



CALIFORNIA STATE BOARD OF EDUCATION

MARCH 2008 AGENDA

SUBJECT	
Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve	<input checked="" type="checkbox"/> Action <input checked="" type="checkbox"/> Information <input type="checkbox"/> Public Hearing

RECOMMENDATION

The California Department of Education (CDE) recommends that the State Board of Education (SBE) adopt the draft Health Education Content Standards for California Public Schools.

SUMMARY OF PREVIOUS STATE BOARD OF EDUCATION DISCUSSION AND ACTION

The draft Health Education Content Standards were discussed as an information item at the January 2008 meeting. Members received a memorandum again in February 2008 identifying proposed edits.

SUMMARY OF KEY ISSUES

California *Education Code* Section 51210.8 requires the SBE to adopt content standards for health education, pursuant to the recommendations of the State Superintendent of Public Instruction (SSPI), on or before March 1, 2008. The content standards are "intended to provide a framework for programs that a school may offer in the instruction of health education." An advisory panel appointed by the SSPI representing teachers from kindergarten through grade twelve, district and county administrators, and university faculty developed the draft Health Education Content Standards.

The initial draft of the health education standards received public and professional review in July and August 2006. Substantial comments were received through the field review process. The advisory panel reviewed and evaluated responses and made substantive edits to the initial draft in preparation of the current draft of the standards. At the January 2007 and subsequent meetings, the SBE requested that additional work be done on the standards. The CDE staff met with the SBE member liaisons and staff to clarify the additional work needed. This work was completed, including another field review by approximately 66 classroom teachers, pediatric physicians, and the California Nutrition Advisory Committee.

FISCAL ANALYSIS (AS APPROPRIATE)

Because the content standards are by statute not binding on local educational agencies, the standards do not have a fiscal impact.

ATTACHMENT(S)

Attachment 1: Draft Health Education Content Standards for California's Public Schools (70 pages)

Attachment 2: Draft Health Education Standards, Field Review and Public Hearing Summary (1 page)

Attachment 3: Teacher Field Review of Draft Health Education Content Standards (1 page)

Attachment 4: California *Education Code* Sections Related to HIV/AIDS Prevention Education and Comprehensive Sexual Health Education (2 pages)

Attachment 5: Public Roster, Members of the California Health Education Standards Advisory Panel (2 pages)

Attachment 6: Questions Used for Draft Health Education Standards Field Review (1 page)

Attachment 7: Examples of Proposed Revisions (9 pages)

Attachment 8: Proposed Revisions by Grade Level (11 pages)

DRAFT

HEALTH EDUCATION CONTENT
STANDARDS FOR CALIFORNIA
PUBLIC SCHOOLS

Kindergarten Through Grade Twelve

California Department of Education

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Introduction

Health education is a continuum of learning experiences that enables students, as individuals and as members of society, to make informed decisions, modify behaviors, and change social conditions in ways that are health enhancing and increase health literacy. The health education standards signify the essential skills and knowledge that all students need to become health literate. The health education standards represent a strong consensus of the essential knowledge and skills that students should know and be able to do at a specific grade level, kindergarten through grade twelve, in California's public schools. The health education standards reflect California's commitment to health education and will serve as a basis for learning assessments, the *Health Framework*, and instructional resources and materials. Standards do not prescribe methods of instruction.

A primary goal of the health education standards is improved academic achievement for all students and improved health literacy in California. Four characteristics are identified as essential to health literacy. Health-literate individuals are:

- Critical thinkers and problem solvers when confronting health problems and issues.
- Self-directed learners who have the competence to use basic health information and services in health-enhancing ways.
- Effective communicators who organize and convey beliefs, ideas, and information about health issues.
- Responsible and productive citizens who help ensure their community is kept healthy, safe, and secure.

These four essential characteristics of health-literate individuals are woven throughout the health education standards.

The health education standards provide guidance for developing health education curricula by identifying what each student in California should know and be able to do at each grade level. With adequate instruction and sustained effort, students in every school should be able to achieve the standards. Some students with special needs may require appropriate accommodations, adaptations, and modifications to meet the standards. Decisions about how best to teach the standards are left to teachers, schools, and local educational agencies (LEAs).

Background of the Standards

In October 2005, Assembly Bill (AB) 689, co-sponsored by State Superintendent of Public Instruction (SSPI) Jack O'Connell, was signed into law by Governor

Schwarzenegger, adding Section 51210.8 to the California *Education Code (EC)*. *EC* Section 51210.8 requires the State Board of Education (SBE), based on recommendations from the SSPI, to adopt content standards for health education. Once adopted by the SBE, the health education standards will shape the future direction of health education instruction for children and youths in California's public schools. The standards provide school districts with fundamental tools for developing health education curriculum and improving student achievement in this area. The health education standards will help ensure that all students in kindergarten through high school receive high quality health education instruction that provides them with the knowledge, skills, and confidence to live a healthy lifestyle.

Health education has undergone a paradigm shift over the last 15 years. It has evolved from a primarily knowledge-based subject to a focused skills-based subject. This shift came about as data from national and state surveys, such as the California Healthy Kids Survey indicated that although youth had knowledge of what was harmful to their health, they did not have the skills to keep from engaging in the risky behaviors. In other words, the students had the knowledge about why certain behaviors could and would cause harm; however, they were still engaging in these risky behaviors.

The focus in the health education standards is on teaching the skills that enable students to make healthy choices and avoid high-risk behaviors. Eight overarching standards describe essential concepts and skills; they are taught within the context of the six content areas. Each skill is learned and practiced specific to the content area and behavior.

Overarching Content Standards

Essential Health Concepts (EC)	1. All students will comprehend essential concepts related to enhancing health.
Analyzing Health Influences (AI)	2. All students will demonstrate the ability to analyze internal and external influences that affect health.
Accessing Valid Health Information (AVI)	3. All students will demonstrate the ability to access and analyze health information, products, and services.
Interpersonal Communication (IC)	4. All students will demonstrate the ability to use interpersonal communication skills to enhance health.
Decision Making (DM)	5. All students will demonstrate the ability to use decision-making skills to enhance health.
Goal Setting (GS)	6. All students will demonstrate the ability to use goal-setting skills to enhance health.
Practicing Health-Enhancing Behaviors (PB)	7. All students will demonstrate the ability to practice behaviors that reduce risk and promote health.
Health Promotion (HP)	8. All students will demonstrate the ability to promote and support personal, family, and community health.

An Essential Discipline

Health education is an integral part of the education program for all students. Grounded in the body of sound education research, the health education curriculum in local school districts should be organized into a scope and sequence that supports the development and demonstration of increasingly sophisticated essential knowledge, attitudes, and skills. A comprehensive health education program is designed to promote healthy living and discourage health-risk behaviors among all students.

Sound health education programs include structured learning opportunities in which students are engaged as active learners. Through quality instructional approaches,

learners increase essential knowledge and are encouraged to compare and contrast their beliefs and perceptions about health issues. Schools are in a unique and powerful position to improve health outcomes of youth. Today, youth are confronted with health, educational, and social challenges that were not experienced to the same scale by previous generations. Violence, alcohol and other drug use, obesity, unintended pregnancy and sexually transmitted diseases (STDs), and disrupted family environments can compromise the academic success and health of youth. Finally, students should have an opportunity to practice essential skills to maintain healthy lifestyles. Such a foundation is reflected in the draft health education content standards.

Teachers and school districts are encouraged to enrich the instructional environments and opportunities for student learning by:

- Using standards-based, theory-driven, and research-based approaches to health instruction.
- Identifying and collaborating with appropriate community and health agencies.
- Cultivating meaningful parent engagement in health education.
- Focusing instruction on essential knowledge and skills that will influence health-risk reduction among students.

Highlights of the Standards

Grade-Level Recommendations and Topic/Content Areas

The Health Education Standards are organized into six health content areas:

- Alcohol, Tobacco, and Other Drugs (ATOD)
- Growth, Development, and Sexual Health (GDSH)
- Injury Prevention and Safety (IPS)
- Mental, Emotional, and Social Health (MESH)
- Nutrition and Physical Activity (NPA)
- Personal and Community Health (PCH)

Health education standards are to be achieved by all students in kindergarten and grades one through twelve. To enhance the quality and depth of health instruction, not every health content area is recommended at every grade level. Districts are encouraged to add content areas for additional grades based on local health priorities.

The health education standards represent minimal requirements for the purpose of comprehensive health education. LEAs that accept federal Title IV Safe and Drug-Free Schools and Communities funds or state Tobacco-Use Prevention Education funds are

required to comply with all assurances and conditions attached to the acceptance of such funds.

The chart below summarizes the minimum recommended grade-level assignments for each of the six content areas.

Content Grade Level Assignments

Grade Level Emphasis	Alcohol, Tobacco & Other Drugs (ATOD)	Growth, Development and	Sexual Health (GDSH)	Nutrition & Physical Activity (NPA)	Mental, Emotional, & Social Health (MESH)	Personal & Community Health (PCH)	Injury Prevention & Safety (INJ)
Kindergarten	✓	✓		✓	✓	✓	✓
Grade 1		✓				✓	✓
Grade 2	✓			✓	✓		
Grade 3		✓			✓	✓	
Grade 4	✓			✓			✓
Grade 5		✓	✓	✓		✓	
Grade 6	✓				✓		✓
Grade 7/8	✓	✓	✓	✓	✓	✓	✓
High School	✓	✓	✓	✓	✓	✓	✓

RATIONALES FOR OVERARCHING STANDARDS

HEALTH EDUCATION STANDARD 1:

All students will comprehend essential concepts related to enhancing health.

Rationale

Understanding essential concepts about the relationships between behavior and health provides the foundation to make informed decisions about health-related behaviors and to select appropriate health products and services.

HEALTH EDUCATION STANDARD 2:

All students will demonstrate the ability to analyze internal and external influences that affect health.

Rationale

Health choices are affected by a variety of influences. The ability to recognize, analyze, and evaluate internal and external influences is essential to protecting and enhancing health.

HEALTH EDUCATION STANDARD 3:

All students will demonstrate the ability to access and analyze health information, products, and services.

Rationale

Exposure to information, products, and services comes from a variety of sources. The ability to access and analyze health information, products, and services provides a foundation for the practice of health-enhancing behaviors.

HEALTH EDUCATION STANDARD 4:

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Rationale

Positive relationships support the development of healthy attitudes and behaviors. The ability to appropriately convey and receive information, beliefs, and emotions is a skill that enables students to manage risk, conflict and differences, and promote health.

HEALTH EDUCATION STANDARD 5:

All students will demonstrate the ability to use decision-making skills to enhance health.

Rationale

Managing health behaviors requires critical thinking and problem solving. The ability to use decision-making skills to guide health behaviors fosters a sense of control and promotes the acceptance of personal responsibility.

HEALTH EDUCATION STANDARD 6:

All students will demonstrate the ability to use goal-setting skills to enhance health.

Rationale

The desire to pursue health is an essential component to building healthy habits. The ability to use goal-setting skills enables students to transfer health knowledge into personally meaningful health behaviors.

HEALTH EDUCATION STANDARD 7:

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Rationale

Practicing healthy behaviors builds competence and confidence to use learned skills in real-life situations. The ability to perform health-enhancing behaviors demonstrates students' ability to use knowledge and skills to manage health and reduce risk-taking behaviors.

HEALTH EDUCATION STANDARD 8:

All students will demonstrate the ability to promote and support personal, family, and community health.

Rationale

Individual, family, and community health are interdependent and mutually supporting. The ability to promote the health of oneself and others reflects a well-rounded development and expression of health.

Health Education Content Standards

Kindergarten

As a result of health instruction in kindergarten, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

- K.1.A.1 Explain why medicines are used.
- K.1.A.2 Explain that medicines can be helpful or harmful.
- K.1.A.3 Recognize that medicines should only be taken under the supervision of a trusted adult.
- K.1.A.4 Recognize that some household products are harmful if ingested or inhaled.
- K.1.A.5 Recognize that tobacco smoke is harmful to health and should be avoided.

Standards 2 – 8: Skills for this content area are not identified until grade two.

Growth and Development¹

Standard 1: Essential Concepts

- K.1.G.1 Explain that living things grow and mature.
- K.1.G.2 Describe their own physical characteristics.
- K.1.G.3 Name ways in which people are similar and ways in which they are different.
- K.1.G.4 Identify trusted adults who promote healthy growth and development (e.g. physician, nurse, dentist, and optometrist).
- K.1.G.5 Name body parts and their functions.
- K.1.G.6 Name and describe the five senses.

Standards 2 – 8: Skills for this content area are not identified until grade one.

Nutrition and Physical Activity

Standard 1: Essential Concepts

- K.1.N.1 Name a variety of healthy foods and explain why they are necessary for good health.
- K.1.N.2 Identify a variety of healthy snacks.
- K.1.N.3 Describe the benefits of being physically active.
- K.1.N.4 Recognize the importance of a healthy breakfast.

¹ EC Section 51930(b)(1), (b)(2)

Standard 2: Analyzing Influences

K.2.N.5 Recognize that not all products advertised or sold are good for them.

Standard 3: Accessing Valid Information

No standard statement for this grade and content area.

Standard 4: Interpersonal Communication

K.4.N.6 Explain how to ask family members for healthy food options.

Standard 5: Decision Making

K.5.N.7 Describe ways to participate regularly in active play and enjoyable physical activity.

Standard 6: Goal Setting

No standard statement for this grade and content area.

Standard 7: Practicing Health-Enhancing Behaviors

K.7.N.8 Select nutritious snacks.

K.7.N.9 Plan a nutritious breakfast.

K.7.N.10 Choose healthy foods in a variety of settings.

Standard 8: Health Promotion

No standard statement for this grade and content area.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

K.1.M.1 Identify a variety of emotions.

K.1.M.2 Describe the characteristics of families.

K.1.M.3 List trusted adults at home and at school.

K.1.M.4 Examine characteristics that make each individual unique.

K.1.M.5 Describe and practice situations when it is appropriate to use “please,” “thank you,” “excuse me,” and “I am sorry.”

Standard 2: Analyzing Influences

K.2.M.6 Identify ways family and friends help promote well-being.

Standard 3: Accessing Valid Information

K.3.M.7 Describe trusted adults at home and at school who can help with mental and emotional health concerns.

Standard 4: Interpersonal Communication

- K.4.M.8 Show how to express personal needs and wants appropriately.
- K.4.M.9 Cooperate and share with others.

Standard 5: Decision Making

No standard statement for this grade and content area.

Standard 6: Goal Setting

- K.6.M.10 Make a plan to help family members at home.

Standard 7: Practicing Health-Enhancing Behaviors

- K.7.M.11 Express emotions appropriately.
- K.7.M.12 Describe positive ways to show care, consideration, and concern for others.

