

Health Education Standards of Learning for Virginia Public Schools



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Preface

The 2015 Health Education Standards of Learning for Virginia Public Schools utilize the best practices from the 2008 Standards of Learning and elevate them to meet the health challenges facing today's youth. Students will learn essential health concepts, develop understanding of health information, and actively advocate for their own health, as well as the health of their peers, families, and communities.

The 2015 Standards of Learning reflect age-appropriate knowledge and ability, increasing in depth and complexity as students mature. The standards are designed to provide a core body of knowledge while also allowing flexibility for students to develop personal values and beliefs as well as shared group norms, and for individual school-communities to address local health issues and emerging health concerns.

The standards follow the research-based recommendations of Centers for Disease Control and Prevention for health education curricula by teaching functional health information; shaping personal values and beliefs that support healthy behaviors; shaping group norms that value a healthy lifestyle; and developing the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors. The standards articulate learning goals in the terms of what we want students to know, understand, and do. Standard 1, Essential Health Concepts, provides foundational health knowledge – what students should know. Standard 2, Healthy Decisions, broadens student understanding of health content to allow students to transfer information in a variety of contexts to make healthy and safe life choices – what students should understand. Standard 3, Advocacy and Health Promotion, provides relevance for student learning and opportunities for students to demonstrate or design realistic outcomes for application of health information – what students should be able to do to advocate for their health and the health of others. The standards enable students to immerse themselves in a health topic from content to understanding to application and advocacy. As a result, Virginia students will be better prepared to make healthy decisions for themselves and influence others to do the same.

Introduction

Health education increases health literacy, helps students understand how to achieve and maintain a healthy lifestyle, and fosters the motivation, skills, and self-efficacy necessary to make informed and healthy choices, avoid high-risk behaviors, and build healthy families, relationships, schools, and communities. The Health Education Standards of Learning for Virginia Public Schools identify the concepts, processes, and skills for a continuum of learning experiences for students in kindergarten through grade ten. The standards provide school divisions and teachers with a guide for creating aligned curricula and structured learning experiences in health education that will provide students with the necessary knowledge, processes, and skills to make healthy choices, prevent chronic disease, and avoid health-risk behaviors identified by the national Centers for Disease Control and Prevention (e.g., tobacco use, dietary patterns that contribute to disease, sedentary lifestyle, alcohol and other drug use, behaviors that result in intentional and unintentional injuries).

The standards for each grade level are grouped into three content strands – Essential Health Concepts, Healthy Decisions, and Advocacy and Health Promotion– that align with the overarching learning goals of the Health Education Standards of Learning. The content strands identify a core set of concepts and skills that facilitate the formation and promotion of healthy behaviors and practices. Indicators that align with the three content strands and address four dimensions of health– physical, emotional, social, and environmental– are embedded at each grade level. These indicators identify the minimum standards for a sequential course of study within a comprehensive health education program. The indicators are sequenced to progress in complexity from grade level to grade level.

Goals and Strands

The purpose of health education is to develop health-literate students—students who acquire an understanding of health concepts and the skills needed to make healthy decisions to improve, sustain, and promote personal, family, and community health. As a result of health education instruction, students will be able to:

- Access, evaluate, and synthesize information to protect, enhance, and advocate for their own and others' health, well-being, and safety across their lifespan;
- Critically analyze health information from a variety of sources (scientific information, health brochures, media messages, and Web sites) to make appropriate health decisions and access services needed to prevent or treat illness; and
- Develop and use personal, behavioral, social and cognitive skills and strategies to promote a sense of personal identity and well-being and to build and manage respectful relationships.

The content for the Standards of Learning for health education is organized around the following three essential strands:

1. Demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of self and others. **(Essential Health Concepts)**
The intent of this goal is for students to become health-literate, self-directed learners who recognize the relationship between personal behavior and personal health and can skillfully apply health-promotion and disease-prevention strategies as a foundation for leading healthy and productive lives. This includes the development of the capacity to acquire, interpret, and understand health concepts, and the development and application of a range of health skills. Instruction will focus on the topics of hygiene, communicable and noncommunicable disease prevention, dental health, nutrition, sleep, drug use, physical activity, body systems, safety, intentional and unintentional injury and violence prevention, Internet safety, gangs, bullying, and preventive health care. As a result, students will have a comprehensive understanding of essential health concepts related to health promotion and risk/disease prevention, and an enhanced ability to engage in lifelong health behaviors.
2. Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner. **(Healthy Decisions)**
The intent of this goal is for students to demonstrate the ability to identify valid and accurate health information, products, and services. This ability is critical for the prevention, early detection, and treatment of most health problems. Valid health information raises awareness of the long-term consequences of unhealthy decisions and enables students to make decisions that support lifelong health. Students will experience many opportunities across their school years to use information-analysis skills as they compare, contrast, analyze, synthesize, and evaluate materials, products, and services related to a variety of health issues. As they become informed consumers, students will become aware of and able to analyze the influence of culture, media, technology, and other factors on health. Upon the completion of the health education program, students will be able to accept responsibility for personal health practices and engage in healthy decision-making.

3. Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings.

(Advocacy and Health Promotion)

The intent of this goal is for students to become responsible, health-literate citizens who demonstrate an understanding of how to create and maintain an environment that serves to protect and promote the health and wellness of individuals, families, and communities. Upon completing their health education program, students will demonstrate a variety of healthy practices and behaviors and advocate for ways in which peers, families, and community groups can work together to promote safe and healthy communities.

Kindergarten

Kindergarten students recognize basic facts and concepts about their bodies and begin to acquire skills and practices that keep them safe and healthy. Students learn to seek help and advice from parents/guardians and other trusted adults and begin to learn how to seek reliable health information. They understand how to make good decisions about simple health issues, respect others, follow school safety rules, and be responsible.

Essential Health Concepts

- K.1 The student will identify and describe key health and safety concepts.
- a) Recognize the importance of making healthy food choices (e.g., eating a variety of foods from all food groups, eating breakfast, choosing healthy snacks, eating at least five fruits and vegetables a day).
 - b) Recognize the need for regular physical activity.
 - c) Describe different types of physical activity.
 - d) Recognize the importance of a regular bedtime routine and enough sleep.
 - e) Describe the five senses (sight, hearing, smell, taste, touch) and major body parts (e.g., head, trunk, arms, legs, hands, and feet).
 - f) Identify medicine as a pill or liquid that can be taken to feel better when sick but can cause harm if misused.
 - g) Identify adults that keep children healthy (e.g., parents/guardians, teachers, school counselors, nurses, doctors).
 - h) Identify that hand washing reduces the chance of becoming sick.
 - i) Describe the function of the teeth and how to take care of them.
 - j) Recognize ways to be safe (e.g., tying shoes, wearing a helmet, using a car safety seat and seat belt).
 - k) Describe pedestrian safety, to include using sidewalks and crosswalks.
 - l) Describe bus safety practices, to include where to cross in front of the bus and staying in the seat facing forward.
 - m) Describe emergency and nonemergency situations.
 - n) Identify emotions (e.g., happiness, sadness, anger, fear, frustration).
 - o) Describe what it means to be a friend and to show consideration and concern for others.
 - p) Identify household products that are harmful or poisonous.

