a variety of foods high in iron, calcium, and fiber. □</p> <p>N8. Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet. □</p> <p>N9. Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight. □</p> <p>N10. Identify the impact nutrition has on chronic disease.</p> <p>N11. Analyze the cognitive and physical benefits of eating breakfast daily. □</p> <p>N12. Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat. □</p> <p>N13. Explain how to use a Body Mass Index (BMI) score as a tool for measuring general health. □</p> <p>N14. Identify ways to increase daily physical activity. □</p> <p>N15. Explain that incorporating daily moderate or vigorous physical activity into one’s life does not require a structured exercise plan or special equipment. □</p> <p>N16. Differentiate between physical activity, exercise, and health-related and skill-related fitness. □</p>	<p>N 17. Describe the influence of culture and media on body image. □</p> <p>N18. Evaluate internal and external influences on food choices. □</p> <p>N19. Analyze the impact of nutritional choices on future reproductive and prenatal health. □</p> <p>N20. Analyze the influence of technology and media on physical activity. □</p>	<p>N21. Distinguish between valid and invalid sources of nutrition information. □</p> <p>N22. Evaluate the accuracy of claims about dietary supplements and popular diets. □</p> <p>N23. Describe how to access nutrition information about foods offered in restaurants in one’s community. □</p> <p>N24. Identify places where youth and families can be physically active. □</p> <p>N25. Identify trusted adults in family, school, and community for advice and counseling regarding healthy eating and physical activity. □</p>	<p>N26. Demonstrate the ability to use effective skills to model healthy decision making and prevent over consumption of foods and beverages. □</p> <p>N27. Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices. □</p>	<p>N28. Use a decision-making process to evaluate daily food intake for nutritional requirements. □</p> <p>N29. Identify recreational activities that increase physical activity. □</p> <p>N30. Contrast healthy and risky approaches to weight management. □</p> <p>N31. Analyze the physical, mental, and social benefits of physical activity. □</p>	<p>N32. Make a personal plan for improving one’s nutrition and incorporating physical activity into daily routines. □</p> <p>N33. Set a goal to increase daily physical activity. □</p>	<p>N34. Make healthy food choices in a variety of settings. □</p> <p>N35. Examine proper food handling safety when preparing meals and snacks. □</p> <p>N36. Assess personal physical activity levels. □</p> <p>N37. Examine ways to be physically active throughout a lifetime. □</p>	<p>N38. Encourage nutrient-dense food choices in school. □</p> <p>N39. Support increased opportunities for physical activity at school and in the community. □</p> <p>N40. Encourage peers to eat healthy foods and be physically active. □</p>	<p>Health textbook</p> <p>Exercise your Options from California Dairy Council</p> <p>mypyramid.gov</p>

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Growth, Development, and Sexual Health (15 hours)	<p>G1. Explain physical, social, and emotional changes associated with adolescence. □</p> <p>G2. Summarize the human reproduction cycle. □</p> <p>G3. Examine the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy. □</p> <p>G4. Explain how conception occurs, the stages of pregnancy, and responsibility of parenting. □</p> <p>G5. Examine the effectiveness of condoms and other contraceptives that are FDA-approved in preventing unintended pregnancy, HIV, and other STDs. □</p> <p>G6. Identify the short- and long-term effects of HIV/AIDS/STDs. □</p> <p>G7. Identify ways to prevent or reduce the risk of contracting HIV/AIDS and other STDs. □</p> <p>G8. Recognize that there are individual differences in growth and development, body image, gender roles, and sexual orientation. □</p> <p>G9. Explain why individuals have the right to refuse sexual contact. □</p> <p>G10. Describe the emotional, psychological, and physical consequences of rape and sexual assault. □</p> <p>G11. Explain why rape and sexual assault should be reported to authorities and a trusted adult. □</p> <p>G12. Describe responsible prenatal and parenting care, including California’s Safe Haven law. □</p> <p>G13. Evaluate the benefits to mother, father, and child for teenagers to wait until adulthood to become parents. □</p>	<p>G14. Analyze how growth and development, relationships, and sexual behavior are affected by internal and external influences. □</p> <p>G15. Evaluate how culture, media, and other people influence our perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation. □</p> <p>G16. Analyze the influence of alcohol and other drugs on sexual