Standard 8: Health Promotion

- K.8.M.13 Encourage others when they engage in safe and healthy actions.

Personal and Community Health

Standard 1: Essential Concepts

- K.1.P.1 Identify effective dental and personal hygiene practices.
- K.1.P.2 Describe sun safety practices.
- K.1.P.3 Define “germs.”
- K.1.P.4 Explain why the transmission of germs may be harmful to health.
- K.1.P.5 Identify practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash.

Standard 2: Analyzing Influences

No standard statement for this grade and content area.

Standard 3: Accessing Valid Information

- K.3.P.6 Identify health care workers who can help promote healthful practices.

Standard 4: Interpersonal Communication

- K.4.P.7 Demonstrate how to ask for assistance with a health-related problem.

Standard 5: Decision Making

No standard statement for this grade and content area.

Standard 6: Goal Setting

No standard statement for this grade and content area.

Standard 7: Practicing Health-Enhancing Behaviors

- K.7.P.8 Show effective dental and personal hygiene practices.
K.7.P.9 Demonstrate ways to prevent the transmission of “germs” (e.g., washing hands, using tissues).

Standard 8: Health Promotion

No standard statement for this grade and content area.

Injury Prevention and Safety

Standard 1: Essential Concepts

- K.1.S.1 Identify safety rules for home, school, and community.
K.1.S.2 Identify emergency situations.
K.1.S.3 Explain ways to stay safe when riding in a bus or other vehicle.
K.1.S.4 Distinguish between appropriate and inappropriate touch.
K.1.S.5 Explain that everyone has the right to tell others not to touch his or her body.
K.1.S.6 Describe school rules about getting along with others.
K.1.S.7 Recognize the characteristics of a bullying.
K.1.S.8 Identify way to stay safe when crossing the street, riding a bicycle, or playing.
K.1.S.9 Recognize that anything may be poisonous or cause harm if used unsafely.
K.1.S.10 Identify who is a stranger and how to avoid contact with a stranger.
K.1.S.11 Demonstrate how to ask trusted adults for help.
K.1.S.12 Define and explain the dangers of weapons.²
K.1.S.13 Explain the importance of telling a trusted adult if you see or have about someone having a weapon.³

Standard 2: Analyzing Influences

No standard statement for this grade and content area.

Standard 3: Accessing Valid Information

- K.3.S.14 Identify trusted adults who can help in emergency situations.

Standard 4: Interpersonal Communication

- K.4.S.15 Demonstrate how to ask a trusted adult for help or call 9-1-1.
K.4.S.16 Show how to answer the phone in a safe way.

Standard 5: Decision Making

- K.5.S.17 Identify situations in which to seek adult help or call 9-1-1.

² EC Section 49330

³ EC Section 49330

K.5.S.18 Role-play what to do if a stranger at home, car or on the street approaches you.

Standard 6: Goal Setting

No standard statement for this grade and content area.

Standard 7: Practicing Health-Enhancing Behaviors

K.7.S.19 Follow rules for safe play and safety routines.
Show how to cross the street safely.

Standard 8: Health Promotion

K.8.S.20 Show how to tell a trusted adult when a weapon⁴ is found by self or friend.

⁴ EC Section 49330

Grade One

As a result of health instruction in grade one; all students will demonstrate the ability to:

Growth and Development⁵

Standard 1: Essential Concepts

- 1.1.G.1 Describe how living things grow and mature.
- 1.1.G.2 Identify anatomical names for major internal and external body parts.
- 1.1.G.3 Identify a variety of behaviors that promote healthy growth and development.
- 1.1.G.4 Describe how members of a family have various roles, responsibilities, and individual needs.

Standard 2: Analyzing Influences

- 1.2.G.5 Explain why sleep and rest are important for proper growth and good health.

Standard 3: Accessing Valid Information

- 1.3.G.6 Recognize parents, guardians, and/or other trusted adults as resources for information about growth and development.

Standard 4: Interpersonal Communication

No standard statement for this grade and content area.

Standard 5: Decision Making

No standard statement for this grade and content area.

Standard 6: Goal Setting

No standard statement for this grade and content area.

Standard 7: Practicing Health-Enhancing Behaviors

No standard statement for this grade and content area.

Standard 8: Health Promotion

No standard statement for this grade and content area.

Injury Prevention and Safety

Standard 1: Essential Concepts

- 1.1.S.1 Describe characteristics of safe and unsafe places.
- 1.1.S.2 Identify labels of products that give information about cautions and dangers.

⁵ EC Section 51930(b)(1), (b)(2)

- 1.1.S.3 Discuss the meaning of basic safety-related signs, symbols, and warning labels.
- 1.1.S.4 Identify safety hazards in the home, school, and community.
- 1.1.S.5 Identify ways to reduce risk of injuries at home, school, and in the community.
- 1.1.S.6 Explain the importance of telling an adult if someone is in danger or being bullied.
- 1.1.S.7 Distinguish between appropriate and inappropriate touch.
- 1.1.S.8 Explain why the back seat is the safest place for young people to ride in a vehicle equipped with air bags.
- 1.1.S.9 Define and explain the dangers of weapons⁶ and the importance of telling a trusted adult when one is seen or heard about.
- 1.1.S.10 Identify ways to reduce risk of injuries while traveling in an automobile or bus (e.g., wearing a safety belt).
- 1.1.S.11 Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags.
- 1.1.S.12 Define simple conflict resolution techniques.
- 1.1.S.13 Identify refusal skills when in personal safety situations (e.g., clear “no” statement, walk or run away, change subject, delay).

Standard 2: Analyzing Influences

- 1.2.S.14 Describe internal and external influences that could lead to or prevent injury or violence.

Standard 3: Accessing Valid Information

- 1.3.S.15 List people who will help if feeling unsafe or threatened.

Standard 4: Interpersonal Communication

- 1.4.S.16 Describe how to report dangerous situations.
- 1.4.S.17 Identify ways to report inappropriate touch.

Standard 5: Decision Making

- 1.5.S.18 Analyze steps to take in emergency or potentially dangerous situations.
- 1.5.S.19 Identify the benefits of using nonviolent means to solve conflicts.
- 1.5.S.20 Assess reasons for reporting weapons⁷ possession.
- 1.5.S.21 Analyze why wearing a helmet when biking, skateboarding, or in-line skating increases safety.

Standard 6: Goal Setting

No standard statement for this grade and content area.

⁶ EC Section 49330

⁷ EC Section 49330

Standard 7: Practicing Health-Enhancing Behaviors

- 1.7.S.22 Practice ways to stay safe at home, school, and community.
- 1.7.S.23 Practice emergency, fire, and safety plans at home and school.
- 1.7.S.24 Explain appropriate protective gear and equipment.

Standard 8: Health Promotion

- 1.8.S.25 Encourage others to practice safe behaviors in the classroom and on the playground.

Personal and Community Health

Standard 1: Essential Concepts

- 1.1.P.1 Explain the importance of effective dental and personal hygiene practices.
- 1.1.P.2 Identify the importance of sun safety.
- 1.1.P.3 Discuss the importance of preventing the transmission of “germs.”
- 1.1.P.4 Identify ways to prevent the transmission of communicable diseases.
- 1.1.P.5 Describe symptoms of some common health problems and illnesses, including chronic diseases (e.g., asthma, allergies, diabetes, Influenza).
- 1.1.P.6 Explain the difference between communicable diseases and noncommunicable diseases.
- 1.1.P.7 Discuss how individual behavior affects the environment and community.
- 1.1.P.8 Identify materials that can be reduced, reused, or recycled.
- 1.1.P.9 Identify emergency situations (e.g., fire, abduction, flood, earthquake, injury).

Standard 2: Analyzing Influences

- 1.2.P.10 Explain how family and friends influence positive health practices.

Standard 3: Accessing Valid Information

- 1.3.P.11 Identify individuals in the school and community who promote health.
- 1.3.P.12 Explain why parents or guardians keep a health record for you.

Standard 4: Interpersonal Communication

- 1.4.P.13 Demonstrate effective communication skills when asking for assistance with health-related problems.
- 1.4.P.14 Demonstrate effective communication skills in an emergency situation.

Standard 5: Decision Making

- 1.5.P.15 Use a decision-making process to evaluate how personal hygiene behaviors promote one’s health.

Standard 6: Goal Setting

- 1.6.P.16 Make a plan to practice dental and personal hygiene.

Standard 7: Practicing Health-Enhancing Behaviors

- 1.7.P.17 Demonstrate proper tooth brushing and flossing techniques.
- 1.7.P.18 Demonstrate techniques for preventing disease transmission (e.g., covering sneezes and coughs, frequent hand washing).
- 1.7.P.19 Demonstrate proper ways of protecting oneself from the sun and ways to select and apply sunscreen.
- 1.7.P.20 Demonstrate appropriate behaviors during fire drills, earthquake drills, and other disaster drills.

Standard 8: Health Promotion

- 1.8.P.21 Educate family and peers to protect against skin damage from the sun.
- 1.8.P.22 Demonstrate the ability to support other students who have childhood chronic diseases and conditions (e.g., asthma, allergies, diabetes, and epilepsy).

Grade Two

As a result of health instruction in grade two, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

- 2.1.A.1 Distinguish between helpful and harmful substances (including alcohol, tobacco, and other drugs).
- 2.1.A.2 Explain why household products are harmful if ingested or inhaled.
- 2.1.A.3 Identify that a drug is a chemical that changes how the body and brain work.
- 2.1.A.4 Explain why it is dangerous to taste, swallow, sniff, or play with unknown substances.
- 2.1.A.5 Explain why it is important to follow the medical recommendations for prescription and nonprescription medicines.
- 2.1.A.6 Identify rules for taking medicine at school and home.
- 2.1.A.7 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).

Standard 2: Analyzing Influences

No standard statement for this grade and content area.

Standard 3: Accessing Valid Information

- 2.3.A.8 Identify parents, guardians, and trusted adults who can provide accurate information and guidance regarding medicines.

Standard 4: Interpersonal Communication

- 2.4.A.9 Demonstrate refusal skills to resist an offer to use drugs or inappropriate medicines.
- 2.4.A.10 Demonstrate communication skills to alert an adult to unsafe situations involving drugs or medicines.

Standard 5: Decision Making

- 2.5.A.11 Evaluate why one person’s medicines may not be safe for another person.

Standard 6: Goal Setting

No standard statement for this grade and content area.

Standard 7: Practicing Health-Enhancing Behaviors

No standard statement for this grade and content area.

Standard 8: Health Promotion

No standard statement for this grade and content area.

Nutrition and Physical Activity

Standard 1: Essential Concepts

- 2.1.N.1 Classify various foods into appropriate food groups.
- 2.1.N.2 Identify the number of servings of food from each food group that a child needs daily.
- 2.1.N.3 Discuss the benefits of eating a nutritious breakfast every day.
- 2.1.N.4 List the benefits of healthy eating, including beverages and snacks.
- 2.1.N.5 Describe the benefits of drinking water in amounts consistent with current research-based health guidelines.
- 2.1.N.6 Describe how to keep food safe from harmful germs.
- 2.1.N.7 Identify a variety of healthy snacks.
- 2.1.N.8 Identify and explore opportunities outside of school to participate regularly in physical activity.
- 2.1.N.9 Explain how both physical activity and eating habits can affect a person's health.

Standard 2: Analyzing Influences

- 2.2.N.10 Discuss how family, friends, and media influence food choices.

Standard 3: Accessing Valid Information

- 2.3.N.11 Identify resources for reliable information about healthy foods.

Standard 4: Interpersonal Communication

- 2.4.N.12 Demonstrate how to ask family members for healthy food options.

Standard 5: Decision Making

- 2.5.N.13 Use a decision-making process to select healthy foods.
- 2.5.N.14 Compare and contrast healthy and less healthy food choices in a variety of settings.
- 2.5.N.15 Identify safe ways to increase physical activity.

Standard 6: Goal Setting

- 2.6.N.16 Set a short-term goal to choose healthy foods for snacks and meals.
- 2.6.N.17 Set a short-term goal to participate daily in vigorous physical activity.

Standard 7: Practicing Health-Enhancing Behaviors

- 2.7.N.18 Examine the importance of eating a nutritious breakfast every day.
- 2.7.N.19 Plan a nutritious meal.
- 2.7.N.20 Select healthy beverages.
- 2.7.N.21 Examine the criteria for choosing a nutritious snack.
- 2.7.N.22 Practice participating in physical activities with friends and family.

Standard 8: Health Promotion

- 2.8.N.23 Practice making healthy eating choices with friends and family.
- 2.8.N.24 Explain to others what is enjoyable about physical activity.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

- 2.1.M.1 Describe a variety of emotions.
- 2.1.M.2 Explain what it means to be emotionally or mentally healthy.
- 2.1.M.3 Explain the importance of talking with parents or trusted adults about feelings.
- 2.1.M.4 Identify changes that occur within families.
- 2.1.M.5 Identify characteristics of a responsible family member.
- 2.1.M.6 Identify feelings and emotions associated with loss or grief.
- 2.1.M.7 Discuss how to show respect for similarities and differences between and among individuals and groups.
- 2.1.M.8 List healthy ways to express affection, love, friendship and concern.
- 2.1.M.9 Identify positive and negative ways of dealing with stress.
- 2.1.M.10 Describe how to work and play cooperatively.
- 2.1.M.11 Identify the positive ways peers and family members show support, care, and appreciation for one another.
- 2.1.M.12 Describe the characteristics of a trusted friend and adult.

Standard 2: Analyzing Influences

- 2.2.M.13 Identify internal and external factors that influence mental, emotional, and social health.

Standard 3: Accessing Valid Information

- 2.3.M.14 Discuss ways to obtain information from family, school personnel, health professionals, and other responsible adults.
- 2.3.M.15 Identify people in the community who are caring, supportive, and trustworthy.

Standard 4: Interpersonal Communication

- 2.4.M.16 Identify and demonstrate ways to express needs and wants appropriately.
- 2.4.M.17 Demonstrate how to ask for help from trusted adults or friends.

Standard 5: Decision Making

- 2.5.M.18 Use a decision-making process for solving problems with peers and family.

Standard 6: Goal Setting

2.6.M.19 Describe how to make a commitment to be a good friend.

Standard 7: Practicing Health-Enhancing Behaviors

2.7.M.20 Manage emotions appropriately in a variety of situations.

2.7.M.21 Show respect for individual differences.

Standard 8: Health Promotion

2.8.M.22 Object appropriately to teasing of peers based on personal characteristics.

2.8.M.23 Support peers in school and community activities.

Grade Three

As a result of health instruction in grade three, all students will demonstrate the ability to:

Growth and Development⁸

Standard 1: Essential Concepts

- 3.1.G.1 Describe the cycle of birth, growth, aging, and death in living things.
- 3.1.G.2 Recognize that there are individual differences in growth and development.
- 3.1.G.3 Identify major internal and external body parts and their functions.