Healthy Decisions

- K.2 The student will identify healthy decisions.
- a) Describe healthy meal choices that include all food groups.
 - b) Identify positive physical activity options and the benefits of being physically active every day.
 - c) Describe alternatives to television watching.
 - d) Identify situations that require the use of each of the five senses.
 - e) Describe how medicine can be helpful or harmful, and recognize poison warning labels.
 - f) Describe how germs (e.g., bacteria, viruses) may cause common diseases (e.g., cold, flu).
 - g) Explain how hand washing helps remove bacteria and viruses that can make people sick, and describe situations where it is important to wash hands.
 - h) Discuss the benefits of personal hygiene practices (e.g., tooth brushing, flossing, hand washing, grooming).

- i) Recognize how the body's parts work together.
- j) Identify the meaning of safety signs, symbols, and warning labels.
- k) Identify safe choices when walking, riding in a car and bus, and riding a bike.
- l) Describe sun safety practices.
- m) Compare emergency and nonemergency situations.
- n) Describe positive and negative emotions that affect physical health (e.g., anger, sadness, fear, frustration, happiness, pride).
- o) Discuss how to express and handle emotions appropriately.
- p) Identify why friends are important and how to cooperate and share with others.
- q) Recognize that not all products advertised or sold are healthy or safe.
- r) Recognize that some household products are harmful if touched, ingested, or inhaled and the importance of asking adults before touching, ingesting, or inhaling unknown substances.

Advocacy and Health Promotion

- K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.
- a) Describe a variety of healthy snacks foods.
 - b) Recognize that not all food products advertised or sold are healthy.
 - c) Describe ways to participate regularly in physical activities inside and outside of school.
 - d) Describe ways to calm down before bed to prepare for sleeping.
 - e) Describe ways to protect the five senses.
 - f) Discuss why medicines should only be taken under the supervision of an adult.
 - g) Demonstrate proper hand washing.
 - h) Demonstrate how to brush and floss teeth correctly.
 - i) Describe how safety choices can prevent injuries (e.g., wearing helmets, tying shoelaces, using seat belts and safety seats, and sitting in the back seat of vehicles with airbags).
 - j) Describe common safety rules and practices for individuals, families, and communities.
 - k) Identify people who can help in an emergency or in a dangerous or frightening situation (e.g., family members, adults at school, health care professionals, and public safety officials).
 - l) Describe why it is important to ask adults for help in an emergency and how to ask for help.
 - m) Demonstrate how to call 9-1-1.
 - n) Practice using words to identify emotions.
 - o) Identify strategies for making friends.
 - p) Demonstrate acceptable behavior in classrooms and during play, to include showing respect for the personal space of others.
 - q) Apply strategies for establishing social and physical barriers, to include polite refusal skills, cooperation with others, and adaptation to change.

Grade One

Students in grade one learn about personal safety and the body's major organs. They begin to understand how behaviors can impact health and wellness now and in the future. Students begin to relate choices with consequences. They begin to examine the influence of social media on health decisions and to identify ways to access reliable information. They exhibit respect for self, others, and the environment.

Essential Health Concepts

- 1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health.
 - a) Identify body structures (e.g., abdomen, chest, head) and organs (e.g., heart, brain, lungs, stomach).
 - b) Describe how body systems work together (e.g., cardiovascular, digestive, immune, muscular, nervous, skeletal, respiratory).
 - c) Describe correct posture for sitting, standing, and walking.
 - d) Identify behaviors that promote health and wellness, to include personal hygiene, sleep, physical activity, and healthy food choices.
 - e) Describe behaviors that promote personal safety, to include bus and automobile safety, pedestrian safety, playground safety, fire safety, water safety, Internet safety, and safety when biking and using other recreational equipment.
 - f) Identify that medicines can be both helpful and harmful.
 - g) Compare and contrast emotions that may make a person happy and emotions that may make a person feel unhappy or mad.
 - h) Describe characteristics that are unique to each individual.
 - i) Identify cooperative behaviors, respect for others, adherence to school rules, acceptance of responsibility, and respect for the property of others.
 - j) Identify items and materials that can be reduced, recycled, or reused.

Healthy Decisions

- 1.2 The student will explain that good health is related to healthy decisions.
 - a) Describe the importance of having a healthy heart, brain, and lungs.
 - b) Select behaviors that help keep the heart, brain, and lungs healthy.
 - c) Practice correct posture for sitting, standing, and walking.
 - d) Discuss the importance of personal hygiene, to include care of one's teeth.
 - e) Recognize that physical activity is a form of healthy entertainment.
 - f) Determine how sleep habits affect mood and academic performance.
 - g) Compare and contrast healthy and less-healthy food choices.
 - h) Explain the importance of making healthy decisions and how unhealthy decisions affect the body.
 - i) Explain ways to stay safe when riding a bicycle, in-line skating, riding a skateboard or scooter, and using other self-propelled vehicles.
 - j) Compare and contrast personal safety behaviors at home, at school, and in the community.
 - k) Explain the harmful effects of misusing medicines and drugs.
 - l) Explain how medications may look similar but have different functions.
 - m) Identify appropriate ways a person may express the emotions of happy, unhappy, or mad.
 - n) Explain the role of listening in building and maintaining friendships.

- o) Explain the importance of responsible behaviors when interacting with others.
- p) Explain why it is important to dispose of trash properly, recycle materials, conserve water, and prevent water pollution.

Advocacy and Health Promotion

- 1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.
- a) Identify home safety rules and guidelines for emergencies.
 - b) Practice fire safety procedures.
 - c) Describe the importance of pedestrian safety, and identify ways to stay safe when crossing or playing near a street.
 - d) Explain ways to stay safe when riding in a bus and automobile.
 - e) List playground safety rules, and report hazards on the playground.
 - f) Explain how protective gear reduces injuries.
 - g) Describe water safety and ways to reduce risks around water.
 - h) Identify the importance of sun safety.
 - i) Create safety rules for medications in the home.
 - j) Identify individuals or community agencies that keep people safe.
 - k) Describe how to report a dangerous situation.
 - l) Demonstrate ways to express emotions appropriately.
 - m) Demonstrate cooperation with friends and classmates.
 - n) Demonstrate responsible behaviors when interacting with others.
 - o) Create strategies to keep the environment healthy, to include proper disposal of trash, recycling or reusing, and water conservation.

Grade Two

Students in grade two continue to learn about the basic structures and functions of the human body systems. Focusing on preventing illness and disease, the students begin to understand the relationship between health behaviors, choices, and consequences. They learn about food sources, healthy food and beverage choices, the factors that influence health decisions, the harmful effects of drugs, and how to communicate consideration and respect for others.