behaviors. □</p> <p>G17. Describe situations that could lead to pressure for sexual activity and the risk of HIV/STDs. □</p> <p>G18. Recognize that there are individual, family, and cultural differences in relationships. □</p> <p>G19. Explain how sexual exploitation can occur via the Internet. □</p>	<p>G20. Identify trusted adults from family, school, and community for advice and counseling regarding reproductive and sexual health. □</p> <p>G21. Locate medically and scientifically accurate sources of information for reproductive health. □</p> <p>G22. List health care providers for reproductive and sexual health services. □</p>	<p>G23. Practice effective communication skills needed to discuss issues related to reproductive and sexual health with parents, guardians, health care providers, or other trusted adults. □</p> <p>G24. Use effective verbal and nonverbal communication skills to prevent sexual involvement, unintended pregnancy, and HIV and STDs. □</p> <p>G25. Use healthy and respectful ways to express friendship, attraction, and affection. □</p> <p>G26. Analyze the benefits of respecting individual differences in growth and development, body image, gender roles, and sexual orientation. □</p> <p>G27. Demonstrate how to ask for help from a parent, other trusted adult, or a friend when pressured to participate in sexual behaviors. □</p>	<p>G28. Analyze why abstinence is the most effective method for the prevention of HIV, STDs, and pregnancy. □</p> <p>G29. Use a decision-making process to examine the characteristics of healthy relationships. □</p> <p>G30. Use a decision-making process to evaluate individual differences in growth and development, body image, gender roles, and sexual orientation. □</p> <p>G31. Analyze the responsibilities and privileges of becoming a young adult. □</p> <p>G32. Identify how good health practices in adolescence affect lifelong health and the health of future children. □</p> <p>G33. Explain the immediate physical, social, and emotional risks and consequences associated with sexual involvement. □</p> <p>G34. Use a decision-making process to evaluate the value of using contraception and condoms for pregnancy and STD prevention. □</p>	<p>G35. Develop a plan to avoid HIV/AIDS/STDs and pregnancy. □</p> <p>G36. Describe how HIV/AIDS/STDs and/or pregnancy could impact life goals. □</p>	<p>G37. Describe strategies for refusing unwanted sexual involvement. □</p> <p>G38. Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health. □</p> <p>G39. Describe personal actions that can be taken to protect reproductive and sexual health. □</p>	<p>G40. Support and encourage safe, respectful, and responsible relationships. □</p> <p>G41. Advocate for the respect and dignity of persons living with HIV/AIDS. □</p>	<p><u>Required Curriculum</u> Positive Prevention</p> <p>Health textbook</p> <p><u>Community Resources</u> Positively speaking from LAUSD HIV/AIDS Prevention Office</p>

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Mental, Emotional, and Social Health (10 hours)	<p>M1. Explain pro-social behaviors (e.g., helping others, being respectful to others, cooperation, consideration). □</p> <p>M2. Identify a variety of nonviolent ways to respond when angry or upset. □</p> <p>M3. Identify qualities that contribute to a positive self-image. □</p> <p>M4. Examine how emotions change during adolescence.</p> <p>M5. Recognize diversity among people, including disability, gender, and race, sexual orientation, and body size. □</p> <p>M6. Examine the changing roles and responsibilities of adolescents as members of the family and community. □</p> <p>M7. Describe the benefits of having positive relationships with trusted adults. □</p> <p>M8. Analyze the harmful effects of using diet pills without physician supervision. □</p> <p>M9. Identify the signs of various eating disorders. □</p> <p>M10. Describe signs of depression and self-destructive behaviors, including potential suicide. □</p> <p>M11. Describe common mental health conditions and why seeking professional help for these conditions is important. □</p>	<p>M12. Analyze internal and external influences on mental, emotional, and social health. □</p> <p>M13. Analyze techniques that are used to coerce or pressure someone to use or be a target of violence. □</p> <p>M14. Examine the influence of culture on family values and practices. □</p>	<p>M15. Access accurate sources of information and services about mental, emotional, and social health. □</p> <p>M16. Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access such help for self and others. □</p> <p>M17. Identify trusted adults to report to if people are in danger of hurting themselves or others. □</p> <p>M18. Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults. □</p>	<p>M19. Seek help from trusted adults for self or a friend with an emotional or social health problem. □</p>	<p>M20. Apply a decision-making process to a variety of situations that impact mental, emotional, and social health. □</p> <p>M21. Monitor personal stressors and assess techniques for managing them. □</p> <p>M22. Describe healthy ways to express caring, friendship, affection, and love. □</p> <p>M23. Examine situations for which someone would seek help with stress, loss, unrealistic body image, and depression. □</p> <p>M24. Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions. □</p>	<p>M25. Develop achievable goals to handle stressors in a healthy way. □</p>	<p>M26. Demonstrate effective coping mechanisms and strategies for managing stress. □</p> <p>M27. Practice respect for individual differences and diverse backgrounds. □</p> <p>M28. Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement. □</p> <p>M29. Practice personal boundaries in a variety of situations. □</p> <p>M30. Demonstrate skills to avoid or escape a potentially violent situation, including dating. □</p>	<p>M31. Promote a positive and respectful school environment.</p> <p>M32. Object appropriately to teasing of peers and community members based on perceived personal characteristics and sexual orientation. □</p>	Health textbook

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Personal and Community Health (15 hours)	<p>P1. Describe the importance of health management strategies (e.g., adequate sleep, ergonomics, sun safety, hearing protection, self examination). □</p> <p>P2. Examine the importance of age-appropriate medical services. □</p> <p>P3. Identify standard (universal) precautions and why they are important.□</p> <p>P4. Examine the causes and symptoms of communicable and noncommunicable diseases. □</p> <p>P5. Discuss the importance of effective personal and dental hygiene practices for preventing illness. □</p> <p>P6. Identify effective brushing and flossing techniques for oral care. □</p> <p>P7. Identify effective protection for teeth, eyes, head, and neck during sports and recreation□</p> <p>P8. Identify ways to prevent vision or hearing damage. □</p> <p>P9. Identify ways our environment affects our health, including air quality. □</p> <p>P10. Identify human activities that contribute environmental challenges (e.g., high-emission vehicles, water pollution, and noise pollution). □</p> <p>P11. Describe global influences on personal and community health. □</p> <p>P12. Identify ways to reduce exposure to the sun. □</p>	<p>P13. Examine a variety of influences that affect personal health practices. □</p> <p>P14. Analyze how environmental pollutants, including noise pollution, affect health. □</p> <p>P15. Analyze the interrelationship of the health of a community and the global environment. □</p> <p>P16. Examine the influence of culture, media, and technology on health decisions. □</p> <p>P17. Analyze the social influences that encourage or discourage a person to practice sun safety. □</p>	<p>P18. Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoos, sun screen, and dental care products), and evaluate the information's validity. □</p> <p>P19. Access valid information about preventing common communicable diseases. □</p> <p>P20. Locate resources in school, the community, and on the Internet for first aid information and training, and assess the validity of the resources. □</p> <p>P21. Examine how to access school and community health services. □</p>	<p>P22. Practice how to make a health-related consumer complaint. □</p> <p>P23. Use assertive communication skills to avoid situations that increase risk of communicable disease or illness. □</p>	<p>P24. Apply a decision-making process to determine safe and healthy strategies to deal with a personal health problem. □</p> <p>P25. Apply a decision-making process when selecting healthcare products. □</p> <p>P26. Analyze the characteristics of informed health choices. □</p>	<p>P27. Establish goals for improving personal and community health. □</p> <p>P28. Design a plan to minimize environmental pollutants, including noise at home and in the community. □</p> <p>P29. Create a plan to incorporate adequate rest and sleep in daily routines. □</p>	<p>P30. Practice and take responsibility for personal and dental hygiene practices. □</p> <p>P31. Describe situations where standard (universal) precautions are appropriate. □</p>	<p>P32. Promote the importance of regular screenings and medical examinations. □</p> <p>P33. Demonstrate the ability to be a positive peer role model in the school and community. □</p> <p>P34. Demonstrate ways to accept responsibility for conserving natural resources. □</p>	Health textbook