Standard 2: Analyzing Influences

- 3.2.G.4 Explain how individual behaviors, family, and school influence growth and development.

Standard 3: Accessing Valid Information

- 3.3.G.5 Identify parents, guardians, and/or trusted adults with whom one can discuss the cycle of birth, growth, aging, and death in living things.

Standard 4: Interpersonal Communication

- 3.4.G.6 Demonstrate how to communicate with parents, guardians, and/or trusted adults about growth and development.
- 3.4.G.7 Identify how to show respect for individual differences.

Standard 5: Decision Making

- 3.5.G.8 Examine why a variety of behaviors promote healthy growth and development.

Standard 6: Goal Setting

No standard statement for this grade and content area.

Standard 7: Practicing Health-Enhancing Behaviors

- 3.7.G.9 Determine behaviors that promote healthy growth and development.

Standard 8: Health Promotion

- 3.8.G.10 Encourage peers to show respect for others regardless of differences in growth and development.

⁸ EC Section 51930(b)(1), (b)(2)

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

- 3.1.M.1 Describe examples of healthy social behaviors (e.g., helping others, being respectful of others, cooperation, consideration).
- 3.1.M.2 Describe the importance of assuming responsibility within the family and community.
- 3.1.M.3 Explain the benefits of positive relationships with family and friends.
- 3.1.M.4 Discuss the importance of setting and ways to set personal boundaries for privacy, safety, and expression of emotions.

Standard 2: Analyzing Influences

- 3.2.M.5 Describe internal and external factors that affect friendships and family relationships.

Standard 3: Accessing Valid Information

- 3.3.M.6 Access trusted adults at home, school, and in the community who can help with mental, emotional, and social health concerns.

Standard 4: Interpersonal Communication

- 3.4.M.7 Demonstrate how to communicate directly, respectfully, and assertively regarding personal boundaries.

Standard 5: Decision Making

- 3.5.M.8 Describe effective strategies to cope with changes within the family.
- 3.5.M.9 Evaluate situations in which a trusted adult should be asked for help.

Standard 6: Goal Setting

- 3.6.M.10 Make a plan to help at home and show responsibility as a family member.

Standard 7: Practicing Health-Enhancing Behaviors

- 3.7.M.11 Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in self and others.

Standard 8: Health Promotion

- 3.8.M.12 Promote a positive and respectful school environment.
- 3.8.M.13 Object appropriately to teasing of peers and family based on personal characteristics.
- 3.8.M.15 Demonstrate the ability to support and respect people with differences.

Personal and Community Health

Standard 1: Essential Concepts

- 3.1.P.1 Examine the difference between communicable and noncommunicable diseases.
- 3.1.P.2 Describe how bacteria and viruses affect the body.
- 3.1.P.3 Identify positive health practices that reduce illness and disease.
- 3.1.P.4 Identify life-threatening conditions (e.g., heart attack, asthma attack, poisoning).
- 3.1.P.5 Describe how a healthy environment is essential to personal and community health.
- 3.1.P.6 Discuss how reducing, recycling, and reusing products make for a healthier environment.

Standard 2: Analyzing Influences

- 3.2.P.7 Identify how culture, family, friends, and media influence positive health practices.

Standard 3: Accessing Valid Information

- 3.3.P.8 Recognize individuals who can assist with health-related issues and/or potentially life-threatening health conditions (e.g., asthma episode or seizure).
- 3.3.P.9 Describe how to access help when feeling threatened.

Standard 4: Interpersonal Communication

- 3.4.P.10 Demonstrate refusal skills to avoid the spread of disease.

Standard 5: Decision Making

- 3.5.P.11 Use a decision-making process to reduce risk of communicable disease or illness.

Standard 6: Goal Setting

- 3.6.P.12 Set a short-term goal for positive health practices.

Standard 7: Practicing Health-Enhancing Behaviors

- 3.7.P.13 Evaluate ways to prevent the transmission of communicable diseases.
- 3.7.P.14 Demonstrate ways to reduce, recycle and reuse at home, school, and in the community.

Standard 8: Health Promotion

- 3.8.P.15 Support others in making positive health choices.
- 3.8.P.16 Encourage others to promote a healthy environment.

Grade Four

As a result of health instruction in grade four, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

- 4.1.A.1 Describe the short- and long-term harmful effects of alcohol, tobacco, and other drugs, including inhalants.
- 4.1.A.2 Identify ways to cope with situations involving alcohol, tobacco, and other drugs.
- 4.1.A.3 Explain the difference between medicines and illicit drugs.
- 4.1.A.4 Identify family and school rules about alcohol, tobacco and drug use
- 4.1.A.4 Explain why individual reactions to alcohol and drug use may vary.

Standard 2: Analyzing Influences

- 4.2.A.5 Identify internal and external influences that affect the use of alcohol, tobacco, and other drugs.
- 4.2.A.6 Examine advertising strategies used for alcohol, tobacco, and other drugs.

Standard 3: Accessing Valid Information

- 4.3.A.7 Identify sources of valid information regarding alcohol, tobacco, and other drugs.

Standard 4: Interpersonal Communication

- 4.4.A.8 Demonstrate refusal skills to resist the pressure to experiment with alcohol, tobacco, and other drugs.
- 4.4.A.9 Practice effective verbal communication skills to request assistance in situations where alcohol, tobacco, and other drugs are being used.

Standard 5: Decision Making

- 4.5.A.10 Evaluate strategies to avoid situations where alcohol, tobacco, and other drugs are being used.

Standard 6: Goal Setting

- 4.6.A.11 Make a plan to choose healthy alternatives to tobacco and drug use.

Standard 7: Practicing Health-Enhancing Behaviors

- 4.7.A.12 Use a variety of effective coping strategies when faced with alcohol, tobacco, and other drug use and abuse by family and/or friends.

Standard 8: Health Promotion

4.8.A.13 Encourage others to be free of alcohol, tobacco, and other drugs.

Nutrition and Physical Activity

Standard 1: Essential Concepts

- 4.1.N.1 Identify and define key nutrients and their functions.
- 4.1.N.2 Recall the recommended number of servings and serving sizes for different food groups.
- 4.1.N.3 Describe the relationship between food intake, physical activity, and good health.
- 4.1.N.4 Identify how to keep food safe through proper food preparation and storage.
- 4.1.N.5 Explain how food can contain germs that cause illness.
- 4.1.N.6 Explain the importance of drinking plenty of water, especially during vigorous physical activity.
- 4.1.N.7 Describe the benefits of moderate and vigorous physical activity.
- 4.1.N.8 Identify ways to increase and monitor physical activity.

Standard 2: Analyzing Influences

- 4.2.N.9 Identify internal and external influences that affect food choices.
- 4.2.N.10 Analyze advertising and marketing techniques used for food and beverages.
- 4.2.N.11 Identify internal and external influences that affect physical activity.

Standard 3: Accessing Valid Information

- 4.3.N.12 Identify resources for valid information about safe and healthy foods.
- 4.3.N.13 Use food labels to determine nutrient and sugar content.

Standard 4: Interpersonal Communication

- 4.4.N.14 Demonstrate effective communication skills to ask for healthy food choices.

Standard 5: Decision Making

- 4.5.N.15 Describe how to use a decision-making process to select nutritious foods and beverages.
- 4.5.N.16 Describe how to use a decision-making process to select healthy options for physical activity.

Standard 6: Goal Setting

- 4.6.N.17 Make a plan to choose healthy foods and beverages.
- 4.6.N.18 Make a plan to choose physical activities at school and home.

Standard 7: Practicing Health-Enhancing Behaviors

- 4.7.N.19 Practice how to take personal responsibility for eating healthful foods.
- 4.7.N.20 Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages.
- 4.7.N.21 Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet.
- 4.7.N.22 Practice how to take personal responsibility for engaging in physical activity.

Standard 8: Health Promotion

- 4.8.N.23 Support others in making positive food and physical activity choices.

Injury Prevention and Safety

Standard 1: Essential Concepts

- 4.1.S.1 Describe safety hazards, including those related to fire, water, dangerous objects, being home alone, and using the Internet.
- 4.1.S.2 Identify behaviors that may lead to conflict with others.
- 4.1.S.3 Describe the different types of bullying and harassment.
- 4.1.S.4 Examine the effects of bullying and harassment on others.
- 4.1.S.5 Identify basic safety guidelines associated with weather-related emergencies and natural disasters (e.g., flood, earthquake, and tsunami).
- 4.1.S.6 Identify disaster preparedness procedures at home, school, and community.
- 4.1.S.7 Describe ways to seek assistance if worried, abused, or threatened.
- 4.1.S.8 Explain the dangers of weapons⁹ at school, home, and in the community.
- 4.1.S.9 Explain the importance of safety at play, including wearing helmets, pads, mouth guards, water safety vests, and other safety equipment.
- 4.1.S.10 Define a gang and how it is different from a club, sports team, or clique.
- 4.1.S.11 Describe the dangers of gang activity.
- 4.1.S.12 Identify positive alternatives to gang activity.
- 4.1.S.13 Demonstrate the proper lifting and carrying techniques for handling heavy backpacks and book bags.

- 4.1.S.14 Identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets).
- 4.1.S.15 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.
- 4.1.S.16 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.

⁹ EC Section 49330

- 4.1.S.17 Identify ways to prevent vision and hearing damage
- 4.1.S.18 Explain how courtesy, compassion, and respect toward others reduce conflict and promote nonviolent behavior.
- 4.1.S.19 Demonstrate strategies to get away in cases of inappropriate touching or abduction.

Standard 2: Analyzing Influences

- 4.2.S.20 Analyze how emotions affect safety and violence-related behaviors.
- 4.2.S.21 Examine the influence of violence in media and technology on health behavior.
- 4.2.S.22 Explain that most young people do not use violence to deal with problems.

Standard 3: Accessing Valid Information

- 4.3.S.23 Identify accurate sources of information about injury prevention and safety.
- 4.3.S.24 Demonstrate how to access and communicate effectively with emergency services.
- 4.3.S.25 Identify safe people and places to go to if feeling unsafe or threatened (e.g., police department, fire department, school counselor).
- 4.3.S.26 Identify trusted adults to report to if people are in danger of hurting themselves or others.
- 4.3.S.27 Demonstrate how to dial 9-1-1 or other emergency numbers and provide appropriate information.
- 4.3.S.28 Demonstrate the ability to read and follow labels of common household products about dangers and safe use, storage, and proper disposal.

Standard 4: Interpersonal Communication

- 4.4.S.29 Demonstrate the ability to use refusal skills in risky situations.
- 4.4.S.30 Practice effective conflict resolution techniques with others.
- 4.4.S.31 Report bullying, harassment, and other dangerous situations.
- 4.4.S.32 Demonstrate refusal skills to avoid gang involvement.
- 4.4.S.33 Demonstrate what to say and do when witnessing bullying.

Standard 5: Decision Making

- 4.5.S.34 Evaluate strategies to avoid potentially dangerous situations.
- 4.5.S.35 Examine the consequences of bullying and harassment.
- 4.5.S.36 Analyze the benefits of using nonviolent means to solve conflicts.
- 4.5.S.37 Evaluate how following family, school, and community rules can impact safety.

Standard 6: Goal Setting

- 4.6.S.38 Make a personal commitment to use appropriate protective gear while engaging in activities.

4.6.S.39 Make a personal commitment to stay away from people involved in gang activity.

Standard 7: Practicing Health-Enhancing Behaviors

- 4.7.S.40 Demonstrate strategies to avoid bullying and other types of harassment.
- 4.7.S.41 Practice disaster preparedness procedures at home and school.
- 4.7.S.42 Use appropriate protective gear and equipment.
- 4.7.S.43 Follow safety rules and laws at home, school, and in the community.
- 4.7.S.44 Demonstrate strategies to get away in cases of inappropriate touching or attempted abduction.
- 4.7.S.45 Demonstrate the ability to develop and execute a fire and earthquake escape plan.

Standard 8: Health Promotion

- 4.8.S.46 Encourage specific measures to improve home or school safety.
- 4.8.S.47 Offer friendship and support to someone who was bullied.
- 4.8.S.48 Encourage others' safety behaviors (e.g., wearing bicycle helmets and seat belts).

Grade Five

As a result of health instruction in grade five, all students will demonstrate the ability to:

Growth, Development, and Sexual Health¹⁰

Standard 1: Essential Concepts

- 5.1.G.1 Describe the human cycle of reproduction, birth, growth, aging, and death.
- 5.1.G.2 Explain the structure, function, and major parts of the human reproductive system.
- 5.1.G.3 Identify the physical, social, and emotional changes that occur during puberty.
- 5.1.G.4 Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).
- 5.1.G.5 Describe how HIV is and is not transmitted.
- 5.1.G.6 Recognize that there are individual differences in growth and development, body image, and gender roles.
- 5.1.G.7 Recognize that everybody has the right to establish personal boundaries.
- 5.1.G.8 Recognize that friendship, attraction, and affection can be expressed in different ways.
- 5.1.G.9 Explain that puberty and development can vary considerably and still be normal.
- 5.1.G.10 Identify personal hygiene practices and health/safety issues during puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).

Standard 2: Analyzing Influences

- 5.2.G.11 Explain how culture, media, and other people influence perceptions about body image, gender roles, and attractiveness.
- 5.2.G.12 Describe how heredity influences growth and development.
- 5.2.G.13 Discuss how changes during puberty affect thoughts, emotions, and behaviors.

Standard 3: Accessing Valid Information

- 5.3.G.14 Recognize parents, guardians, and/or other trusted adults as resources for information about puberty.
- 5.3.G.15 Differentiate between reliable and unreliable sources of information about puberty.

¹⁰ EC Section 51933(a)(b)(c)

Standard 4: Interpersonal Communication

- 5.4.G.16 Use effective communication skills to discuss with parents, guardians, and/or other trusted adults the changes that occur during puberty.
- 5.4.G.17 Use healthy and respectful ways to express friendship, attraction, and affection.
- 5.4.G.18 Demonstrate refusal skills to protect personal boundaries.

Standard 5: Decision Making

- 5.5.G.19 Examine the importance of identifying personal boundaries.
- 5.5.G.20 Analyze why it is safe to be a friend to someone who is living with HIV or AIDS.

Standard 6: Goal Setting

- 5.6.G.21 Identify steps in achieving and maintaining a healthy and accurate body image.
- 5.6.G.22 Develop plans to maintain personal hygiene during puberty.

Standard 7: Practicing Health-Enhancing Behaviors

- 5.7.G.23 Engage in behaviors that promote healthy growth and development during puberty.
- 5.7.G.24 Describe ways people can protect themselves from infection with serious blood-borne communicable diseases.

Standard 8: Health Promotion

No standard statement for this grade and content area.