Essential Health Concepts

- 2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills, and explain how each is connected to personal health.
- a) Identify structures that form body systems, to include the heart and lungs (cardiorespiratory system), bones (skeletal system), and muscles (muscular system).
 - b) Identify foods that come from plants and animals.
 - c) Name a variety of healthy foods, and recognize the benefits of eating a healthy breakfast.
 - d) Identify characteristics of foods that should be consumed in limited quantities.
 - e) Identify foods and beverages that contain sugar and caffeine.
 - f) Recognize that germs cause colds and flu and can be spread from person to person (communicable).
 - g) Describe the harmful effects of medicine, alcohol, and tobacco, to include poor concentration; impaired balance, vision, and memory; shortness of breath; cancer; lung and heart disease; and changes to the way a person feels, thinks, and acts.
 - h) Explain the importance of assuming responsibility for personal safety.
 - i) Explain emotions associated with disappointment, loss, and grief.
 - j) Explain the difference between teasing and bullying.
 - k) Describe situations in which conflict may occur.
 - l) Define self-image, and identify that individuals are unique.
 - m) Explain how media (e.g., television, movies, Internet) influences behavior.

Healthy Decisions

- 2.2 The student will identify personal health decisions and health habits that influence health and wellness throughout life.
- a) Identify possible consequences of not caring for cardiorespiratory, skeletal, and muscular systems.
 - b) Describe how food choices, regular physical activity, and getting enough sleep are essential components of a healthy lifestyle.
 - c) Explain how regular physical activity and healthy eating habits and food choices keep the cardiorespiratory, skeletal, and muscular systems healthy.
 - d) Use a decision-making process to select healthy foods.
 - e) Identify ways to increase physical activity.
 - f) Explain the need for regular health checkups and screenings.
 - g) Explain why parents/guardians keep health records for their children.
 - h) Recognize the harmful effects of drugs, alcohol, and tobacco.
 - i) Recognize that tobacco smoke is harmful to health and should be avoided.
 - j) Describe the use of refusal skills to make good decisions.
 - k) Identify why medicines should only be taken under the supervision of an adult.
 - l) Explain healthy ways to express the emotions associated with disappointment, loss, and grief.

- m) Discuss how to express needs and wants appropriately.
- n) Use appropriate strategies to object to teasing and bullying.
- o) Describe the use of nonviolent strategies to resolve conflicts.
- p) Describe characteristics of a trusted friend and a trusted adult.
- q) Describe how to work and play cooperatively.
- r) Describe how self-image influences personal success.

Advocacy and Health Promotion

- 2.3 The student will describe the influences and factors that impact health and wellness.
- a) Describe how heredity influences health and wellness.
 - b) Design a meal with food from each food group.
 - c) Explain how different dietary customs and traditions influence health.
 - d) Describe how to keep food safe from harmful germs.
 - e) Demonstrate techniques for reducing or preventing the spread of germs and communicable diseases.
 - f) Explain why it is dangerous to sniff, taste, or swallow unknown substances.
 - g) Identify emergency resources, services, and health care professionals in the community that influence health and wellness.
 - h) Identify adults who can help with disappointment, loss, and grief.
 - i) Develop a plan to use appropriate strategies to object to teasing and bullying.
 - j) Demonstrate nonviolent strategies to resolve conflicts and support peers in school and in the community.
 - k) Identify and discuss how to show respect for similarities and differences between and among individuals.
 - l) Describe how the environment influences health and how to protect the environment.

Grade Three

Students in grade three learn how health habits impact growth and development. They learn to compare and contrast healthy and unhealthy practices. Skill building continues as students learn to apply the knowledge of health-risk reduction to the promotion of health. Students access valid information and begin to understand the relationship between personal decisions and the impact of personal decisions on self and others.

Essential Health Concepts

- 3.1 The student will explain that health habits and practices impact personal growth and development.
- a) Identify the major structures and functions of the digestive system.
 - b) Describe why digestion is important and how the body uses digested food molecules.
 - c) Explain the importance of water and healthy food choices for digestion and body function.
 - d) Identify healthy food and beverage choices based on nutritional content.
 - e) Describe the benefits of physical activity and personal fitness.
 - f) Describe the benefits of getting enough sleep.
 - g) Define and describe noncommunicable diseases.
 - h) Describe proper and improper use of prescription and nonprescription medications.
 - i) Identify body systems affected by the use of alcohol, tobacco, inhalants, and other drugs.
 - j) Explain safety rules at home, at school, and in the community.
 - k) Create strategies for personal safety when home alone, out in the neighborhood and community, online, and caring for others.
 - l) Recognize safe and harmful behaviors.
 - m) Identify the steps for goal setting to adopt positive health practices.
 - n) Describe emotions that result from experiencing change, such as the arrival of a new family member, making new friends, going to a new school, being accepted by peers, and losing a loved one.
 - o) Describe positive interaction with family, peers, and other individuals.
 - p) Identify refusal skills and how to communicate directly, respectfully, and assertively.
 - q) Describe behaviors that may cause the loss of a friend (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises).
 - r) Explain the difference between bullying and conflict.
 - s) Identify positive ways to communicate and the benefits of having positive relationships with family and friends.

Healthy Decisions

- 3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.
- a) Evaluate how physical activity and healthy food and beverage choices impact personal health.
 - b) Determine when and how much water to drink to keep the body hydrated.
 - c) Compare proper and improper use of prescription and nonprescription medicines.
 - d) Explain the consequences of disregarding medical recommendations for prescription and nonprescription medications.

- e) Analyze the harmful short- and long-term effects of alcohol, tobacco, common household inhalants, and other drugs on body systems.
- f) Describe refusal skills when pressured to use alcohol, tobacco, inhalants, or other drugs.
- g) Explain the importance of following safety rules at home, at school, in the community, and when riding in a motor vehicle.
- h) Explain appropriate protective gear when engaged in physical activities such as cycling, rollerblading, skateboarding, and water sports.
- i) List the benefits of goal setting for personal health.
- j) Describe strategies for solving problems related to health.
- k) Identify how emotions such as happiness, fear, sadness, excitement, anger, and loneliness can be expressed positively or negatively.
- l) Identify the process of resolving conflicts peacefully.
- m) Analyze how reducing, reusing, and recycling products promotes a healthier environment.

Advocacy and Health Promotion

- 3.3 The student will promote health and safety at school and at home.
- a) Evaluate the role of the digestive system in providing energy for the body.
 - b) Develop a plan to meet the recommended physical activity guidelines of 60 minutes a day.
 - c) Identify ways in which health care has improved as a result of technology.
 - d) Create a health message about the proper use of prescription and nonprescription medications.
 - e) Describe the effects of nicotine, alcohol, and other drugs on body systems.
 - f) Encourage others not to use alcohol, tobacco, inhalants, or other drugs.
 - g) Explain the effects of mind-altering drugs on behavior.
 - h) Discuss and develop a family safety plan to prevent home, transportation, and recreational injuries.
 - i) Demonstrate the use of refusal skills to counter negative influences.
 - j) Design effective strategies for expressing and managing emotions, which may include physical activity, talking about feelings, reading, or creative expressions such as writing, art, music, and dance.
 - k) Evaluate strategies to prevent bullying behaviors, using conflict-resolution skills.
 - l) Describe how to report bullying, how to advocate for self appropriately if bullied, and how to support mistreated students.
 - m) Demonstrate positive ways to communicate with family and friends.
 - n) Apply goal-setting strategies to make and keep friends.
 - o) Demonstrate effective verbal communication skills, awareness of the attitudes, feelings, and opinions of others, appropriate language and behavior, sharing, and reciprocal helping behavior to make and keep friends.
 - p) Practice positive interactions with family, peers, and others to promote personal health.
 - q) Demonstrate ways to reduce, reuse, and recycle at home, at school, and in the community.
 - r) Practice disaster-preparedness procedures at home and at school.