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Injury Prevention and Safety (15 hours)	<p>S1. Describe the differences between physical, verbal, and sexual violence. □</p> <p>S2. Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations. □</p> <p>S3. Describe how the presence of weapons increases the risk of serious violent injuries. □</p> <p>S4. Discuss the importance of reporting weapon possession. □</p> <p>S5. Explain how violence, aggression, bullying, and harassment affects health and safety. □</p> <p>S6. Identify trusted adults to whom to report school or community violence. □</p> <p>S7. Describe possible legal consequences of sexual harassment and violence. □</p> <p>S8. Describe types of sexual harassment and ways to report it. □</p> <p>S9. Describe the behavioral and environmental factors associated with major causes of death in the United States. □</p> <p>S10. Identify basic safety guidelines for emergencies and natural disasters. □</p> <p>S11. Identify ways to prevent climate-related physical conditions, such as physical exhaustion, sunburn, heat stroke, and hypothermia. □</p> <p>S12. Examine safety hazards associated with the use of Internet. □</p> <p>S13. Explain ways to prevent fires and reduce the risk of injuries in case of fire. □</p> <p>S14. Explain ways to reduce risk of injuries in and around water. □</p> <p>S15. Explain ways to reduce the risk of injuries, including oral injuries during sports/recreational participation. □</p>	<p>S16. Analyze how the media portrays fire and explosives. □</p> <p>S17. Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors. □</p>	<p>S18. Analyze sources of information regarding injury and violence prevention. □</p> <p>S19. Demonstrate the ability to access accurate sources of information about abuse, violence, or bullying. □</p>	<p>S20. Report situations that could lead to injury or harm to a trusted adult. □</p> <p>S21. Use communication and refusal skills to avoid violence, gang involvement, or risky situations. □</p> <p>S22. Describe ways to manage interpersonal conflicts nonviolently. □</p> <p>S23. Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation. □</p> <p>S24. Describe characteristics of effective communication. □</p> <p>S25. Distinguish between passive, aggressive, and assertive communication. □</p> <p>S26. Locate resources in school, the community, and on the Internet for first aid information and training, and assess the validity of the resources. □</p>	<p>S27. Use a decision-making process to examine risky social and dating situations. □</p> <p>S28. Apply a decision-making process for avoiding potentially dangerous situations, such as gangs, other social situations, or violence in dating. □</p> <p>S29. Use a decision-making process to analyze the consequences of gang involvement. □</p> <p>S30. Evaluate the reasons why some students are bullies. □</p> <p>S31. Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment. □</p>	<p>S32. Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency. □</p> <p>S33. Create a personal safety plan. □</p>	<p>S34. Practice first aid and emergency procedures. □</p> <p>S35. Practice ways to solve conflicts nonviolently. □</p> <p>S36. Practice the safe use of technology. □</p>	<p>S37. Support changes to promote safety in the home, school, and community. □</p> <p>S38. Design a campaign for preventing violence, aggression, bullying, and harassment. □</p> <p>S39. Demonstrate the ability to influence others' safety behaviors (e.g., wearing bicycle helmets and seat belts). □</p>	<p><u>Required Curriculum</u> Second Step</p> <p>Health textbook</p>

High School Health Standards (LAUSD required semester course)

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Alcohol, Tobacco, and Other Drugs (10 – 15 hours)	<p>A1. Describe health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs. □</p> <p>A2. Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, functioning, and behavior. □</p> <p>A3. Explain the impact of alcohol and tobacco use on risk of oral cancer. □</p> <p>A4. Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs. □</p> <p>A5. Examine the use and abuse of prescription and nonprescription medicines and illegal substances. □</p> <p>A6. Analyze the consequences to the mother and child of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorder and other birth defects. □</p> <p>A7. Analyze consequences of binge drinking and its relationship to cancer, liver, pancreatic, and cardiovascular diseases, as well as a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders. □</p> <p>A8. Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sales. □</p> <p>A9. Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, and sexual risk behavior. □</p> <p>A10. Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents. □</p>	<p>A11. Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use. □</p> <p>A12. Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs. □</p> <p>A13. Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs. □</p>	<p>A14. Access information, products, and services related to the use of alcohol, tobacco, and other drugs. □</p> <p>A15. Evaluate alcohol, tobacco, and other drug prevention, intervention, and treatment resources and programs. □</p>	<p>A16. Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs. □</p> <p>A17. 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. □</p>	<p>A18. Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society. □</p> <p>A19. Examine healthy alternatives to alcohol, tobacco, and other drug use. □</p>	<p>A20. Predict how a drug-free lifestyle will support the achievement of short- and long-term goals. □</p>	<p>A21. Use effective coping strategies when faced with a variety of social situations involving the use of alcohol, tobacco, and other drugs □</p>	<p>A22. Participate in activities that support other individuals in the school and community to make positive health choices regarding the use of alcohol, tobacco, and other drugs. □</p> <p>A23. Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youth. □</p>	<p><u>Required Curriculum:</u> Project Towards No Drug Abuse</p> <p>Health Textbook</p>

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Nutrition and Physical Activity (10 – 15 hours)	<p>N1. Distinguish between facts and myths regarding nutrition practices, products, and physical performance. □</p> <p>N2. Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet. □</p> <p>N3. Explain the importance of variety and moderation in food selection and consumption. □</p> <p>N4. Describe dietary guidelines, food groups, nutrients, and serving size for healthy eating habits. □</p> <p>N5. Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis. □</p> <p>N6. Explain how to keep food safe through proper food purchasing, preparation, and storage practices. □</p> <p>N7. Describe nutrition practices that are important for the health of a pregnant woman and her baby. □</p> <p>N8. Describe the prevalence, causes and long-term consequences of unhealthy eating. □</p> <p>N9. Analyze the relationship between physical activity and overall health. □</p> <p>N10. Evaluate various approaches to maintaining a healthy weight. □</p> <p>N11. Identify the causes, symptoms and harmful effects of eating disorders. □</p> <p>N12. Explain why people with eating disorders need professional help. □</p> <p>N13. Describe the amounts and types of physical activity recommended for teenagers' overall health and maintain to healthy body weight. □</p> <p>N14. Analyze the harmful effects of using diet pills and anabolic steroids. □</p> <p>N15. Explain physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease. □</p>	<p>N16. Evaluate internal and external influences that affect food choices. □</p> <p>N17. Assess personal barriers to healthy eating and physical activity. □</p> <p>N18. Distinguish between facts and myths regarding nutrition practices, products, and physical performance. □</p> <p>N19. Examine the impact of nutritional choices on future reproductive and prenatal health. □</p> <p>N20. Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management. □</p> <p>N21. Examine internal and external influences that affect physical activity. □</p>	<p>N22. Access sources of accurate information about safe and healthy weight management. □</p> <p>N23. Evaluate the accuracy of claims about food and dietary supplements. □</p> <p>N24. Describe how to use nutrition information on food labels to compare products. □</p> <p>N25. Evaluate the accuracy of claims about the safety of fitness products. □</p> <p>N26. Describe community programs and services that help people get access to affordable healthy foods. □</p> <p>N27. Examine internal and external influences that affect physical activity. □</p>	<p>N28. Analyze positive strategies to communicate healthy eating and physical activity needs at home, school, and in the community. □</p> <p>N29. Practice how to refuse less nutritious foods in social settings. □</p>	<p>N30. Examine how nutritional needs are affected by age, gender, activity level, pregnancy, and health status. □</p> <p>N31. Use a decision-making process to plan nutritionally adequate meals at home and away from home. □</p> <p>N32. Demonstrate how to prepare meals and snacks using safe food handling procedures. □</p>	<p>N33. Assess one's personal nutrition needs and level of physical activity. □</p> <p>N34. Develop practical solutions to remove barriers to healthy eating and physical activity. □</p> <p>N35. Create a personal nutrition and physical activity plan based on current guidelines. □</p>	<p>N36. Select healthy foods and beverages in a variety of settings. □</p> <p>N37. Critique one's own personal diet for overall balance of key nutrients. □</p> <p>N38. Identify ways an individual can eat more fruits and vegetables. □</p> <p>N39. Describe how to take more personal responsibility for eating healthy foods. □</p> <p>N40. Participate in school and community activities that promote fitness and health. □</p>	<p>N41. Support providing enhanced nutritional options in the school and community. □</p> <p>N42. Educate family and peers to choose healthy foods. □</p>	Health Textbook