Nutrition and Physical Activity**Standard 1: Essential Concepts**

- 5.1.N.1 Describe the food groups, including recommended portions to eat from each food group.
- 5.1.N.2 Identify key and define the components of the Nutrition Facts labels.
- 5.1.N.3 Examine the relationship between the intake of nutrients and metabolism.
- 5.1.N.4 Explain why some food groups have a greater number of recommended portions than other food groups.
- 5.1.N.5 Describe safe food handling and preparation practices.
- 5.1.N.6 Differentiate between more nutritious and less nutritious beverages and snacks.
- 5.1.N.7 Explain the concept of eating in moderation.
- 5.1.N.8 Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.

- 5.1.N.9 Explain how good health is influenced by healthy eating and being physically active.
- 5.1.N.10 Describe the relationship of physical activity, rest, and sleep.
- 5.1.N.11 Identify physical, academic, mental, and social benefits of regular physical activity.

Standard 2: Analyzing Influences

- 5.2.N.12 Describe internal and external influences that affect food choices and physical activity.
- 5.2.N.13 Recognize that family and culture influence food choices.
- 5.2.N.14 Examine the influence of advertising and marketing techniques on food and beverage choices.

Standard 3: Accessing Valid Information

- 5.3.N.15 Locate age-appropriate guidelines for eating and physical activity.
- 5.3.N.16 Interpret information provided on food labels.

Standard 4: Interpersonal Communication

- 5.4.N.17 Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity.

Standard 5: Decision Making

- 5.5.N.18 Use a decision-making process to identify healthy foods for meals and snacks.
- 5.5.N.19 Use a decision-making process to determine activities that increase physical fitness.
- 5.5.N.20 Compare personal eating and physical activity patterns with current age-appropriate guidelines.

Standard 6: Goal Setting

- 5.6.N.21 Monitor personal progress toward a nutritional goal.
- 5.6.N.22 Monitor personal progress toward a physical activity goal.

Standard 7: Practicing Health-Enhancing Behaviors

- 5.7.N.23 Identify ways to choose healthy snacks based on current research-based guidelines.
- 5.7.N.24 Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage.
- 5.7.N.25 Demonstrate the ability to balance food intake and physical activity.
- 5.7.N.26 Demonstrate the ability to assess personal physical activity levels.

Standard 8: Health Promotion

- 5.8.N.27 Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.

Personal and Community Health

Standard 1: Essential Concepts

- 5.1.P.1 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).
- 5.1.P.2 Explain how viruses and bacteria affect the immune system and impact health.
- 5.1.P.3 Describe how environmental conditions affect personal health.
- 5.1.P.4 Describe the personal hygiene needs associated with the onset of puberty.
- 5.1.P.5 Define life threatening situations (e.g., heart attack, asthma attack, poisoning).
- 5.1.P.6 Explain that all individuals have a responsibility to protect and preserve the environment.

Standard 2: Analyzing Influences

- 5.2.P.7 Identify internal and external influences that affect personal health practices.

Standard 3: Accessing Valid Information

- 5.3.P.8 Identify sources of valid information about personal health products and services.
- 5.3.P.9 Identify individuals who can assist with health-related issues and/or potentially life-threatening health conditions (e.g., an asthma episode or seizure).

Standard 4: Interpersonal Communication

- 5.4.P.10 Practice effective communication skills to seek help for health-related problems or emergencies.

Standard 5: Decision Making

- 5.5.P.11 Use a decision-making process to determine personal choices that promote personal, environmental, and community health.
- 5.5.P.12 Use a decision-making process to determine when medical assistance is needed.

Standard 6: Goal Setting

- 5.6.P.13 Set and monitor progress of a goal to help protect the environment.
- 5.6.P.14 Monitor progress on a personal health goal.

Standard 7: Practicing Health-Enhancing Behaviors

- 5.7.P.15 Practice good personal and dental hygiene.
- 5.7.P.16 Demonstrate personal responsibility for health habits.
- 5.7.P.17 Practice strategies used to protect against the harmful effects of the sun.

Standard 8: Health Promotion

- 5.8.P.18 Encourage others to minimize pollution in the environment.

Grade Six

As a result of health instruction in grade six, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

- 6.1.A.1 Explain short- and long-term effects, of alcohol, tobacco, inhalant and other drug use, including social, legal, economic implications.
- 6.1.A.2 Identify positive alternatives to alcohol, tobacco, and other drug use.
- 6.1.A.3 Differentiate between the use and misuse of prescription and non-prescription medicines.
- 6.1.A.4 Identify the benefits of a tobacco-free environment.
- 6.1.A.5 Explain the dangers of secondhand smoke.
- 6.1.A.6 Explain the stages of drug dependence and addiction and its effects on the adolescent brain.
- 6.1.A.7 Identify the effects of alcohol, tobacco, and other drug use on physical activity, including athletic performance.

Standard 2: Analyzing Influences

- 6.2.A.8 Describe internal influences that affect the use of alcohol, tobacco, and other drugs.
- 6.2.A.9 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.
- 6.2.A.10 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.
- 6.2.A.11 Explain how culture and media influence the use of alcohol and other drugs.

Standard 3: Accessing Valid Information

- 6.3.A.12 Identify sources of valid information regarding alcohol, tobacco, and other drug use and abuse.

Standard 4: Interpersonal Communication

- 6.4.A.13 Use effective verbal communication skills to avoid situations where alcohol, tobacco, and other drugs are being used.
- 6.4.A.14 Demonstrate effective verbal and nonverbal refusal skills to resist the pressure to use alcohol, tobacco, and other drugs.

Standard 5: Decision Making

- 6.5.A.15 Analyze how decisions to use alcohol, tobacco, and other drugs will affect relationships with friends and family.
- 6.5.A.16 Analyze the kinds of situations involving alcohol, tobacco, and other drugs for which help from an adult should be requested.
- 6.5.A.17 Examine the legal, emotional, social, and health consequences of using alcohol and other drugs.

Standard 6: Goal Setting

- 6.6.A.18 Develop personal goals to remain drug free.

Standard 7: Practicing Health-Enhancing Behaviors

- 6.7.A.19 Practice positive alternatives to using alcohol, tobacco, and other drugs.

Standard 8: Health Promotion

- 6.8.A.20 Practice effective persuasion skills for encouraging others not to use alcohol, tobacco, and other drugs.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

- 6.1.M.1 Describe the signs, causes, and health effects of stress, loss, and depression.
- 6.1.M.2 Summarize feelings and emotions associated with loss and grief.
- 6.1.M.3 Discuss how emotions change during adolescence.
- 6.1.M.4 Examine the importance of being aware of one's own emotions.
- 6.1.M.5 Examine the importance of being empathetic to individual differences, including people with disabilities and chronic diseases.
- 6.1.M.6 Explain why getting help for mental, emotional, and social health problems is appropriate and necessary.
- 6.1.M.7 Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.
- 6.1.M.8 Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, verbal abuse).
- 6.1.M.9 Discuss the harmful effects of violent behaviors.

Standard 2: Analyzing Influences

- 6.2.M.10 Analyze the external and internal influences on mental, emotional, and social health.

Standard 3: Accessing Valid Information

- 6.3.M.11 Identify sources of valid information and services for getting help for mental, emotional, and social health problems.
- 6.3.M.12 Discuss the importance of getting help from a trusted adult when it is needed.

Standard 4: Interpersonal Communication

- 6.4.M.13 Practice asking for help with mental, emotional, or social health problems from trusted adults.
- 6.4.M.14 Describe how prejudice, discrimination, and bias can lead to violence.
- 6.4.M.15 Demonstrate ways to communicate respect for diversity.
- 6.4.M.16 Demonstrate the ability to use steps of conflict resolution.

Standard 5: Decision Making

- 6.5.M.17 Apply a decision-making process to enhance health.
- 6.5.M.18 Describe situations for which someone should seek help with stress, loss, and depression.
- 6.5.M.19 Compare and contrast being angry and angry behavior, and discuss their consequences.

Standard 6: Goal Setting

- 6.6.M.20 Make a plan to prevent and manage stress.
- 6.6.M.21 Describe how personal goals can be affected if violence is used to solve problems.
- 6.6.M.22 Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.

Standard 7: Practicing Health-Enhancing Behaviors

- 6.7.M.23 Carry out personal and social responsibilities appropriately.
- 6.7.M.24 Practice strategies to manage stress.
- 6.7.M.25 Practice appropriate ways to respect and include others who are different from oneself.
- 6.7.M.26 Demonstrate how to use self control when angry.

Standard 8: Health Promotion

- 6.8.M.27 Encourage a school environment that is respectful of individual differences.
- 6.8.M.28 Object appropriately to teasing or bullying of peers based on personal characteristics and perceived sexual orientation.

Injury Prevention and Safety

Standard 1: Essential Concepts

- 6.1.S.1 Explain methods to reduce conflict, harassment, and violence.
- 6.1.S.2 Describe basic first aid and emergency procedures, including for accidental loss of or injury to teeth.
- 6.1.S.3 Describe the risks of gang involvement.
- 6.1.S.4 Examine disaster preparedness plans for the home and school.
- 6.1.S.5 Examine the risks of weapon¹¹ possession at home, school, and community.
- 6.1.S.6 Examine safety procedures when using public transportation and traveling in vehicles.
- 6.1.S.7 Discuss safety hazards related to using the Internet.
- 6.1.S.8 Describe hazards related to sun, water, and ice.
- 6.1.S.9 Describe how the presence of weapons¹² increases the risk of serious violent injuries.

Standard 2: Analyzing Influences

- 6.2.S.10 Analyze the role of self and others in causing or preventing injuries.
- 6.2.S.11 Examine influences on safety and violence-related behaviors.
- 6.2.S.12 Analyze personal behaviors that may lead to injuries or cause harm.

Standard 3: Accessing Valid Information

- 6.3.S.13 Identify rules and laws intended to prevent injuries.
- 6.3.S.14 Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.

Standard 4: Interpersonal Communication

- 6.4.S.15 Practice effective communication skills to prevent and avoid risky situations.
- 6.4.S.16 Explain the importance of immediately reporting a weapon¹³ that is found or is in the possession of peers.
- 6.4.S.17 Demonstrate strategies to escape when weapons¹⁴ or other dangerous objects are present.
- 6.4.S.18 Practice communication and refusal skills to avoid gang involvement.

Standard 5: Decision Making

- 6.5.S.19 Use a decision-making process to determine a safe course of action in risky situations.

¹¹ EC Section 49330

¹² EC Section 49330

¹³ EC Section 49330

¹⁴ EC Section 49330

6.5.S.20 Use a decision-making process to determine appropriate strategies to respond to bullying and harassment.

Standard 6: Goal Setting

6.6.S.21 Develop a personal plan to remain safe and injury free.

Standard 7: Practicing Health-Enhancing Behaviors

6.7.S.22 Practice ways to solve conflicts nonviolently.

6.7.S.23 Practice safe use of technology.

6.7.S.24 Practice positive alternatives to gang involvement.

6.7.S.25 Practice basic first aid and emergency procedures.

Standard 8: Health Promotion

6.8.S.26 Support injury prevention at school, home, and in the community.

6.8.S.27 Promote a bully-free school and community environment.

6.8.S.28 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.

Grades Seven/Eight

As a result of health instruction in grades seven and eight, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

- 7/8.1.A.1 Describe the short- and long-term harmful effects of alcohol, tobacco, and other drugs, including steroids, performance-enhancing drugs and inhalants.
- 7/8.1.A.2 Describe the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors.
- 7/8.1.A.3 Explain the dangers of drug dependence and addiction.
- 7/8.1.A.4 Describe the consequences of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorder.
- 7/8.1.A.5 Analyze the harmful effects of using diet pills without physician supervision.
- 7/8.1.A.6 Examine the short- and long-term consequences of using alcohol and other drugs to cope with problems.
- 7/8.1.A.7 Explain why most youths do not use alcohol, tobacco, and other drugs.
- 7/8.1.A.8 Explain school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sales.

Standard 2: Analyzing Influences

- 7/8.2.A.9 Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs.
- 7/8.2.A.10 Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse.
- 7/8.2.A.11 Examine family and peer pressure as influences on the use of alcohol, tobacco, and other drugs.

Standard 3: Accessing Valid Information

- 7/8.3.A.12 Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.

Standard 4: Interpersonal Communication

- 7/8.4.A.13 Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.

Standard 5: Decision Making

- 7/8.5.A.14 Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations.

Standard 6: Goal Setting

7/8.6.A.15 Develop short- and long-term goals to remain drug free.

Standard 7: Practicing Health-Enhancing Behaviors

7/8.7.A.16 Use a variety of effective coping strategies when faced with alcohol, tobacco, and other drug use in group situations.

7/8.7.A.17 Practice positive alternatives to using alcohol, tobacco, and other drugs.

Standard 8: Health Promotion

7/8.8.A.18 Participate in school and community efforts to promote a drug-free lifestyle.

Nutrition and Physical Activity

Standard 1: Essential Concepts

7/8.1.N.1 Describe the short- and long-term impact of nutritional choices on health.

7/8.1.N.2 Identify nutrients and their relationship to health.

7/8.1.N.3 Examine the health risks caused by food contaminants.

7/8.1.N.4 Describe how to keep food safe through proper food purchasing, preparation, and storage practices.

7/8.1.N.5 Differentiate between diets that are health promoting and diets linked to disease.

7/8.1.N.6 Analyze the caloric and nutritional value of foods and beverages.

7/8.1.N.7 Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.

7/8.1.N.8 Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet.

7/8.1.N.9 Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.

7/8.1.N.10 Identify the impact nutrition has on chronic disease.

7/8.1.N.11 Analyze the cognitive and physical benefits of eating breakfast daily.

7/8.1.N.12 Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat.

7/8.1.N.13 Explain how to use a Body Mass Index (BMI) score as a tool for measuring general health.

7/8.1.N.14 Identify ways to increase daily physical activity.

7/8.1.N.15 Explain that incorporating daily moderate or vigorous physical activity into one's life does not require a structured exercise plan or special equipment.

7/8.1.N.16 Differentiate between physical activity, exercise, and health-related and skill-related fitness.

Standard 2: Analyzing Influences

- 7/8.2.N.17 Describe the influence of culture and media on body image.
- 7/8.2.N.18 Evaluate internal and external influences on food choices.
- 7/8.2.N.19 Analyze the impact of nutritional choices on future reproductive and prenatal health.
- 7/8.2.N.20 Analyze the influence of technology and media on physical activity.

Standard 3: Accessing Valid Information

- 7/8.3.N.21 Distinguish between valid and invalid sources of nutrition information.
- 7/8.3.N.22 Evaluate the accuracy of claims about dietary supplements and popular diets.
- 7/8.3.N.23 Describe how to access nutrition information about foods offered in restaurants in one's community.
- 7/8.3.N.24 Identify places where youth and families can be physically active.
- 7/8.3.N.25 Identify trusted adults in family, school, and community for advice and counseling regarding healthy eating and physical activity.