Grade Four

Students in grade four learn and apply health skills to the following health areas: disease prevention, nutrition, healthy relationships, and drug-abuse prevention (including alcohol, tobacco, and other harmful substances). Students distinguish fact from fiction and set simple goals for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community.

Essential Health Concepts

- 4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.
- a) Identify the major structures and functions of the immune system.
 - b) Describe the benefits of a physically active lifestyle, safe behaviors, healthy food choices, and sleep.
 - c) Evaluate the importance of balance, variety, and moderation in a meal plan.
 - d) Determine the nutrients needed for proper brain function.
 - e) Describe the impact of fats, carbohydrates, and proteins on mental and physical performance.
 - f) Analyze the impact of nutrients on growth and development.
 - g) Determine how the serving sizes and sugar content for a variety of foods and beverages affect health.
 - h) Identify the effects of malnutrition.
 - i) Recognize effects of malnutrition and overnutrition (obesity) on the immune system.
 - j) Describe how viruses, bacteria, parasites, and fungi are spread.
 - k) Compare and contrast communicable and noncommunicable diseases.
 - l) Compare the short- and long-term consequences of alcohol, tobacco, inhalant, and other drug use.
 - m) Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, inhalants, and other drugs.
 - n) Identify feelings and emotions associated with loss and grief and their impact on health.
 - o) Explain the difference between teasing and taunting.
 - p) Describe steps to resolve a conflict.
 - q) Examine the impact of self-concept on health and academic achievement.
 - r) Describe the effects of air pollution on health.

Healthy Decisions

- 4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships.
- a) Describe how the immune system defends against germs.
 - b) Explain how physical activity, rest, and sleep affect health.
 - c) Compare serving sizes of restaurant or packaged foods to the quantity of food needed to keep the body healthy.
 - d) Compare the serving sizes and added sugar content of foods served at meals and various family celebrations.
 - e) Describe why individuals choose to use or avoid alcohol, tobacco, inhalants, and other drugs.
 - f) Describe the effects of peer pressure on use of alcohol, tobacco, inhalants, and other drugs.

- g) Demonstrate refusal skills.
- h) Explain ways to take personal responsibility for exhibiting healthy practices within the school and community setting.
- i) Explain the health consequences of not following safety practices (e.g., seat belt and helmet use, home fire escape plan, swimming safety, sports safety).
- j) Describe coping skills for handling the emotions of loss and grief.
- k) Identify adults who can help manage feelings and emotions resulting from loss and grief.
- l) Explain how teasing and taunting affects health.
- m) Identify strategies for reporting bullying and aggressive behaviors.
- n) Recognize harmful or abusive relationships.
- o) Recognize the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations.
- p) Identify obstacles to effective communication, and describe how to overcome them.
- q) Describe how developing a healthy self-concept is an essential life skill.
- r) Describe how to exhibit self-control.
- s) Explain the health consequences associated with air pollution.

Advocacy and Health Promotion

- 4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.
- a) Identify ways to boost the immune system to reduce risk of communicable or noncommunicable disease.
 - b) Compare recommended serving size and actual package size for foods or beverages.
 - c) Create a plan to meet the daily requirement for physical activity, rest, and sleep, using valid and reliable resources.
 - d) Analyze prevention resources for avoiding alcohol, tobacco, inhalants, and other drugs.
 - e) Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, and other drugs.
 - f) Describe the importance of early detection of health problems.
 - g) Identify accurate and inaccurate health information.
 - h) Analyze resources for personal and community health from health care agencies, printed materials, broadcast media, the Internet, and audiovisual materials.
 - i) Identify strategies and resources to manage feelings that may result from loss and grief.
 - j) Analyze positive strategies for resolving conflict.
 - k) Practice communication skills to overcome common communication difficulties.
 - l) Describe the relationship of positive self-concept, meeting academic goals, and participation in co-curricular and extracurricular activities.
 - m) Identify problems and possible solutions for community health issues.
 - n) Discuss the benefits of volunteering, and identify local volunteer opportunities.
 - o) Develop strategies to reduce air pollution.

Grade Five

Students in grade five distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. Emphasis is placed on demonstrating interpersonal skills, assuming responsibility for personal health habits, and practicing behaviors that promote active, healthy lifestyles. Students analyze the influences of advertising and various media on personal and community health.

Essential Health Concepts

- 5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.
- a) Identify the major structures and functions of the integumentary (skin, hair, and nails) system.
 - b) Examine the health risks associated with unprotected sun exposure.
 - c) Explain the impact of personal health habits and behaviors on cardiorespiratory fitness.
 - d) Describe why some food groups have a greater number of recommended servings than other food groups.
 - e) Explain the concepts of eating in moderation and energy balance.
 - f) Identify the influence of marketing techniques on food and beverage choices.
 - g) Analyze the physical, academic, mental, and social benefits of regular physical activity.
 - h) Describe how physical activity, sleep, and good health are related.
 - i) Explain the importance of sleep.
 - j) Recognize the importance of good hygiene habits.
 - k) Describe ways to prevent vision and hearing loss.
 - l) Analyze the effects of alcohol, tobacco, inhalant, and other drug use on relationships with family, peers, and other individuals.
 - m) Analyze why people choose to follow or not follow safety rules at home, at school, and in the community.
 - n) Identify strategies for managing stress.
 - o) Recognize the development of positive social skills as essential for building and sustaining relationships.
 - p) Identify effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others.
 - q) Analyze the role of active listening in refusal and conflict resolution.
 - r) Examine the influence of violence in the media on health behaviors.
 - s) Examine community health issues.
 - t) Assess environmental health and safety issues in the community.

Healthy Decisions

- 5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.
- a) Determine strategies to protect against the harmful effects of the sun.
 - b) Practice personal health habits that promote cardiorespiratory fitness.
 - c) Select healthy foods and beverages for breakfast and lunch.
 - d) Interpret information on food labels.
 - e) Identify connections between nutritional guidelines and weight management.
 - f) Explain the importance of exercise and recreation.

- g) Analyze the physical, academic, social, and emotional benefits of getting enough sleep.
- h) Describe effective communication skills to request assistance in situations where alcohol, tobacco, inhalants, and other drugs are being abused.
- i) Practice strategies for managing stress.
- j) Explain the relationship between health promotion and disease prevention.
- k) Demonstrate dental care, hand washing, and other personal hygiene habits.
- l) Demonstrate proper lifting and carrying techniques for handling backpacks and book bags.
- m) Demonstrate appropriate behaviors during fire, tornado, earthquake, lightning storm, or other disaster drills.
- n) Show effective communication skills in emergency situations.
- o) Manage emotions appropriately in a variety of situations.
- p) Recognize the importance of developing and maintaining a positive self-image.
- q) Demonstrate effective communication skills to address harassing behaviors.
- r) Describe how to report harassing behaviors at school and at home.
- s) Demonstrate how to show respect for individual differences.
- t) Describe the consequences of an unhealthy environment.