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Growth, Development, and Sexual Health (25 – 30 hours)	<p>G1. Describe physical, social, and emotional changes associated with being a young adult. □</p> <p>G2. Explain how conception occurs, the stages of pregnancy, and responsibilities of parenting. □</p> <p>G3. Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage. □</p> <p>G4. Identify why abstinence is the most effective method for the prevention of HIV/STDs and pregnancy. □</p> <p>G5. Summarize fertilization, fetal development, and childbirth. □</p> <p>G6. Examine responsible prenatal/perinatal care and parenting, including California’s Safe Haven law. □</p> <p>G7. Describe the short- and long-term effects of HIV/AIDS/STDs. □</p> <p>G8. Analyze the rates of sexually transmitted diseases (STDs) among teens. □</p> <p>G9. Explain laws related to sexual behavior and involvement of minors. □</p> <p>G10. Recognize that there are individual differences in growth and development, body image, gender roles, and sexual orientation. □</p> <p>G11. Evaluate the benefits to mother, father, and child of teenagers waiting until adulthood to become parents. □</p> <p>G12. Evaluate and compare the effectiveness, safety, success, and failure rates of condoms and all FDA-approved contraceptives for preventing pregnancy and HIV/STDs. □</p>	<p>G13. Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity. □</p> <p>G14. Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences. □</p> <p>G15. Examine the discrepancy between actual and perceived social norms related to teen sexual involvement. □</p> <p>G16. Assess situations that could lead to pressure for sexual activity and the risk of HIV/STDs and pregnancy. □</p> <p>G17. Evaluate how culture, media, and other people influence our perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation. □</p>	<p>G18. Analyze the validity of health information, products, and services for reproductive and sexual health. □</p> <p>G19. Identify local resources for reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care. □</p> <p>G20. Compare the success and failure rates of condoms and all FDA-approved contraceptives in preventing pregnancy and HIV/STDs. □</p> <p>G21. Evaluate laws related to sexual involvement with minors. □</p>	<p>G22. Analyze how interpersonal communication affects relationships. □</p> <p>G23. Use effective verbal and nonverbal communication skills to prevent sexual involvement, pregnancy, and HIV/STDs. □</p> <p>G24. Demonstrate effective communication skills within healthy dating relationships. □</p>	<p>G25. Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners. □</p> <p>G26. Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health. □</p> <p>G27. Use a decision-making process to analyze when it is necessary to seek help and/or leave an unhealthy situation. □</p> <p>G28. Evaluate the risks and consequences associated with sexual activities, including HIV/STDs and pregnancy. □</p> <p>G29. Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, body image, gender roles, and sexual orientation. □</p> <p>G30. Use a decision-making process to evaluate the social, emotional, physical, and economic impact of teen pregnancy on the child, the teen parent, the family, and society. □</p> <p>G31. Use a decision-making process to evaluate using FDA-approved contraception and condoms for pregnancy and STD prevention. □</p>	<p>G32. Evaluate how HIV/AIDS/STDs and/or pregnancy could impact life goals. □</p> <p>G33. Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including using FDA-approved contraception and condoms for pregnancy and STD prevention. □</p>	<p>G34. Examine personal actions that can be taken to protect reproductive and sexual health, including one’s ability to deliver a healthy baby in adulthood. □</p> <p>G37. Support others in making positive and healthful choices about sexual behavior. □</p>	<p>G35. Encourage and support safe, respectful, and responsible relationships. □</p> <p>G36. Advocate for respect and dignity of persons living with HIV/AIDS. □</p>	<p><u>Required Curriculum:</u> Positive Prevention</p> <p>Health Textbook</p>