Standard 4: Interpersonal Communication

- 7/8.4.N.26 Demonstrate the ability to use effective skills to model healthy decision making and prevent over consumption of foods and beverages.
- 7/8.4.N.27 Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.

Standard 5: Decision Making

- 7/8.5.N.28 Use a decision-making process to evaluate daily food intake for nutritional requirements.
- 7.8.5.N.29 Identify recreational activities that increase physical activity.
- 7/8.5.N.30 Contrast healthy and risky approaches to weight management.
- 7/8.5.N.31 Analyze the physical, mental, and social benefits of physical activity.

Standard 6: Goal Setting

- 7/8.6.N.32 Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.
- 7/8.6.N.33 Set a goal to increase daily physical activity.

Standard 7: Practicing Health-Enhancing Behaviors

- 7/8.7.N.34 Make healthy food choices in a variety of settings.
- 7/8.7.N.35 Examine proper food handling safety when preparing meals and snacks.
- 7/8.7.N.36 Assess personal physical activity levels.
- 7/8.7.N.37 Examine ways to be physically active throughout a lifetime.

Standard 8: Health Promotion

- 7/8.8.N.38 Encourage nutrient-dense food choices in school.
- 7/8.8.N.39 Support increased opportunities for physical activity at school and in the community.
- 7/8.8.N.40 Encourage peers to eat healthy foods and be physically active.

Growth, Development, and Sexual Health

Standard 1: Essential Concepts

- 7/8.1.G.1 Explain physical, social, and emotional changes associated with adolescence.
- 7/8.1.G.2 Summarize the human reproduction cycle.
- 7/8.1.G.3 Examine the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy.¹⁵
- 7/8.1.G.4 Explain how conception occurs, the stages of pregnancy, and responsibility of parenting.
- 7/8.1.G.5 Examine the effectiveness of condoms and other contraceptives that are FDA-approved in preventing unintended pregnancy, HIV, and other STDs.¹⁶
- 7/8.1.G.6 Identify the short- and long-term effects of HIV/AIDS/STDs.¹⁷
- 7/8.1.G.7 Identify ways to prevent or reduce the risk of contracting HIV/AIDS and other STDs.¹⁸
- 7/8.1.G.8 Recognize that there are individual differences in growth and development, body image, gender roles, and sexual orientation.¹⁹
- 7/8.1.G.9 Explain why individuals have the right to refuse sexual contact.
- 7/8.1.G.10 Describe the emotional, psychological, and physical consequences of rape and sexual assault.
- 7/8.1.G.11 Explain why rape and sexual assault should be reported to authorities and a trusted adult.
- 7/8.1.G.12 Describe responsible prenatal and parenting care, including California's Safe Haven law.²⁰

¹⁵ EC sections 51930(b)(1), 51933(b)(8), 51934(b)(3)

¹⁶ EC sections 51933(b)(10), 51934(b)(3)

¹⁷ EC Section 51934(b)(1)

¹⁸ EC Section 51934(b)(2), (b)(3), (b)(4)

¹⁹ EC Section 51930(b)(2)

²⁰ EC Section 51933(b)(12)

7/8.1.G.13 Evaluate the benefits to mother, father, and child for teenagers to wait until adulthood to become parents.

Standard 2: Analyzing Influences

7/8.2.G.14 Analyze how growth and development, relationships, and sexual behavior are affected by internal and external influences.

7/8.2.G.15 Evaluate how culture, media, and other people influence our perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.²¹

7/8.2.G.16 Analyze the influence of alcohol and other drugs on sexual behaviors.²²

7/8.2.G.17 Describe situations that could lead to pressure for sexual activity and the risk of HIV/STDs.²³

7/8.2.G.18 Recognize that there are individual, family, and cultural differences in relationships.

7/8.2.G.19 Explain how sexual exploitation can occur via the Internet.

Standard 3: Accessing Valid Information

7/8.3.G.20 Identify trusted adults from family, school, and community for advice and counseling regarding reproductive and sexual health.

7/8.3.G.21 Locate medically and scientifically accurate sources of information for reproductive health.²⁴

7/8.3.G.22 List health care providers for reproductive and sexual health services.²⁵

Standard 4: Interpersonal Communication

7/8.4.G.23 Practice effective communication skills needed to discuss issues related to reproductive and sexual health with parents, guardians, health care providers, or other trusted adults.²⁶

7/8.4.G.24 Use effective verbal and nonverbal communication skills to prevent sexual involvement, unintended pregnancy, and HIV and STDs.²⁷

7/8.4.G.25 Use healthy and respectful ways to express friendship, attraction, and affection.

7/8.4.G.26 Analyze the benefits of respecting individual differences in growth and development, body image, gender roles, and sexual orientation.²⁸

7/8.4.G.27 Demonstrate how to ask for help from a parent, other trusted adults, or a friend when pressured to participate in sexual behaviors.

²¹ EC Section 51930(b)(2)

²² EC sections 51933(b)(11), 51934(b)(6)

²³ EC sections 51933(b)(11), 51934(b)(6)

²⁴ EC sections 51931(f), 51933(b)(8), 51934(b)(5)

²⁵ EC sections 51933(b)(9), 51934(b)(5)

²⁶ EC Section 51933(b)(6)

²⁷ EC sections 51933(b)(11), 51934(b)(6)

²⁸ EC Section 51930(b)(2)

Standard 5: Decision Making

- 7/8.5.G.28 Analyze why abstinence is the most effective method for the prevention of HIV, STDs, and pregnancy.²⁹
- 7/8.5.G.29 Use a decision-making process to examine the characteristics of healthy relationships.³⁰
- 7/8.5.G.30 Use a decision-making process to evaluate individual differences in growth and development, body image, gender roles, and sexual orientation.³¹
- 7/8.5.G.31 Analyze the responsibilities and privileges of becoming a young adult.
- 7/8.5.G.32 Identify how good health practices in adolescence affect lifelong health and the health of future children.
- 7/8.5.G.33 Explain the immediate physical, social, and emotional risks and consequences associated with sexual involvement.
- 7/8.5.G.34 Use a decision-making process to evaluate the value of using contraception and condoms for pregnancy and STD prevention.

Standard 6: Goal Setting

- 7/8.6.G.35 Develop a plan to avoid HIV/AIDS/STDs and pregnancy.³²
- 7/8.6.G.36 Describe how HIV/AIDS/STDs and/or pregnancy could impact life goals.³³

Standard 7: Practicing Health-Enhancing Behaviors

- 7/8.7.G.37 Describe strategies for refusing unwanted sexual involvement.³⁴
- 7/8.7.G.38 Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.³⁵
- 7/8.7.G.39 Describe personal actions that can be taken to protect reproductive and sexual health.³⁶

Standard 8: Health Promotion

- 7/8.8.G.40 Support and encourage safe, respectful, and responsible relationships.³⁷
- 7/8.8.G.41 Advocate for the respect and dignity of persons living with HIV/AIDS.³⁸

²⁹ EC sections 51933(b)(8), (b)(11), 51934(b)(3)

³⁰ EC Section 51933(b)(11)

³¹ EC sections 51930(b)(2), 51933(b)(11), 51934(b)(6)

³² EC sections 51933(b)(8), (b)(10), 51934(b)(3)

³³ EC sections 51933(b)(11), 51934(b)(6)

³⁴ EC sections 51933(b)(11), 51934(b)(6)

³⁵ EC sections 51933(b)(11), 51934(b)(6)

³⁶ EC sections 51933(b)(11), 51934(b)(6)

³⁷ EC Section 51933(b)(7), (b)(11), (d)(2)

³⁸ EC Section 51934(b)(7)

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

- 7/8.1.M.1 Explain pro-social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).
- 7/8.1.M.2 Identify a variety of nonviolent ways to respond when angry or upset.
- 7/8.1.M.3 Identify qualities that contribute to a positive self-image.
- 7/8.1.M.4 Examine how emotions change during adolescence.
- 7/8.1.M.5 Recognize diversity among people, including disability, gender, and race, sexual orientation, and body size.
- 7/8.1.M.6 Examine the changing roles and responsibilities of adolescents as members of the family and community.
- 7/8.1.M.7 Describe the benefits of having positive relationships with trusted adults.
- 7/8.1.M.8 Analyze the harmful effects of using diet pills without physician supervision.
- 7/8.1.M.9 Identify the signs of various eating disorders.
- 7/8.1.M.10 Describe signs of depression and self-destructive behaviors, including potential suicide.
- 7/8.1.M.11 Describe common mental health conditions and why seeking professional help for these conditions is important.

Standard 2: Analyzing Influences

- 7/8.2.M.12 Analyze internal and external influences on mental, emotional, and social health.
- 7/8.2.M.13 Analyze techniques that are used to coerce or pressure someone to use or be a target of violence.
- 7/8.2.M.14 Examine the influence of culture on family values and practices.

Standard 3: Accessing Valid Information

- 7/8.3.M.15 Access accurate sources of information and services about mental, emotional, and social health.
- 7/8.3.M.16 Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access such help for self and others.
- 7/8.3.M.17 Identify trusted adults to report to if people are in danger of hurting themselves or others.
- 7/8.3.M.18 Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.

Standard 4: Interpersonal Communication

- 7/8.4.M.19 Seek help from trusted adults for self or a friend with an emotional or social health problem.

Standard 5: Decision Making

- 7/8.5.M.20 Apply a decision-making process to a variety of situations that impact mental, emotional, and social health.
- 7/8.5.M.21 Monitor personal stressors and assess techniques for managing them.
- 7/8.5.M.22 Describe healthy ways to express caring, friendship, affection, and love.
- 7/8.5.M.23 Examine situations for which someone would seek help with stress, loss, unrealistic body image, and depression.
- 7/8.5.M.24 Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

Standard 6: Goal Setting

- 7/8.6.M.25 Develop achievable goals to handle stressors in a healthy way.

Standard 7: Practicing Health-Enhancing Behaviors

- 7/8.7.M.26 Demonstrate effective coping mechanisms and strategies for managing stress.
- 7/8.7.M.27 Practice respect for individual differences and diverse backgrounds.
- 7/8.7.M.28 Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.
- 7/8.7.M.29 Practice personal boundaries in a variety of situations.
- 7/8.7.M.30 Demonstrate skills to avoid or escape a potentially violent situation, including dating.

Standard 8: Health Promotion

- 7/8.8.M.31 Promote a positive and respectful school environment.
- 7/8.8.M.32 Object appropriately to teasing of peers and community members based on perceived personal characteristics and sexual orientation.

Personal and Community Health**Standard 1: Essential Concepts**

- 7/8.1.P.1 Describe the importance of health management strategies (e.g., adequate sleep, ergonomics, sun safety, hearing protection, self examination).
- 7/8.1.P.2 Examine the importance of age-appropriate medical services.
- 7/8.1.P.3 Identify standard (universal) precautions and why they are important.
- 7/8.1.P.4 Examine the causes and symptoms of communicable and noncommunicable diseases.
- 7/8.1.P.5 Discuss the importance of effective personal and dental hygiene practices for preventing illness.
- 7/8.1.P.6 Identify effective brushing and flossing techniques for oral care.
- 7/8.1.P.7 Identify effective protection for teeth, eyes, head, and neck during sports and recreation
- 7/8.1.P.8 Identify ways to prevent vision or hearing damage.
- 7/8.1.P.9 Identify ways our environment affects our health, including air quality.

- 7/8.1.P.10 Identify human activities that contribute environmental challenges (e.g., high-emission vehicles, water pollution, and noise pollution).
- 7/8.1.P.11 Describe global influences on personal and community health.
- 7/8.1.P.12 Identify ways to reduce exposure to the sun.

Standard 2: Analyzing Influences

- 7/8.2.P.13 Examine a variety of influences that affect personal health practices.
- 7/8.2.P.14 Analyze how environmental pollutants, including noise pollution, affect health.
- 7/8.2.P.15 Analyze the interrelationship of the health of a community and the global environment.
- 7/8.2.P.16 Examine the influence of culture, media, and technology on health decisions.
- 7/8.2.P.17 Analyze the social influences that encourage or discourage a person to practice sun safety.

Standard 3: Accessing Valid Information

- 7/8.3.P.18 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.
- 7/8.3.P.19 Access valid information about preventing common communicable diseases.
- 7/8.3.P.20 Locate resources in school, the community, and on the Internet for first aid information and training, and assess the validity of the resources.
- 7/8.3.P.21 Examine how to access school and community health services.

Standard 4: Interpersonal Communication

- 7/8.4.P.22 Practice how to make a health-related consumer complaint.
- 7/8.4.P.23 Use assertive communication skills to avoid situations that increase risk of communicable disease or illness.

Standard 5: Decision Making

- 7/8.5.P.24 Apply a decision-making process to determine safe and healthy strategies to deal with a personal health problem.
- 7/8.5.P.25 Apply a decision-making process when selecting healthcare products.
- 7/8.5.P.26 Analyze the characteristics of informed health choices.

Standard 6: Goal Setting

- 7/8.6.P.27 Establish goals for improving personal and community health.
- 7/8.6.P.28 Design a plan to minimize environmental pollutants, including noise at home and in the community.
- 7/8.6.P.29 Create a plan to incorporate adequate rest and sleep in daily routines.

Standard 7: Practicing Health-Enhancing Behaviors

- 7/8.7.P.30 Practice and take responsibility for personal and dental hygiene practices.
- 7/8.7.P.31 Describe situations where standard (universal) precautions are appropriate.

Standard 8: Health Promotion

- 7/8.8.P.32 Promote the importance of regular screenings and medical examinations.
- 7/8.8.P.33 Demonstrate the ability to be a positive peer role model in the school and community.
- 7/8.8.P.34 Demonstrate ways to accept responsibility for conserving natural resources.

Injury Prevention and Safety

Standard 1: Essential Concepts

- 7/8.1.S.1 Describe the differences between physical, verbal, and sexual violence.
- 7/8.1.S.2 Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- 7/8.1.S.3 Describe how the presence of weapons³⁹ increases the risk of serious violent injuries.
- 7/8.1.S.4 Discuss the importance of reporting weapon⁴⁰ possession.
- 7/8.1.S.5 Explain how violence, aggression, bullying, and harassment effects health and safety.
- 7/8.1.S.6 Identify trusted adults to whom to report school or community violence.
- 7/8.1.S.7 Describe possible legal consequences of sexual harassment and violence.
- 7/8.1.S.8 Describe types of sexual harassment and ways to report it.
- 7/8.1.S.9 Describe the behavioral and environmental factors associated with major causes of death in the United States.
- 7/8.1.S.10 Identify basic safety guidelines for emergencies and natural disasters.
- 7/8.1.S.11 Identify ways to prevent climate-related physical conditions, such as physical exhaustion, sunburn, heat stroke, and hypothermia.
- 7/8.1.S.12 Examine safety hazards associated with the use of Internet.
- 7/8.1.S.13 Explain ways to prevent fires and reduce the risk of injuries in case of fire.
- 7/8.1.S.14 Explain ways to reduce risk of injuries in and around water.
- 7/8.1.S.15 Explain ways to reduce the risk of injuries, including oral injuries during sports/recreational participation.