Advocacy and Health Promotion

- 5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.
- a) Identify strategies that you will employ to protect against the harmful effects of the sun.
 - b) Support others in making positive food, physical activity, and sleep choices.
 - c) Identify physical activities that students can do with friends and family to build positive relationships.
 - d) Develop a plan to prevent the spread of disease.
 - e) Encourage others not to use alcohol, tobacco, or other drugs.
 - f) Examine the role of self and others in causing or preventing injuries.
 - g) Recognize parents, guardians, and other trusted adults as resources to promote health, prevent disease, and create a healthy community.
 - h) Identify how culture, family, friends, and the media influence health practices.
 - i) Explain the benefits of having positive relationships with family, friends, and neighbors.
 - j) Describe ways to offer friendship and support to someone who was bullied.
 - k) Promote the value of community health and wellness.
 - l) Advocate for a caring school environment.
 - m) Identify community health projects for peers and community groups to work on together.
 - n) Promote volunteerism and community service.
 - o) Recognize that all individuals have a responsibility to protect and preserve the environment.
 - p) Develop a plan to work collaboratively with peers, families, and community groups to address community environmental issues.

Grade Six

Students in grade six develop more sophistication in understanding health issues and practicing health skills. They apply physical, emotional, social, and environmental health skills and strategies to improve or maintain personal and family health. Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences. They understand how to be a positive role model and the impact of positive and negative peer pressure. Students demonstrate injury-prevention behaviors at school and elsewhere.

Essential Health Concepts

- 6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness.
- a) Identify and describe the major structures and functions of the urinary system (kidneys, ureters, bladder, and urethra) and strategies to promote renal health.
 - b) Analyze the recommended daily intake of macronutrients (carbohydrates, fat, and protein) for adolescent males and females.
 - c) Compare the intake of nutrients and metabolism.
 - d) Assess the effects of communicable and noncommunicable diseases on the functions of the body.
 - e) Differentiate between proper use and misuse of prescription and nonprescription medications.
 - f) Evaluate refusal strategies related to alcohol, tobacco, and other drug use.
 - g) Determine the effects of environmental influences on personal health.
 - h) Create strategies to prevent injuries, to include safety habits in vehicles, on the Internet, and in public areas, and using protective gear.
 - i) Describe basic first aid and emergency procedures for treatment of sunburn and injuries to the head, teeth, and eyes.
 - j) Identify and interpret nonverbal cues.
 - k) Describe the possible effects of bullying, to include the increased risk for harm and violence when bullying aggression persists.
 - l) Explain methods to reduce conflict, harassment, and violence.
 - m) Explain the myths and facts about gangs and gang-related behaviors.
 - n) Analyze the relationship between self-image and gang-related behaviors.
 - o) Recognize the importance of significant friends or adult mentors.
 - p) Identify personal characteristics that can contribute to happiness for self and others (e.g., self-discipline, positive self-image, independence, acceptance of others, concern for the needs of individuals with disabilities, honesty, respect for self and others, avoidance of self-harming behaviors).
 - q) Analyze the factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills).
 - r) Research the impact of air quality on body function during moderate and vigorous physical activity.

Healthy Decisions

- 6.2 The student will describe the influence of family, peers, and media on personal health decisions.
- a) Analyze the benefits of following recommended daily allowances for macronutrients when selecting beverages and planning meals and snacks.
 - b) Recognize how family, peers, and culture affect food and physical activity choices, as well as choices about bedtime and how long to sleep.
 - c) Evaluate the influence of the media and marketing techniques on prescription and nonprescription medication choices.
 - d) Identify the benefits of a tobacco-free environment.
 - e) Describe how screen time affects physical and social health.
 - f) Analyze the role of self and others in avoiding risk-taking behaviors.
 - g) Explain the importance of accepting responsibility for personal actions to avoid risk-taking behaviors and injury.
 - h) Analyze family and peer pressure as influences on the use and nonuse of alcohol, tobacco, inhalants, and other drugs.
 - i) Use a decision-making process to determine when medical assistance is needed.
 - j) Explain the importance of friends or adult mentors in avoiding gang involvement.
 - k) Identify external influences that affect personal health choices.
 - l) Recognize the importance of family, peers, and the media in preventing bullying.
 - m) Analyze the role of emotions in safe behaviors and violent behaviors, and the importance of effective conflict resolution skills.
 - n) Describe how culture, media, and other external factors influence perceptions about body image and gender roles.
 - o) Explain the importance of understanding the feelings and perspectives of others.
 - p) Identify internal factors, such as criticism or stress, which influence emotional and social health.

Advocacy and Health Promotion

- 6.3 The student will develop personal strategies and skills for personal, social, and community health.
- a) Create a one-day plan for meals, snacks, and beverages that includes the daily-recommended macronutrients.
 - b) Assess personal and family wellness related to nutrition, physical activity, and sleep choices.
 - c) Monitor personal progress toward a physical activity, nutrition, and sleep goal.
 - d) Analyze the influence of media on issues related to body image and weight management.
 - e) Develop strategies to prevent chronic disease.
 - f) Identify strategies to reduce illness and injury at home and at school.
 - g) Develop a plan to remain injury free that includes avoiding risk-taking behaviors and using protective gear.
 - h) Determine strategies to protect against the harmful effects of the sun.
 - i) Recognize the effects of peer pressure.
 - j) Analyze the reliability of health information.
 - k) Recognize the persuasive tactics used by various types of media.
 - l) Create a plan to prevent and manage stress.
 - m) Demonstrate ways to show respect for individual differences, opinions, and beliefs.

- n) Set personal boundaries for privacy, safety, and expression of emotions and opinions.
- o) Assess positive and negative responses to criticism.
- p) Evaluate a plan to prevent or manage the effects of bullying.
- q) Practice ways to resolve conflict nonviolently.
- r) Identify resistance skills to avoid violence, gangs, weapons, alcohol, tobacco, and other drugs.
- s) Identify the relationships among personal actions, self-image, and personal success.
- t) Encourage others to minimize pollution in the environment.
- u) Create and monitor progress toward a goal to protect the environment.

Grade Seven

Students in grade seven generate and choose positive alternatives to risky behaviors. They use skills to resist peer pressure and manage stress and anxiety. Students are able to relate health choices to alertness, feelings, and performance at school or during physical activity. Students exhibit a healthy lifestyle, interpret health information, and promote good health.

