

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.