Standard 2: Analyzing Influences

- 7/8.2.S.16 Analyze how the media portrays fire and explosives.

³⁹ EC Section 49330

⁴⁰ EC Section 49330

7/8.2.S.17 Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.

Standard 3: Accessing Valid Information

7/8.3.S.18 Analyze sources of information regarding injury and violence prevention.

7/8.3.S.19 Demonstrate the ability to access accurate sources of information about abuse, violence, or bullying.

Standard 4: Interpersonal Communication

7/8.4.S.20 Report situations that could lead to injury or harm to a trusted adult.

7/8.4.S.21 Use communication and refusal skills to avoid violence, gang involvement, or risky situations.

7/8.4.S.22 Describe ways to manage interpersonal conflicts nonviolently.

7/8.4.S.23 Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.

7/8.4.S.24 Describe characteristics of effective communication.

7/8.4.S.25 Distinguish between passive, aggressive, and assertive communication.

7/8.4.S.26 Locate resources in school, the community, and on the Internet for first aid information and training, and assess the validity of the resources.

Standard 5: Decision Making

7/8.5.S.27 Use a decision-making process to examine risky social and dating situations.

7/8.5.S.28 Apply a decision-making process for avoiding potentially dangerous situations, such as gangs, other social situations, or violence in dating.

7/8.5.S.29 Use a decision-making process to analyze the consequences of gang involvement.

7/8.5.S.30 Evaluate the reasons why some students are bullies.

7/8.5.S.31 Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.

Standard 6: Goal Setting

7/8.6.S.32 Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.

7/8.6.S.33 Create a personal safety plan.

Standard 7: Practicing Health-Enhancing Behaviors

7/8.7.S.34 Practice first aid and emergency procedures.

7/8.7.S.35 Practice ways to solve conflicts nonviolently.

7/8.7.S.36 Practice the safe use of technology.

Standard 8: Health Promotion

- 7/8.8.S.37 Support changes to promote safety in the home, school, and community.
- 7/8.8.S.38 Design a campaign for preventing violence, aggression, bullying, and harassment.
- 7/8.8.S.39 Demonstrate the ability to influence others' safety behaviors (e.g., wearing bicycle helmets and seat belts).

High School

As a result of health instruction in high school, all students will demonstrate the ability to:

Alcohol, Tobacco, and Other Drugs

Standard 1: Essential Concepts

- HS.1.A.1 Describe health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.
- HS.1.A.2 Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, functioning, and behavior.
- HS.1.A.3 Explain the impact of alcohol and tobacco use on risk of oral cancer.
- HS.1.A.4 Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.
- HS.1.A.5 Examine the use and abuse of prescription and nonprescription medicines and illegal substances.
- HS.1.A.6 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.
- HS.1.A.7 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.
- HS.1.A.8 Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sales.
- HS.1.A.9 Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, and sexual risk behavior.
- HS.1.A.10 Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.

Standard 2: Analyzing Influences

- HS.2.A.11 Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.
- HS.2.A.12 Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.
- HS.2.A.13 Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.

Standard 3: Accessing Valid Information

- HS.3.A.14 Access information, products, and services related to the use of alcohol, tobacco, and other drugs.
- HS.3.A.15 Evaluate alcohol, tobacco, and other drug prevention, intervention, and treatment resources and programs.

Standard 4: Interpersonal Communication

- HS.4.A.16 Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.
- HS.4.A.17 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.

Standard 5: Decision Making

- HS.5.A.18 Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.
- HS.5.A.19 Examine healthy alternatives to alcohol, tobacco, and other drug use.

Standard 6: Goal Setting

- HS.6.A.20 Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.

Standard 7: Practicing Health-Enhancing Behaviors

- HS.7.A.21 Use effective coping strategies when faced with a variety of social situations involving the use of alcohol, tobacco, and other drugs.

Standard 8: Health Promotion

- HS.8.A.22 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.
- HS.8.A.23 Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youth.

Growth, Development, and Sexual Health

Standard 1: Essential Concepts

- HS.1.G.1 Describe physical, social, and emotional changes associated with being a young adult.
- HS.1.G.2 Explain how conception occurs, the stages of pregnancy, and responsibilities of parenting.
- HS.1.G.3 Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.⁴¹
- HS.1.G.4 Identify why abstinence is the most effective method for the prevention of HIV/STDs and pregnancy.⁴²
- HS.1.G.5 Summarize fertilization, fetal development, and childbirth.
- HS.1.G.6 Examine responsible prenatal/perinatal care and parenting, including California's Safe Haven law.⁴³

⁴¹ EC sections 51933(b)(7), (b)(11), 51934(b)(6)

⁴² EC sections 51933(b)(8), 51934(b)(3)

⁴³ EC Section 51933(b)(12)

- HS.1.G.7 Describe the short- and long-term effects of HIV/AIDS/STDs.⁴⁴
- HS.1.G.8 Analyze the rates of sexually transmitted diseases (STDs) among teens.
- HS.1.G.9 Explain laws related to sexual behavior and involvement of minors.
- HS.1.G.10 Recognize that there are individual differences in growth and development, body image, gender roles, and sexual orientation.⁴⁵
- HS.1.G.11 Evaluate the benefits to mother, father, and child of teenagers waiting until adulthood to become parents.
- HS.1.G.12 Evaluate and compare the effectiveness, safety, success, and failure rates of condoms and all FDA-approved contraceptives for preventing pregnancy and HIV/STDs.⁴⁶

Standard 2: Analyzing Influences

- HS.2.G.13 Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.
- HS.2.G.14 Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
- HS.2.G.15 Examine the discrepancy between actual and perceived social norms related to teen sexual involvement.
- HS.2.G.16 Assess situations that could lead to pressure for sexual activity and the risk of HIV/STDs and pregnancy.⁴⁷
- HS.2.G.17 Evaluate how culture, media, and other people influence our perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.⁴⁸

Standard 3: Accessing Valid Information

- HS.3.G.18 Analyze the validity of health information, products, and services for reproductive and sexual health.⁴⁹
- HS.3.G.19 Identify local resources for reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.⁵⁰
- HS.3.G.20 Compare the success and failure rates of condoms and all FDA-approved contraceptives in preventing pregnancy and HIV/STDs.⁵¹
- HS.3.G.21 Evaluate laws related to sexual involvement with minors.

⁴⁴ EC Section 51934(b)(1), (b)(4)

⁴⁵ EC Section 51930(b)(2)

⁴⁶ EC sections 51933(b)(10), 51934(b)(3)

⁴⁷ EC sections 51933(b)(11), 51934(b)(6)

⁴⁸ EC Section 51930(b)(2)

⁴⁹ EC sections 51931(f), 51933(b)(11), 51934(b)

⁵⁰ EC sections 51933(b)(10), 51934(b)(3), (b)(5)

⁵¹ EC sections 51933(b)(10), 51934(b)(3)

Standard 4: Interpersonal Communication

- HS.4.G.22 Analyze how interpersonal communication affects relationships.
- HS.4.G.23 Use effective verbal and nonverbal communication skills to prevent sexual involvement, pregnancy, and HIV/STDs.
- HS.4.G.24 Demonstrate effective communication skills within healthy dating relationships.

Standard 5: Decision Making

- HS.5.G.25 Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.⁵²
- HS.5.G.26 Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.⁵³
- HS.5.G.27 Use a decision-making process to analyze when it is necessary to seek help and/or leave an unhealthy situation.⁵⁴
- HS.5.G.28 Evaluate the risks and consequences associated with sexual activities, including HIV/STDs and pregnancy.⁵⁵
- HS.5.G.29 Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, body image, gender roles, and sexual orientation.⁵⁶
- HS.5.G.30 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.⁵⁷
- HS.5.G.31 Use a decision-making process to evaluate using FDA-approved contraception and condoms for pregnancy and STD prevention.

Standard 6: Goal Setting

- HS.6.G.32 Evaluate how HIV/AIDS/STDs and/or pregnancy could impact life goals.⁵⁸
- HS.6.G.33 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.⁵⁹

⁵² EC Section 51934(b)(3), (b)(6)

⁵³ EC Section 51933(b)(11)

⁵⁴ EC sections 51933(b)(11), 51934(b)(6)

⁵⁵ EC sections 51933(b)(9), (b)(10), 51934(b)(1), (b)(2), (b)(3)

⁵⁶ EC Section 51930(b)(2)

⁵⁷ EC sections 51933(b)(11), 51934 (b)(6)

⁵⁸ EC Section 51933(b)(11)

⁵⁹ EC sections 51933(b)(8), (b)(10), 51934(b)(3)

Standard 7: Practicing Health-Enhancing Behaviors

HS.7.G.34 Examine personal actions that can be taken to protect reproductive and sexual health, including one's ability to deliver a healthy baby in adulthood.

Standard 8: Health Promotion

HS.8.G.35 Encourage and support safe, respectful, and responsible relationships.

HS.8.G.36 Advocate for respect and dignity of persons living with HIV/AIDS.⁶⁰

HS.8.G.37 Support others in making positive and healthful choices about sexual behavior.⁶¹

Nutrition and Physical Activity

Standard 1: Essential Concepts

HS.1.N.1 Distinguish between facts and myths regarding nutrition practices, products, and physical performance.

HS.1.N.2 Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.

HS.1.N.3 Explain the importance of variety and moderation in food selection and consumption.

HS.1.N.4 Describe dietary guidelines, food groups, nutrients, and serving size for healthy eating habits.

HS.1.N.5 Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.

HS.1.N.6 Explain how to keep food safe through proper food purchasing, preparation, and storage practices.

HS.1.N.7 Describe nutrition practices that are important for the health of a pregnant woman and her baby.

HS.1.N.8 Describe the prevalence, causes and long-term consequences of unhealthy eating.

HS.1.N.9 Analyze the relationship between physical activity and overall health.

HS.1.N.10 Evaluate various approaches to maintaining a healthy weight.

HS.1.N.11 Identify the causes, symptoms and harmful effects of eating disorders.

HS.1.N.12 Explain why people with eating disorders need professional help.

HS.1.N.13 Describe the amounts and types of physical activity recommended for teenagers' overall health and maintain to healthy body weight.

HS.1.N.14 Analyze the harmful effects of using diet pills and anabolic steroids.

⁶⁰ EC Section 51934(b)(7)

⁶¹ EC sections 51933(b)(11), 51934(b)(6)

HS.1.N.15 Explain physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease.

Standard 2: Analyzing Influences

HS.2.N.16 Evaluate internal and external influences that affect food choices.

HS.2.N.17 Assess personal barriers to healthy eating and physical activity.

HS.2.N.18 Distinguish between facts and myths regarding nutrition practices, products, and physical performance.

HS.2.N.19 Examine the impact of nutritional choices on future reproductive and prenatal health.

HS.2.N.20 Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.

HS.2.N.21 Examine internal and external influences that affect physical activity.

Standard 3: Accessing Valid Information

HS.3.N.22 Access sources of accurate information about safe and healthy weight management.

HS.3.N.23 Evaluate the accuracy of claims about food and dietary supplements.

HS.3.N.24 Describe how to use nutrition information on food labels to compare products.

HS.3.N.25 Evaluate the accuracy of claims about the safety of fitness products.

HS.3.N.26 Describe community programs and services that help people get access to affordable healthy foods.

HS.3.N.27 Examine internal and external influences that affect physical activity.

Standard 4: Interpersonal Communication

HS.4.N.28 Analyze positive strategies to communicate healthy eating and physical activity needs at home, school, and in the community.

HS.4.N.29 Practice how to refuse less nutritious foods in social settings.

Standard 5: Decision Making

HS.5.N.30 Examine how nutritional needs are affected by age, gender, activity level, pregnancy, and health status.

HS.5.N.31 Use a decision-making process to plan nutritionally adequate meals at home and away from home.

HS.5.N.32 Demonstrate how to prepare meals and snacks using safe food handling procedures.

Standard 6: Goal Setting

HS.6.N.33 Assess one's personal nutrition needs and level of physical activity.

HS.6.N.34 Develop practical solutions to remove barriers to healthy eating and physical activity.

HS.6.N.35 Create a personal nutrition and physical activity plan based on current guidelines.

Standard 7: Practicing Health-Enhancing Behaviors

- HS.7.N.36 Select healthy foods and beverages in a variety of settings.
HS.7.N.37 Critique one's own personal diet for overall balance of key nutrients.
HS.7.N.38 Identify ways an individual can eat more fruits and vegetables.
HS.7.N.39 Describe how to take more personal responsibility for eating healthy foods.
HS.7.N.40 Participate in school and community activities that promote fitness and health.

Standard 8: Health Promotion

- HS.8.N.41 Support providing enhanced nutritional options in the school and community.
HS.8.N.42 Educate family and peers to choose healthy foods.

Mental, Emotional, and Social Health

Standard 1: Essential Concepts

- HS.1.M.1 Examine the benefits of having positive relationships with trusted adults.
HS.1.M.2 Analyze the qualities of healthy relationships with family and peers.
HS.5.M.3 Describe healthy ways to express caring, friendship, affection, and love.
HS.1.M.4 Describe qualities that contribute to a positive self-image.
HS.1.M.5 Describe how social environments affect health and well-being.
HS.1.M.6 Describe the importance of recognizing signs of disordered eating and other common mental health conditions.
HS.1.M.7 Analyze signs of depression and self-destructive behaviors, including potential suicide.
HS.1.M.8 Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
HS.1.M.9 Classify personal stressors at home, in school, and with peers.
HS.1.M.10 Identify warning signs for suicide.
HS.1.M.11 Identify loss and grief.

Standard 2: Analyzing Influences

- HS.2.M.12 Examine the internal and external issues related to seeking mental health assistance.

Standard 3: Accessing Valid Information

- HS.3.M.13 Access school and community resources to help with mental, emotional, and social health concerns.

HS.3.M.14 Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.

Standard 4: Interpersonal Communication

HS.4.M.15 Seek help from trusted adults for self or a friend with an emotional or social health problem.

HS.4.M.16 Discuss healthful ways to respond when you or someone you know is grieving.

Standard 5: Decision Making

HS.5.M.17 Monitor personal stressors and assess techniques for managing them.

HS.5.M.18 Compare various coping mechanisms for managing stress.

HS.5.M.19 Analyze situations when it is important to seek help with stress, loss, unrealistic body image, and depression.