Essential Health Concepts

- 7.1 The student will identify and explain essential health concepts to understand personal health.
- a) Identify and describe the major structures and functions of the circulatory system.
 - b) Identify ways to increase daily physical activity.
 - c) Explain the concept of active transportation (walking and biking).
 - d) Evaluate the impact of sleep and rest on physical, social, and emotional health and on cognitive performance.
 - e) Analyze the caloric and nutritional value of foods and beverages.
 - f) Describe ways to prevent weather- or climate-related physical conditions such as allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia.
 - g) Describe the benefit of eating foods to meet the recommendations for iron, calcium, and fiber.
 - h) Describe how heredity influences growth and development.
 - i) Explain the link between addiction to alcohol, tobacco, and other drugs, chronic disease, and engaging in risky behaviors.
 - j) Identify consumer protections for health products and services.
 - k) Analyze how the school and community can affect personal health practices and behaviors, to include access to and availability of physical, emotional, and social health services; emergency response systems; health care products; and recreational and leisure opportunities.
 - l) Analyze the benefits of stress management and stress-reduction techniques.
 - m) Recognize harmful and risky behaviors.
 - n) Identify potential personal safety issues related to being home alone, caring for others, being in the neighborhood and community, and being online.
 - o) Identify alternatives to gang-related behaviors and acts of violence.
 - p) Develop strategies for coping with disappointment.
 - q) Identify physical, social, and emotional factors that affect school success.
 - r) Identify the benefits of healthy interpersonal relationships.
 - s) Recognize the impact of difficult family situations on physical, social, and emotional health.
 - t) Differentiate between passive, aggressive, and assertive communication.
 - u) Explain how violence, bullying, and harassment affect health and safety.
 - v) Describe the role of empathy in preventing bullying (in school and online).
 - w) Describe human activities that contribute to air, water, soil, and noise pollution.

Healthy Decisions

- 7.2 The student will use decision-making skills to promote health and personal wellness.
- a) Determine the health benefits of regular physical activity and fitness.
 - b) Examine the importance of participating in recreational and leisure activities.
 - c) Calculate the health benefits of active transportation.
 - d) Describe how healthy food choices and physical activity keep the circulatory system healthy.
 - e) Analyze the effects of nutrition on daily performance.
 - f) Determine the cognitive and physical benefits of eating a healthy breakfast.
 - g) Evaluate the accuracy of claims about dietary supplements and popular diets.
 - h) Use a decision-making process to evaluate daily food intake and nutritional requirements.
 - i) Compare current personal sleep and rest habits with recommended guidelines for teenagers.
 - j) Evaluate the impact of sleep and rest on physical and mental performance.
 - k) Describe types of advertising techniques used in a variety of media, to include social media that may influence adolescents' decisions concerning alcohol, tobacco, and drug use, and gang involvement.
 - l) Identify consequences of engaging in risky behaviors, to include alcohol, tobacco, and drug use, gang involvement, and imitating gang-related behaviors.
 - m) Identify strategies for avoiding alcohol, tobacco, inhalants, and other harmful substances.
 - n) Explain the influence of personal and family values and beliefs on individual health practices and behaviors.
 - o) Describe how peers influence healthy and unhealthy behaviors.
 - p) Explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for emotional health.
 - q) Develop achievable goals for handling stressors in healthy ways.
 - r) Explain the importance of a positive (emotionally safe) school climate for school success.
 - s) Explain why it is important to prevent bullying at school and online.
 - t) Describe how a healthy environment is essential to personal and community health.
 - u) Evaluate the relationship of social and environmental factors to individual and community health.
 - v) Identify the community's financial resources dedicated to promoting health.

Advocacy and Health Promotion

- 7.3 The student will promote healthy schools, families, and communities.
- a) Create a campaign to promote cardiovascular health.
 - b) Formulate a plan to increase opportunities for physical activity at home, at school, and in the community.
 - c) Design and promote safe walking and bike routes to and from school or another location in the community.
 - d) Encourage nutrient-dense food choices at home and at school.
 - e) Encourage peers and family members to eat healthy foods and to be physically active.
 - f) Create a personal and family plan to meet guidelines for sleep and rest.
 - g) Promote the importance of regular health and medical screenings and medical examinations.

- h) Identify ways to participate in school and community efforts to promote a drug-free lifestyle.
- i) Describe how family practices and customs promote positive health choices.
- j) Analyze the types of advertising techniques used to influence adolescent and family health practices and decisions.
- k) Evaluate the validity of information from different resources, and share findings with others.
- l) Identify a health care product or service for students, families, schools, or communities.
- m) Demonstrate how to influence others to make positive health choices.
- n) Create strategies to address differences between family values and beliefs and those of friends.
- o) Create strategies to promote awareness of consequences associated with gang involvement.
- p) Promote strategies for coping with disappointment and adversity.
- q) Promote help-seeking for mental health concerns.
- r) Design an evaluation tool that measures the safety and supportiveness of a school climate.
- s) Create a campaign to prevent bullying in school and online.
- t) Identify ways to maintain a safe and healthy environment at school and at home.
- u) Demonstrate ways to conserve and promote the conservation of natural resources.

Grade Eight

Students in grade eight have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks. They begin to relate short- and long-term consequences of health choices and apply health skills to specific personal, family, and community health concerns. Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.

Essential Health Concepts

- 8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.
- a) Identify and describe the major structures and functions of the brain and nervous system.
 - b) Assess the health risks of a sedentary lifestyle.
 - c) Examine the health risks caused by food contaminants.
 - d) Identify eating disorders, and describe the dangers of engaging in unbalanced and unsafe diet practices to gain or lose weight.
 - e) Assess the health risks of not getting enough sleep.
 - f) Explain the roles of preventive health measures, immunization, and treatment in disease prevention.
 - g) Analyze the risk factors associated with communicable and noncommunicable diseases.
 - h) Identify pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk of diabetes, heart disease, and stroke.
 - i) Describe the short- and long-term health issues related to alcohol, tobacco, and other drug use, including inhalants, marijuana, cocaine, stimulants, methamphetamines, opiates, steroids, and performance-enhancing drugs.
 - j) Research the signs, symptoms, and causes of addiction.
 - k) Explain how drugs affect the brain.
 - l) Describe the relationship between healthy behaviors and cognitive performance.
 - m) Identify the benefits and risks of social networking.
 - n) Assess the health consequences of injuries, and identify leading injury-prevention measures.
 - o) Evaluate the health risks associated with feelings of immortality and invincibility.
 - p) Identify the consequences of involvement in potentially dangerous situations, such as when weapons, physical violence, and gangs are present.
 - q) Analyze the role of tolerance and resilience in coping with stress.
 - r) Explain the impact of failing to recognize issues related to emotional and mental health.
 - s) Explain why seeking help for mental health issues is important.
 - t) Describe the signs and symptoms of depression and suicide.
 - u) Explain how individual, social, and cultural differences may increase vulnerability to bullying.
 - v) Describe pollutants found in water, soil, and air and their impact on body systems.