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Mental, Emotional, and Social Health (5 – 10 hours)	<p>M1. Examine the benefits of having positive relationships with trusted adults. □</p> <p>M2. Analyze the qualities of healthy relationships with family and peers. □</p> <p>M3. Describe healthy ways to express caring, friendship, affection, and love. □</p> <p>M4. Describe qualities that contribute to a positive self-image. □</p> <p>M5. Describe how social environments affect health and well-being. □</p> <p>M6. Describe the importance of recognizing signs of disordered eating and other common mental health conditions. □</p> <p>M7. Analyze signs of depression and self-destructive behaviors, including potential suicide. □</p> <p>M8. Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations. □</p> <p>M9. Classify personal stressors at home, in school, and with peers. □</p> <p>M10. Identify warning signs for suicide. □</p> <p>M11. Identify loss and grief. □</p>	<p>M12. Examine the internal and external issues related to seeking mental health assistance. □</p>	<p>M13. Access school and community resources to help with mental, emotional, and social health concerns. □</p> <p>M14. Evaluate the benefits of professional services for people with mental, emotional, or social health conditions. □</p>	<p>M15. Seek help from trusted adults for self or a friend with an emotional or social health problem. □</p> <p>M16. Discuss healthful ways to respond when you or someone you know is grieving. □</p>	<p>M17. Monitor personal stressors and assess techniques for managing them. □</p> <p>M18. Compare various coping mechanisms for managing stress. □</p> <p>M19. Analyze situations when it is important to seek help with stress, loss, unrealistic body image, and depression. □</p>	<p>M20. Evaluate how preventing and managing stress and getting help for mental and social problems help achieve short- and long-term goals. □</p> <p>M21. Set a goal to reduce life stressors in a health-enhancing way. □</p>	<p>M22. Self-assess personal patterns in response to stress and use of resources. □</p> <p>M23. Practice effective coping mechanisms and strategies for managing stress. □</p> <p>M24. Discuss suicide prevention strategies. □</p> <p>M25. Practice respect for individual differences and diverse backgrounds. □</p> <p>M26. Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement. □</p> <p>M27. Practice personal boundaries in a variety of situations. □</p>	<p>M28. Support the needs and rights of others regarding mental and social health. □</p> <p>M29. Promote a positive and respectful environment at school and in the community. □</p> <p>M30. Object appropriately to teasing of peers and community members based on perceived personal characteristics and sexual orientation. □</p>	Health Textbook

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Personal and Community Health (15 – 20 hours)	<p>P1. Examine the value for teenagers in actively managing their personal health behaviors (e.g., adequate sleep, ergonomics, and self-examination). □</p> <p>P2. Evaluate the importance of routine medical and dental check-ups, vaccinations, and examinations. □</p> <p>P3. Identify symptoms that should prompt individuals to seek health care. □</p> <p>P4. Identify types of pathogens that cause disease. □</p> <p>P5. Investigate the causes and symptoms of communicable and noncommunicable diseases. □</p> <p>P6. Describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and discuss strategies for avoiding exposure. □</p> <p>P7. Identify symptoms that indicate a need for an ear, eye, or dental exam. □</p> <p>P8. Examine common types and symptoms of cancer. □</p> <p>P9. Identify the importance of medical screenings, including melanoma, breast and testicular examinations, and testing necessary to maintain reproductive health. □</p> <p>P10. Explain how public health policies and government regulations influence health promotion and disease prevention. □</p> <p>P11. Examine ways to prevent and manage asthma. □</p> <p>P12. Identify global environmental issues. □</p> <p>P13. Describe the impact of air and water pollution on health. □</p> <p>P14. Identify ways to reduce pollution and harmful effects to health by using alternative methods of transportation. □</p>	<p>P15. Discuss influences that affect positive health practices. □</p> <p>P16. Evaluate influences on the selection of personal healthcare products and services. □</p> <p>P17. Analyze how environmental conditions affect personal and community health. □</p> <p>P18. Discuss ways to stay informed about environmental issues. □</p> <p>P19. Analyze the social influences that encourage or discourage a person to practice sun safety. □</p> <p>P20. Evaluate the benefits of informed health choices. □</p> <p>P21. Evaluate the need for sleep, rest, and exercise. □</p>	<p>P22. Access valid information about personal health products and services in the community. □</p> <p>P23. Access valid information about common diseases. □</p> <p>P24. Evaluate current research about the health consequences of poor environmental conditions. □</p> <p>P25. Identify government and community agencies that promote health and protect the environment. □</p> <p>P26. Assess ways to be a responsible consumer of health products and services. □</p>	<p>P27. Use effective communication skills to ask for assistance from parents, guardians, medical or dental health care professionals to enhance health. □</p>	<p>P28. Apply a decision-making process to a personal health issue or problem. □</p> <p>P29. Explain how decisions regarding health behaviors have consequences on self and others. □</p> <p>P30. Apply a decision-making process to a community or environmental health issue. □</p> <p>P31. Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors. □</p> <p>P32. Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, piercing of body or mouth, sun exposure, and sound volume). □</p>	<p>P33. Develop a plan of preventive health management. □</p> <p>P34. Develop a plan of preventive dental health management. □</p>	<p>P35. Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming these barriers. □</p> <p>P36. Execute a plan for maintaining good personal hygiene, oral hygiene and getting adequate sleep and rest. □</p> <p>P37. Demonstrate the proper steps to protect against harm from the sun. □</p> <p>P38. Describe steps involved in breast or testicular self-exams. □</p>	<p>P39. Support personal or consumer health issues that promote community wellness. □</p> <p>P40. Encourage societal and environmental conditions that benefit health. □</p>	Health Textbook

	Standard 1 Essential Concepts	Standard 2 Analyzing Influences	Standard 3 Accessing Valid Information	Standard 4 Interpersonal Communication	Standard 5 Decision Making	Standard 6 Goal Setting	Standard 7 Practicing Health Enhancing Behaviors	Standard 8 Health Promotion	Instructional Resources
Injury Prevention and Safety (10 – 15 hours)	<p>S1. Discuss ways to reduce risk of injuries during sporting and social activities. □</p> <p>S2. Recognize potentially harmful or abusive relationships, including dangerous dating situations. □</p> <p>S3. Analyze emergency preparedness plans for the home, school, and community. □</p> <p>S4. Examine ways to reduce risk of injuries while traveling to and from school and in the community, including reckless driving. □</p> <p>S5. Describe rules and laws intended to prevent injuries. □</p> <p>S6. Evaluate the risks and responsibilities regarding teen driving and auto accidents. □</p> <p>S7. Discuss the characteristics of gang members. □</p> <p>S8. Describe California laws regarding bullying, sexual violence, and sexual harassment. □</p> <p>S9. Explain the effects of violence on individuals, families, and communities. □</p> <p>S10. Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding. □</p> <p>S11. Identify ways to stay safe during natural disasters and emergency situations (e.g., landslide, flood, earthquake, wildfire, electrical storm, winter storm, and terrorist attack.) □</p> <p>S12. Identify ways to prevent situations that might harm vision, hearing, and dental health. □</p>	<p>S13. Analyze internal and external influences on personal, family, and community safety. □</p> <p>S14. Analyze the influence of alcohol and other drug use on personal, family, and community safety. □</p> <p>S15. Explain how one’s behavior, when an occupant of a vehicle, influences the behavior of others. □</p> <p>S16. Analyze reasons why it is risky to belong to a gang. □</p>	<p>S17. Analyze sources of information and services about safety and violence prevention. □</p> <p>S18. Examine community resources for disaster preparedness. □</p>	<p>S19. Demonstrate effective negotiation skills to avoid dangerous and risky situations. □</p> <p>S20. Use effective communication skills for preventing and reporting sexual assault and molestation. □</p>	<p>S21. Apply a decision-making process to avoid potentially dangerous situations. □</p> <p>S22. Examine the laws and detrimental effects of sexual harassment. □</p> <p>S23. Analyze the consequences of gang involvement to self, family, and community. □</p> <p>S24. Analyze the consequences of violence to self, family, and community. □</p>	<p>S25. Develop a plan to prevent injuries during emergencies and disasters. □</p>	<p>S26. Practice injury prevention during sporting, social, and motor vehicle-related activities. □</p> <p>S27. Demonstrate conflict resolution skills to avoid potentially violent situations. □</p> <p>S28. Demonstrate first aid and CPR procedures. □</p> <p>S29. Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs. □</p> <p>S30. Assess characteristics of harmful or abusive relationships. □</p>	<p>S31. Identify and support changes in the home, school, or community that promote safety. □</p> <p>S32. Encourage peers to use safety equipment during physical activity. □</p> <p>S33. Encourage actions to promote safe driving experiences. □</p>	Health Textbook