Standard 6: Goal Setting

HS.6.M.20 Evaluate how preventing and managing stress and getting help for mental and social problems help achieve short- and long-term goals.

HS.6.M.21 Set a goal to reduce life stressors in a health-enhancing way.

Standard 7: Practicing Health-Enhancing Behaviors

HS.7.M.22 Self-assess personal patterns in response to stress and use of resources.

HS.7.M.23 Practice effective coping mechanisms and strategies for managing stress.

HS.7.M.24 Discuss suicide prevention strategies.

HS.7.M.25 Practice respect for individual differences and diverse backgrounds.

HS.7.M.26 Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.

HS.7.M.27 Practice personal boundaries in a variety of situations.

Standard 8: Health Promotion

HS.8.M.28 Support the needs and rights of others regarding mental and social health.

HS.8.M.29 Promote a positive and respectful environment at school and in the community.

HS.8.M.30 Object appropriately to teasing of peers and community members based on perceived personal characteristics and sexual orientation.

Personal and Community Health

Standard 1: Essential Concepts

HS.1.P.1 Examine the value for teenagers in actively managing their personal health behaviors (e.g., adequate sleep, ergonomics, and self-examination).

- HS.1.P.2 Evaluate the importance of routine medical and dental check-ups, vaccinations, and examinations.
- HS.1.P.3 Identify symptoms that should prompt individuals to seek health care.
- HS.1.P.4 Identify types of pathogens that cause disease.
- HS.1.P.5 Investigate the causes and symptoms of communicable and noncommunicable diseases.
- HS.1.P.6 Describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and discuss strategies for avoiding exposure.
- HS.1.P.7 Identify symptoms that indicate a need for an ear, eye, or dental exam.
- HS.1.P.8 Examine common types and symptoms of cancer.
- HS.1.P.9 Identify the importance of medical screenings, including melanoma, breast and testicular examinations, and testing necessary to maintain reproductive health.
- HS.1.P.10 Explain how public health policies and government regulations influence health promotion and disease prevention.
- HS.1.P.11 Examine ways to prevent and manage asthma.
- HS.1.P.12 Identify global environmental issues.
- HS.1.P.13 Describe the impact of air and water pollution on health.
- HS.1.P.14 Identify ways to reduce pollution and harmful effects to health by using alternative methods of transportation.

Standard 2: Analyzing Influences

- HS.2.P.15 Discuss influences that affect positive health practices.
- HS.2.P.16 Evaluate influences on the selection of personal healthcare products and services.
- HS.2.P.17 Analyze how environmental conditions affect personal and community health.
- HS.2.P.18 Discuss ways to stay informed about environmental issues.
- HS.2.P.19 Analyze the social influences that encourage or discourage a person to practice sun safety.
- HS.2.P.20 Evaluate the benefits of informed health choices.
- HS.2.P.21 Evaluate the need for sleep, rest, and exercise.

Standard 3: Accessing Valid Information

- HS.3.P.22 Access valid information about personal health products and services in the community.
- HS.3.P.23 Access valid information about common diseases.
- HS.3.P.24 Evaluate current research about the health consequences of poor environmental conditions.
- HS.3.P.25 Identify government and community agencies that promote health and protect the environment.
- HS.3.P.26 Assess ways to be a responsible consumer of health products and services.

Standard 4: Interpersonal Communication

HS.4.P.27 Use effective communication skills to ask for assistance from parents, guardians, medical or dental health care professionals to enhance health.

Standard 5: Decision Making

HS.5.P.28 Apply a decision-making process to a personal health issue or problem.

HS.5.P.29 Explain how decisions regarding health behaviors have consequences on self and others.

HS.5.P.30 Apply a decision-making process to a community or environmental health issue.

HS.5.P.31 Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.

HS.5.P.32 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).

Standard 6: Goal Setting

HS.6.P.33 Develop a plan of preventive health management.

HS.6.P.34 Develop a plan of preventive dental health management.

Standard 7: Practicing Health-Enhancing Behaviors

HS.7.P.35 Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming these barriers.

HS.7.P.36 Execute a plan for maintaining good personal hygiene, oral hygiene and getting adequate sleep and rest.

HS.7.P.37 Demonstrate the proper steps to protect against harm from the sun.

HS.7.P.38 Describe steps involved in breast or testicular self-exams.

Standard 8: Health Promotion

HS.8.P.39 Support personal or consumer health issues that promote community wellness.

HS.8.P.40 Encourage societal and environmental conditions that benefit health.

Injury Prevention and Safety

Standard 1: Essential Concepts

HS.1.S.1 Discuss ways to reduce risk of injuries during sporting and social activities.

HS.1.S.2 Recognize potentially harmful or abusive relationships, including dangerous dating situations.

HS.1.S.3 Analyze emergency preparedness plans for the home, school, and community.

HS.1.S.4 Examine ways to reduce risk of injuries while traveling to and from school and in the community, including reckless driving.

- HS.1.S.5 Describe rules and laws intended to prevent injuries.
- HS.1.S.6 Evaluate the risks and responsibilities regarding teen driving and auto accidents.
- HS.1.S.7 Discuss the characteristics of gang members.
- HS.1.S.8 Describe California laws regarding bullying, sexual violence, and sexual harassment.
- HS.1.S.9 Explain the effects of violence on individuals, families, and communities.
- HS.1.S.10 Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.
- HS.1.S.11 Identify ways to stay safe during natural disasters and emergency situations (e.g., landslide, flood, earthquake, wildfire, electrical storm, winter storm, and terrorist attack.)
- HS.1.S.12 Identify ways to prevent situations that might harm vision, hearing, and dental health.

Standard 2: Analyzing Influences

- HS.2.S.13 Analyze internal and external influences on personal, family, and community safety.
- HS.2.S.14 Analyze the influence of alcohol and other drug use on personal, family, and community safety.
- HS.2.S.15 Explain how one's behavior, when an occupant of a vehicle, influences the behavior of others.
- HS.2.S.16 Analyze reasons why it is risky to belong to a gang.

Standard 3: Accessing Valid Information

- HS.3.S.17 Analyze sources of information and services about safety and violence prevention.
- HS.3.S.18 Examine community resources for disaster preparedness.

Standard 4: Interpersonal Communication

- HS.4.S.19 Demonstrate effective negotiation skills to avoid dangerous and risky situations.
- HS.4.S.20 Use effective communication skills for preventing and reporting sexual assault and molestation.

Standard 5: Decision Making

- HS.5.S.21 Apply a decision-making process to avoid potentially dangerous situations.
- HS.5.S.22 Examine the laws and detrimental effects of sexual harassment.
- HS.5.S.23 Analyze the consequences of gang involvement to self, family, and community.
- HS.5.S.24 Analyze the consequences of violence to self, family, and community.

Standard 6: Goal Setting

- HS.6.S.25 Develop a plan to prevent injuries during emergencies and disasters.

Standard 7: Practicing Health-Enhancing Behaviors

- HS.7.S.26 Practice injury prevention during sporting, social, and motor vehicle-related activities.
- HS.7.S.27 Demonstrate conflict resolution skills to avoid potentially violent situations.
- HS.7.S.28 Demonstrate first aid and CPR procedures.
- HS.7.S.29 Apply strategies to avoid and report dangerous situations, including conflicts involving weapons⁶² and gangs.
- HS.7.S.30 Assess characteristics of harmful or abusive in relationships.

Standard 8: Health Promotion

- HS.8.S.31 Identify and support changes in the home, school, or community that promote safety.
- HS.8.S.32 Encourage peers to use safety equipment during physical activity.
- HS.8.S.33 Encourage actions to promote safe driving experiences.

⁶² EC Section 49330

Glossary

A

Accessing Valid Information

The skills needed to find and use valid sources of health information or services.

Alcohol, Tobacco, and Other Drugs

The area of health education that focuses on safe use of prescription and over-the-counter drugs, not drinking alcohol, avoiding tobacco use, not being involved in illegal drug use, and practicing protective factors.

Analyzing Influences

The skills needed to analyze how internal and external influences (positive and negative) affect behaviors that are health threatening and health promoting.

External influences—Situations or settings, such as family members, media/advertising, peers, culture/ethnicity, geographic location, societal pressure, and technology.

Internal influences—Thoughts and emotions, such as likes and dislikes, curiosity, interests, fears, and heredity factors.

C

Centers for Disease Control and Prevention (CDC)

The lead federal public health agency responsible for protecting the health and safety of the people in the United States.

Chronic Disease

A disease that persists for a long time. Chronic diseases generally cannot be prevented by vaccines or cured by medication. Risky behavior, particularly tobacco use, lack of physical activity, and poor eating habits are major contributors to the leading chronic diseases (e.g., heart disease, diabetes, and lung cancer).

Communicable Disease

An illness caused by pathogens that can be spread from one living thing to another (e.g., chicken pox, measles, flu, tuberculosis, and strep throat).

D

Decision Making

Analytical skills needed to evaluate relevant factors to select the most desirable outcomes.

Disease Prevention

The processes of avoiding, preventing, reducing, or alleviating disease to promote, preserve, and restore health and minimize suffering and distress.

E

Essential Concepts

The “functional knowledge” necessary for students’ understanding and practice of health-promoting behaviors.

Environmental Health

The area of health that focuses on staying informed about environmental issues; keeping the air clean; keeping the water clean; keeping noise at a safe level; recycling, recycling, and disposing of waste properly, helping conserve energy and natural resources; and being an advocate for the environment.

F

Functional Knowledge

Important concepts and information that is necessary to improve health-enhancing decisions, beliefs, skills, and practices as opposed to information that does not help to improve skills or practices. Examples of functional information include accurate information about risks of health-related behaviors, internal and external influences on health-risk behaviors, and socially normative behaviors.

G

Goal Setting

The skills needed to set realistic personal goals that can be safely achieved with reasonable planning and effort.

Growth, Development, and Sexual Health

- **Growth and Development**

The area of health education that focuses on learning about the growth and development of the human body, keeping body systems healthy, developing habits that promote healthful development, developing habits that promote healthful aging, and choosing behaviors to reduce the risk of STD/HIV infection.

- **Sexual Health**

The area of health education that encompasses a broad scope of concepts and skills, including acquiring information about sexual development, reproductive health, interpersonal relationships, body image, and gender roles; recognizing habits that protect female and male reproductive health; learning about pregnancy and childbirth; and learning about development of infants and children. It also includes skill development in areas such as communication, decision making, refusal techniques, and goal setting. Sexual health topics are grounded in the premise that sexuality is a natural, ongoing process that begins in infancy and continues through life.

H

Health

The World Health Organization (WHO) defines health as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity; a functional state which allows a person to achieve other goals and activities for a healthy life.

Health Education

Health education is a planned, sequential, kindergarten through grade twelve curriculum that addresses the physical, mental, emotional, and social dimensions of health.

Health Literacy

The capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services to enhance health.

Health Promotion

Any planned combination of educational, political, environmental, regulatory, and organizational mechanisms that support actions and conditions of living conducive to the health of individuals, families, groups, and communities.

Health-Related Skills

Ability to translate knowledge and readiness into the performance of actions that enable students to deal with social pressures, avoid or reduce risk-taking behaviors, enhance and maintain personal health, and promote the health of others. These skills include communication, refusing pressure to engage in unhealthy behaviors, assessing the accuracy of information, making informed decisions, and planning and setting goals.

I

Infectious Disease

See “Communicable Disease.”

Injury Prevention and Safety

The area of health education that focuses on safety practices to reduce the risk of unintentional injuries to self and others. Included in this area are practicing protective factors to reduce violence, gang prevention, weapons⁶³, safety guidelines for weather or natural disasters, fires, poisoning, bicycling and sport safety, motor vehicle safety, and helping others with basic first aid skills.

Interpersonal Communication

The ability to use appropriate and effective verbal and nonverbal strategies to express needs and ideas to carry out healthy behaviors in social situations. Interpersonal communication skills are important elements of both refusal skills and conflict resolution.

M

Mental, Emotional and Social Health

The area of health education that includes the ability to express needs, wants, and emotions in positive ways; to manage anger and conflict; and to deal with frustrations. Included in this area are practicing life skills, making responsible decisions, developing good character, following a plan to manage stress, and being resilient during difficult times.

N

Noncommunicable Disease

See “Chronic Disease.”

⁶³ EC Section 49330

Nutrition and Physical Activity

Nutrition encompasses healthy eating, which is associated with reduced risk of many diseases, including the three leading causes of death—heart disease, cancer, and stroke. Healthy eating in childhood and adolescence is important for proper growth and development and can prevent obesity, type 2 diabetes, dental caries, and many other health problems. Physical activity is any body movement that is produced by skeletal muscle and that substantially increases energy expenditure.

P

Personal and Community Health

The area of health education that focuses on the priority a person assigns to being health literate, maintaining and improving health, preventing disease, and reducing health-related risk behaviors. Included in this instructional area is staying informed about environmental issues, initiatives to protect the environment, and being a health advocate for the environment. Community health education focuses on acquiring knowledge of laws to protect health, recognizing consumer rights, choosing healthful entertainment, analyzing ways messages are delivered through technology, making responsible choices about health care providers and products, and investigating public health needs.

Practicing Health-Enhancing Behaviors

The skills needed to independently carry out healthy and safe behaviors.

Protective Factor

Something that increases the likelihood of a positive outcome.

R

Refusal Skills

Assertive communication skills needed to effectively express objection to participating in an action or behavior.

S

Sexually Transmitted Disease (STD)

A communicable disease caused by pathogens that are transmitted from an infected person to another person during intimate sexual contact.

Standard Precautions (Universal Precautions)

Steps taken to prevent the spread of disease by treating all human blood and certain body fluids as if they are known to be infected with human immunodeficiency virus (HIV), hepatitis B virus (HBV), and other blood-borne pathogens.

T

Trusted Adult

An adult person in whom confidence is placed, such as a parent, guardian, teacher, counselor, health care professional, cleric, police officer, firefighter, or a relative.

U

Universal Precautions (Standard Precautions)

Steps taken to prevent the spread of disease by treating all human blood and certain body fluids as if they are known to be infected with human immunodeficiency virus (HIV), hepatitis B virus (HBV), and other blood-borne pathogens.

W

Weapon

As referenced in *Education Code* Section 49330, an injurious object capable of inflicting substantial bodily damage.

Wellness

An approach to health that focuses on balancing the many aspects or dimensions of a person's life through increasing the adoption of health-enhancing conditions and behaviors.