Healthy Decisions

- 8.2 The student will apply health concepts and skills to the management of personal and family health.
- a) Identify brain and nervous system disorders.
 - b) Describe ways to maintain brain and nervous system health.
 - c) Determine the benefits of developing and implementing short- and long-term personal and family health and fitness goals that are achievable and purposeful.
 - d) Compare healthy and risky approaches to weight management.
 - e) Analyze the impact of family and personal influences on eating habits and attitudes toward weight management.
 - f) Examine the causes and effects of compulsive behaviors, such as eating disorders.
 - g) Describe personal and family preventive health measures, including immunizations, nutrition, physical activity, and sleep, in preventing diabetes, heart disease, stroke, and other chronic diseases.
 - h) Analyze how family and peer pressure influences tobacco, alcohol, marijuana, and other drug use.
 - i) Explain why most teenagers do not use alcohol, tobacco, or other drugs.
 - j) Create short- and long-term health and fitness SMART goals that are achievable, purposeful, and that support cognitive performance and academic success.
 - k) Describe effective coping mechanisms for managing personal and family stress.
 - l) Identify the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues at home and at school.
 - m) Develop goals to analyze and manage the impact of social networking.
 - n) Evaluate the importance of developing relationships that are positive and promote wellness.
 - o) Analyze the risks associated with gang-related activities for self, family, and the community.
 - p) Recognize warning signs associated with bullying behaviors (e.g., declining grades, fear of attending school, social withdrawal, lost or destroyed books or technology, self-destructive behaviors).
 - q) Describe signs of self-harm behaviors.
 - r) Explain how humans and the environment are interdependent.

Advocacy and Health Promotion

- 8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.
- a) Design strategies to protect and promote brain and nervous system health.
 - b) Evaluate the physical, mental, and social benefits of physical activity.
 - c) Develop practical solutions for removing barriers to physical activity and healthy food choices.
 - d) Identify strategies to increase water intake.
 - e) Create a plan to make healthy food choices, including choosing fruits and vegetables, in a variety of settings.
 - f) Encourage family and peers to choose healthy foods.
 - g) Develop a strategy to prevent diabetes, heart disease, stroke, and other chronic diseases and conditions.
 - h) Develop guidelines for using social networks.

- i) Create a media campaign for the use of refusal and negotiation skills to avoid risky situations.
- j) Identify ways for students to develop relationships that are positive, promote wellness, and prevent gang involvement.
- k) Describe healthy ways to handle the emotional, psychological, and physical consequences of stress.
- l) Design a management plan to reduce stress.
- m) Justify and encourage safe, respectful, and responsible relationships.
- n) Identify resources for helping someone who is exhibiting self-harming behaviors.
- o) Create strategies for helping others prevent or get help with bullying.
- p) Analyze opportunities for community service.
- q) Create environmental design solutions that promote physical and psychological health.

Grade Nine

Students in grade nine integrate a variety of health concepts, skills, and behaviors to plan for their personal, lifelong health goals. These include awareness and consequences of risky behaviors, disease prevention, overall wellness, and identification of community health resources. Students demonstrate competence in their knowledge and skills. They see themselves as having an active role in creating a healthy lifestyle for themselves, for their families, and for the community.

Essential Health Concepts

- 9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.
- a) Identify and describe the major structures and functions of the endocrine system.
 - b) Identify guidelines for sleep, rest, nutrition, and physical activity.
 - c) Explain the body's need for amino acids and fat-soluble and water-soluble vitamins, the role of vitamin and mineral supplements, and daily values.
 - d) Explain the relationship between body composition and healthy body weight.
 - e) Analyze personal risk factors for diabetes, heart disease, and stroke.
 - f) Identify types of pathogens that cause disease.
 - g) Describe the importance of health habits that promote personal wellness.
 - h) Explain how alcohol and other drugs increase the risk of injury.
 - i) Analyze the deadly consequences of binge drinking.
 - j) Identify behaviors that may contribute to intentional and unintentional injuries and result in permanent disabilities.
 - k) Examine how the consequences associated with gang involvement could affect self, family, and community.
 - l) Identify signs, symptoms, and sources of stress and anxiety at home, at school, and with peers.
 - m) Describe the positive and negative impacts of social networking.
 - n) Identify signs and symptoms of depression, risk factors for suicide, and risk factors for other self-destructive behaviors.
 - o) Explain the relationship between body image and eating disorders.
 - p) Evaluate how social environments affect health and well-being.
 - q) Identify causes of conflict with friends and family.
 - r) Examine the impact of global health issues on local communities.

Healthy Decisions

- 9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.
- a) Identify health risks and other factors that affect the function of the endocrine system.
 - b) Explain the physical, mental, social, and academic benefits of physical activity and the relationship between sedentary lifestyle and chronic disease.
 - c) Analyze current research and scientific studies to interpret nutritional principles, research the accuracy of health claims for a variety of processed foods and/or dietary supplements, and analyze personal daily diet to determine if meeting daily values for amino acids, vitamins, and minerals.
 - d) Identify health-related decisions that contribute to heart disease, stroke, diabetes, and other chronic diseases and conditions.

- e) Describe the prevalence, causes, and long-term consequences of unhealthy eating, sleep deprivation, and sedentary lifestyle.
- f) Describe the need for proper nutrition, sleep and rest, physical activity, and healthy body weight and other personal wellness behaviors, and develop a daily wellness plan.
- g) Identify common types of cancer, risk factors, and prevention strategies.
- h) Apply a decision-making process for selecting health and wellness products.
- i) Evaluate the effects of alcohol and other drug use on human body systems, brain function, and behavior, and describe health benefits associated with abstaining from the use of alcohol, tobacco, or other drugs.
- j) Develop a set of personal standards to resist the use of alcohol, tobacco, and other harmful substances, and other harmful behaviors.
- k) Determine strategies to protect vision, hearing, and dental health.
- l) Describe the benefits of organ donation.
- m) Explain short- and long-term consequences of inappropriate behaviors online.
- n) Analyze situations involving risk and risky behaviors (e.g., weapons use, impaired driving, swimming, speeding) that may result in permanent disability for self or others.
- o) Evaluate the long-term consequences of injury (e.g., permanent disability) and disease, and describe controllable and uncontrollable risk factors.
- p) Explain Virginia laws and responsibilities associated with weapon possession and gang involvement.
- q) Develop a personal system for coping with distress and stress.
- r) Identify appropriate coping and resiliency strategies to manage symptoms of stress, anxiety, loss, and depression.
- s) Demonstrate peaceful resolution of conflicts.
- t) Explain the importance of community mental health services.
- u) Discuss the causes, symptoms, harmful effects, and treatment of eating disorders.
- v) Evaluate strategies for improving the societal and environmental conditions that contribute to health.
- w) Identify global and local health-related environmental issues, including ways to prevent and manage asthma and allergies.
- x) Identify health-related social issues such as homelessness, underage drinking, and substance abuse.
- y) Evaluate how public health policies influence health and disease prevention.

Advocacy and Health Promotion

- 9.3 The student will demonstrate skills to advocate for personal and community health.
- a) Design a lifelong physical activity and wellness plan.
 - b) Create a one-day meal plan that meets daily values for vitamins and minerals.
 - c) Develop a personal plan to reduce or prevent injury, substance use, and communicable disease.
 - d) Develop a personal plan for remaining free of communicable diseases.
 - e) Promote community health promotion and/or disease prevention projects.
 - f) Demonstrate adult and child cardiopulmonary resuscitation (CPR), use of automated external defibrillator (AED), and first aid skills for bleeding, contusions, fractures, and anaphylactic shock.
 - g) Demonstrate healthy decision-making strategies related to weapons.

- h) Create a message about the importance of avoiding gang involvement.
- i) Create strategies to manage deadlines.
- j) Discuss ramifications of sharing personal information through electronic media.
- k) Identify school and community mental health resources.
- l) Determine how to help a friend exhibiting signs of depression, anxiety, disordered eating, or other self-harming behavior.
- m) Utilize appropriate resolution skills to prevent, prepare for, and manage conflict in a variety of situations.
- n) Create an action plan to prepare for a natural disaster.
- o) Develop a long-term plan for self and/or family to positively impact the environment.

Grade Ten

Students in grade ten demonstrate comprehensive health and wellness knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life.

Essential Health Concepts

- 10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of self and others throughout life.
- a) Analyze the effects of active and sedentary lifestyles.
 - b) Recognize the physical, emotional, and social causes and impact of healthy and poor nutritional choices.
 - c) Distinguish between facts and myths regarding nutrition practices, products, and physical performance.
 - d) Explain the physical, mental, social, and academic benefits of sufficient sleep, and the relationship between sleep deficiency and chronic disease and increased risk for injury and substance use.
 - e) Identify regular screenings, tests, and other medical examinations and their role in reducing health risks.
 - f) Research technologies used to assess, monitor, improve, and maintain health.
 - g) Research trends in teen use/abuse of alcohol, tobacco, and other drugs and their impact on the community.
 - h) Evaluate the causal relationship between tobacco, alcohol, inhalant, and other drug use and chronic disease.
 - i) Identify behaviors that result in intentional and unintentional injury.
 - j) Analyze the consequences of using acts of violence to settle disputes.
 - k) List examples and describe the risks of having personal information accessible to others online.
 - l) Analyze how health literacy and health-science skills prepare one to become a productive citizen.
 - m) Identify health-related social issues, such as organ donation, homelessness, the spread of infectious diseases, underage drinking, substance abuse, and violence, and their impact on the community.
 - n) Identify health and medical science career opportunities that promote personal, community, and global health and wellness.
 - o) Describe attributes, characteristics, and interests of individuals in health-related professions and the core academic skills needed for workplace skills in a health career.
 - p) Research high school health and medical science industry-recognized credentials (e.g., personal trainer, athletic trainer, dietary aide, dental assistant, certified nurse assistant, home health aide, geriatric aide).
 - q) Describe the health benefits of positive self-esteem, balance, flexibility, resilience, and healthy relationships with others.
 - r) Identify characteristics of healthy peer, family, and dating relationships.
 - s) Evaluate potentially harmful and abusive relationships, including dangerous dating situations.

Healthy Decisions

- 10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.
- a) Compare physical activity, sleep, and personal hygiene practices with research-based guidelines.
 - b) Justify promoting healthy decisions for proper nutrition, sleep and rest, and physical activity.
 - c) Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing chronic diseases.
 - d) Explain the importance of medical screenings and access to health care throughout life.
 - e) Describe the costs and benefits of various technologies that allow individuals to assess, monitor, improve, and maintain health.
 - f) Identify family health habits and behaviors as they relate to promotion of health and wellness.
 - g) Explain reasons why teenagers use or avoid drugs or alcohol and how positive role models can influence that decision.
 - h) Evaluate the protective factors needed to reduce or prevent risk-taking behaviors, acts of violence, substance use, and gang involvement.
 - i) Explain the role of the environment, individual behavior, social norms, legislation, and policies in preventing intentional and unintentional injuries.
 - j) Analyze the influence of emotions and peer approval on personal decision making.
 - k) Explain the value of positive self-image, self-esteem, and self-control when faced with peer pressure.
 - l) Evaluate the value of exercising self-control.
 - m) Recognize the protective factors of assertiveness.
 - n) Calculate the importance of support and encouragement from positive role models.
 - o) Analyze how health literacy reduces health risks and enhances health and wellness of self and others throughout life.
 - p) Describe how and where to access community resources related to organ donation, homelessness, underage drinking, and/or substance abuse.
 - q) Explain the importance of emotional health, and identify when and where to seek support for self and others.
 - r) Identify strategies for the peaceful resolution of conflicts.
 - s) Compare and contrast assertive and aggressive communication and their effectiveness in conflict resolution.
 - t) Explain risk factors for and the warning signs of suicide.
 - u) Investigate the influence of the environment on the individual.
 - v) Identify life-threatening situations that may result from emergencies and natural disasters and community resources for emergency preparedness.
 - w) Explain how the quality of the environment (secondhand smoke, carbon monoxide, allergens, lead, and toxic chemicals) directly affects a person's health status and quality and length of life, and describe strategies for risk reduction.
 - x) Explain the importance of developing relationships with health, wellness, education, safety, and business professionals to address environmental health concerns.

Advocacy and Health Promotion

- 10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.
- a) Create or modify a personal wellness plan (goals and action steps based on current guidelines) for healthy eating, physical activity, sleep, and personal hygiene.
 - b) Determine personal strategies for improving access to health care and medical services for different stages of life.
 - c) Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.
 - d) Practice and encourage responsible teen driving behaviors, and use refusal and negotiation skills to avoid riding in a car with someone who has been using alcohol or other drugs.
 - e) Describe rules and laws intended to prevent intentional and unintentional injuries.
 - f) Demonstrate effective negotiation skills for avoiding dangerous and risky situations.
 - g) Research and develop an educational campaign to encourage positive health choices and discourage risky choices (e.g., body piercing, tattooing, exposure to sun and loud noise, drinking, texting while driving, driving while drowsy).
 - h) Design an action plan to reduce risk-taking behaviors, acts of violence, substance use, and gang involvement.
 - i) Practice administration of emergency care.
 - j) Describe methods of avoiding gang-related activity and the use of weapons to commit violent acts of aggression.
 - k) Describe strategies to reduce and prevent violence.
 - l) Plan health-promoting strategies for managing personal technology use.
 - m) Identify health promotion opportunities, and share talents and expand personal knowledge through community service-learning experiences.
 - n) Identify and create a plan to address a community health-related social issue such as organ donation, homelessness, underage drinking, or substance abuse.
 - o) Create an educational career plan to become a health professional.
 - p) Identify high school courses that lead to health and medical science industry certifications.
 - q) Advocate for mental health resources in the school and community.
 - r) Describe when to seek support for self and others, and role-play various help-seeking strategies.
 - s) Explain risk factors and influences that may lead to self-harming behaviors.
 - t) Practice procedures for peaceful resolution of conflicts.
 - u) Model effective communication skills for addressing peer pressure.
 - v) Develop a list of resources that promote healthy relationships and assist with unhealthy and abusive peer, family, and dating relationships.
 - w) Present strategies to address abusive peer, family, and dating relationships.
 - x) Design crisis-management strategies for natural disasters and emergency situations.
 - y) Establish goals for improving environmental health.