Draft Health Education Standards Field Review and Public Hearings Summary

- Eighty-nine individuals responded:
 - 20% K-12 classroom teachers
 - 10% district/county administrators
 - 70% other (school nurse, nutritionist, university faculty, parent, student, mental health professional, health educator, physical education teacher, school board member, etc.)
- Over 80% support overarching standards “as is.”
- Over 70% support the designation of six content areas “as is.”
- The majority (51% to 71%) support material in the following content areas “as is:”
 - Alcohol, Tobacco, and Other Drugs
 - Growth, Development, and Sexual Health
 - Injury Prevention and Safety
 - Mental, Emotional, and Social Health
 - Personal and Community Health
- Forty-seven percent support the content area Nutrition and Physical Activity “as is,” while 40% support with changes.
- Three individuals spoke at the public hearing in Sacramento on August 1.
 - All expressed support of the draft standards.
 - One also stressed the importance of nutrition.
 - One also stressed the importance of physical activity.
 - One stressed the importance of self esteem and brain development.
- Four individuals spoke at the public hearing in Downey on August 3.
 - All expressed support of the draft standards.
 - Two also stressed the importance of content related to nutrition.
 - One speaker also stressed the importance of physical activity.

Teacher Field Review of Draft Health Education Content Standards

A field review of classroom teachers was conducted in April 2007 to help gain feedback on the draft health education content standards. A total of 65 teachers participated, including 20 elementary teachers, 26 middle school teachers, and 19 high school teachers. Approximately half of the teachers were from Sacramento County, and the other half were from Los Angeles County. Teachers were enrolled in a professional development course and completed the review and feedback on a voluntary basis. This review was used as one of the ways to gain an understanding by California Department of Education staff on the specific edits and format adjustments needed prior to presenting the standards again to the State Board of Education.

Teachers reviewed the January 2007 version of the draft health education content standards. They were asked to review the document for clarity, content gaps, overall impression, and age appropriateness. Below is a summary of their comments with number of teachers who answered in a similar fashion indicated in parentheses ().

1) Overall impression and format; clarity

- Need be more specific (2)
- Improved if presented by content area (20)
- Not enough detail; too general (2)
- Too much detail (6)
- Format is fine (7)
- Clearly stated; user friendly (18)
- Lengthy, but appreciate the guidance (1)
- Would be nice to separate 7th and 8th grades (2)
- Topics good (2)

2) Content, coverage, age appropriate, gaps

- Not enough information (1)
- Subject covered well (4)
- Too much detail (7)
- Not enough specific detail (2)
- Needs to be more specific (2)
- Well written; understandable (14)
- Need time to teach (15)
- Focus needs to be more directed (1)
- Like depth and breadth (3)
- Need a pacing guide (2)
- Some content areas seem more weighted than others (2)
- Age appropriate(18)

California *Education Code* Sections Related to HIV/AIDS Prevention Education and Comprehensive Sexual Health Education

Section 51933

51933. (a) School districts may provide comprehensive sexual health education, consisting of age-appropriate instruction, in any kindergarten to grade 12, inclusive, using instructors trained in the appropriate courses. (b) A school district that elects to offer comprehensive sexual health education pursuant to subdivision (a), whether taught by school district personnel or outside consultants, shall satisfy all of the following criteria:

- (1) Instruction and materials shall be age appropriate.
- (2) All factual information presented shall be medically accurate and objective.
- (3) Instruction shall be made available on an equal basis to a pupil who is an English learner, consistent with the existing curriculum and alternative options for an English learner pupil as otherwise provided in this code.
- (4) Instruction and materials shall be appropriate for use with pupils of all races, genders, sexual orientations, ethnic and cultural backgrounds, and pupils with disabilities.
- (5) Instruction and materials shall be accessible to pupils with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.
- (6) Instruction and materials shall encourage a pupil to communicate with his or her parents or guardians about human sexuality.
- (7) Instruction and materials shall teach respect for marriage and committed relationships.
- (8) Commencing in grade 7, instruction and materials shall teach that abstinence from sexual intercourse is the only certain way to prevent unintended pregnancy, teach that abstinence from sexual activity is the only certain way to prevent sexually transmitted diseases, and provide information about the value of abstinence while also providing medically accurate information on other methods of preventing pregnancy and sexually transmitted diseases.
- (9) Commencing in grade 7, instruction and materials shall provide information about sexually transmitted diseases. This instruction shall include how sexually transmitted diseases are and are not transmitted, the effectiveness and safety of all federal Food and Drug Administration (FDA) approved methods of reducing the risk of contracting sexually transmitted diseases, and information on local resources for testing and medical care for sexually transmitted diseases.
- (10) Commencing in grade 7, instruction and materials shall provide information about the effectiveness and safety of all FDA-approved contraceptive methods in preventing pregnancy, including, but not limited to, emergency contraception.
- (11) Commencing in grade 7, instruction and materials shall provide pupils with skills for making and implementing responsible decisions about sexuality.

(12) Commencing in grade 7, instruction and materials shall provide pupils with information on the law on surrendering physical custody of a minor child 72 hours or younger, pursuant to Section 1255.7 of the Health and Safety Code and Section 271.5 of the Penal Code.

(c) A school district that elects to offer comprehensive sexual health education pursuant to subdivision (a) earlier than grade 7 may provide age appropriate and medically accurate information on any of the general topics contained in paragraphs (8) to (12), inclusive, of subdivision (b) (d) If a school district elects to offer comprehensive sexual health education pursuant to subdivision (a), whether taught by school district personnel or outside consultants, the school district shall comply with the following:

- (1) Instruction and materials may not teach or promote religious doctrine.
- (2) Instruction and materials may not reflect or promote bias against any person on the basis of any category protected by Section 220.

Section 51934

51934. (a) A school district shall ensure that all pupils in grades 7 to 12, inclusive, receive HIV/AIDS prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in junior high or middle school and at least once in high school.

(b) HIV/AIDS prevention education, whether taught by school district personnel or outside consultants, shall satisfy all of the criteria set forth in paragraphs (1) to (6), inclusive, of subdivision (b) and paragraphs (1) and (2) of subdivision (d) of Section 51933, shall accurately reflect the latest information and recommendations from the United States Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences, and shall include the following:

- (1) Information on the nature of HIV/AIDS and its effects on the human body.
- (2) Information on the manner in which HIV is and is not transmitted, including information on activities that present the highest risk of HIV infection.
- (3) Discussion of methods to reduce the risk of HIV infection. This instruction shall emphasize that sexual abstinence, monogamy, the avoidance of multiple sexual partners, and abstinence from intravenous drug use are the most effective means for HIV/AIDS prevention, but shall also include statistics based upon the latest medical information citing the success and failure rates of condoms and other contraceptives in preventing sexually transmitted HIV infection, as well as information on other methods that may reduce the risk of HIV transmission from intravenous drug use.
- (4) Discussion of the public health issues associated with HIV/AIDS.
- (5) Information on local resources for HIV testing and medical care.
- (6) Development of refusal skills to assist pupils in overcoming peer pressure and using effective decision making skills to avoid high-risk activities.
- (7) Discussion about societal views on HIV/AIDS, including stereotypes and myths regarding persons with HIV/AIDS. This instruction shall emphasize compassion for persons living with HIV/AIDS.

Public Roster
Members of the California Health Education Standards Advisory Panel

<u>Member</u>	<u>Occupation</u>
Martha Adriasola-Martinez	Elementary Health Education Teacher San Francisco Unified School District
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Questions Used for Draft Health Education Standards Field Review

- A. Reviewers were given the opportunity to respond to the following question for each of the eight proposed overarching standards:

“Does each of the overarching standards demonstrate what all students should know and be able to do as a result of instruction?”

Example: “Does the overarching Standard 1 – ‘Essential Concepts’ – represent the essential core health concepts and underlying principles of health?” Reviewers were given the opportunity to respond with the following options, support as is; support with changes; do not support; no. In addition each question allowed for the reviewer to provide associated comments to each overarching standard.

- B. Reviewers were given an opportunity to respond to the designation of each of the six content area assignments. This question was generated since the proposed six content areas include several topic areas within each category.

Question: “Do you support the designated of the six content areas?” Each reviewer had the opportunity respond with support as is; support with changes; do not support; no. In addition there was an opportunity to for the reviewer to provide associated comments.

- C. Reviewers were given the opportunity to respond to the following question for each grade/grade span and for each content area:

“Do the standards demonstrate what --fill in grade/grade span-- students should be able to know and do related to --fill in content area--?”

Example: “Do the standards demonstrate what 5th grade students should be able to know and do related to Nutrition and Physical Activity?”

Generally, reviewers would comment on the grade/grade spans and content areas with which they had expertise. They responded with a “yes” or “no,” and were able to add a comment.

Grade/Grade spans:

K, 1, 2, 3, 4, 5, 6, 7/8, High School

Content areas:

Alcohol, Tobacco and Other Drugs
Growth and Development
Nutrition and Physical Activity

Mental, Emotional, and Social Health
Personal and Community Health
Injury Prevention and Safety

Proposed Health Education Standards Revisions Kindergarten

Proposed Revision	Examples of Revisions
Define and footnote “weapons.”	<p>Added footnote to define “weapons”</p> <p>K.1.S.12* Define and explain the dangers of weapons.²</p> <p>²<u>EC Section 49330</u></p>
Refocus Standard 8	<p>Changed overarching standard 8 from “Advocacy” to “Health Promotion”</p> <p>Standard 8: <u>Health Promotion</u></p> <p>K.8.M.13 Encourage others when they engage in safe and healthy actions.</p>
Strengthen Essential Knowledge	<p>Edited language for clarification</p> <p>K.1.A.4 Recognize that household products <u>that may seem safe</u> are harmful if ingested or inhaled.</p> <p>K.1.S.9 Recognize that anything may be poisonous <u>or cause harm</u> if used unsafely.</p>
Adjust Scope and Sequence	<p>Edited language for clarification</p> <p>K.6.M.10 Make a plan to help <u>family members</u> at home.</p>

*K.1.S.12 and subsequent identifiers specify the grade level, standard number, content area, and standard statement number, as follows:

<u>Grade Level</u>	<u>Standard</u>	<u>Content Area</u>	<u>Standard Statement</u>
K (Kindergarten)	1	S (Injury Prevention and Safety)	12

Proposed Health Education Standards Revisions Grade One

Proposed Revision	Examples of Revisions
Define and footnote "weapons."	<p>Added footnote to define "weapons"</p> <p>1.1.S.9* Define and explain the dangers of weapons⁶ and the importance of telling a trusted adult when one is seen or heard about.</p> <p>⁶<u>EC Section 49330</u></p>
Refocus Standard 8	<p>Changed overarching standard 8 from "Advocacy" to "Health Promotion"</p> <p>Standard 8: <u>Health Promotion</u></p> <p>1.8.S.25 <u>Encourage others to practice safe behaviors in the classroom and on the playground.</u></p>
Strengthen Essential Knowledge	<p>Edited language for clarification</p> <p>1.1.S.10 Identify ways to reduce risk of injuries while traveling <u>in an automobile or bus (e.g., wearing a safety belt).</u></p> <p>Added statement to provide detail</p> <p>1.1.P.4 <u>Identify ways to prevent the transmission of communicable diseases.</u></p>
Adjust Scope and Sequence	<p>Added statement/skill to support oral health</p> <p><u>1.7.P.17 Demonstrate proper tooth brushing and flossing techniques.</u></p> <p>Added statement/examples</p> <p><u>1.7.P.20 Demonstrate appropriate behaviors during fire drills, earthquake drills, and other disaster drills.</u></p>

*1.1.S.9 and subsequent identifiers specify the grade level, standard number, content area, and standard statement number, as follows:

<u>Grade Level</u>	<u>Standard</u>	<u>Content Area</u>	<u>Standard Statement</u>
1	1	S (Injury Prevention and Safety)	9

Proposed Health Education Standards Revisions Grade Two

Proposed Revision	Examples of Revisions
Refocus Standard 8	<p>Changed overarching standard 8 from “Advocacy” to “Health Promotion”</p> <p>Standard 8: <u>Health Promotion</u> 2.8.N.23* Practice making healthy eating choices with friends and family.</p>
Strengthen Essential Knowledge	<p>Added examples</p> <p>2.1.A.1 Distinguish between helpful and harmful substances <u>(including alcohol, tobacco, and other drugs).</u></p> <p>Added statement to provide detail</p> <p>2.1.M.5 Identify characteristics of a responsible family member.</p>
Adjust Scope and Sequence	<p>Added statement</p> <p>2.7.N.22 Practice participating in physical activities with friends <u>and family.</u></p>

*2.8.N.23 and subsequent identifiers specify the grade level, standard number, content area, and standard statement number, as follows:

<u>Grade Level</u>	<u>Standard</u>	<u>Content Area</u>	<u>Standard Statement</u>
2	8	N (Nutrition and Physical Activity)	23

Proposed Health Education Standards Revisions Grade Three

Proposed Revision	Examples of Revisions
Refocus Standard 8	<p>Changed overarching standard 8 from “Advocacy” to “Health Promotion”</p> <p>Standard 8: <u>Health Promotion</u> 3.8.G.10* Encourage peers to show respect for others regardless of differences in growth and development.</p>
Strengthen Essential Knowledge	<p>Added statement to provide environmental health content</p> <p><u>3.1.P.5 Describe how a healthy environment is essential to personal and community health.</u></p>
Adjust Scope and Sequence	<p>Edited language for clarification</p> <p>3.7.P.14 Demonstrate ways to <u>reduce</u>, recycle <u>and reuse</u> at home, school, and in the community.</p>

*3.8.G.10 and subsequent identifiers specify the grade level, standard number, content area, and standard statement number, as follows:

<u>Grade Level</u>	<u>Standard</u>	<u>Content Area</u>	<u>Standard Statement</u>
3	8	G (Growth and Development)	10

Proposed Health Education Standards Revisions Grade Four

Proposed Revision	Examples of Revisions
Refocus Standard 8	<p>Changed overarching standard 8 from “Advocacy” to “Health Promotion”</p> <p>Standard 8: <u>Health Promotion</u> 4.8.N.23* Support others in making positive food and physical activity choices.</p>
Strengthen Essential Knowledge	<p>Added statements to increase focus on gangs</p> <p><u>4.1.S.10 Define a gang and how it is different from a club, sports team, or clique.</u></p> <p><u>4.1.S.12 Identify positive alternatives to gang activity.</u></p>
Adjust Scope and Sequence	<p>Added statement to provide specific examples</p> <p><u>4.7.N.20 Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages.</u></p> <p>Added statement/skill to support gang prevention</p> <p><u>4.2.S.22 Explain that most young people do not use violence to deal with problems.</u></p>

*4.8.N.23 and subsequent identifiers specify the grade level, standard number, content area, and standard statement number, as follows:

<u>Grade Level</u>	<u>Standard</u>	<u>Content Area</u>	<u>Standard Statement</u>
4	8	N (Nutrition and Physical Activity)	23

Proposed Health Education Standards Revisions Grade Five

Proposed Revision	Examples of Revisions
Refocus Standard 8	<p>Changed overarching standard 8 from “Advocacy” to “Health Promotion”</p> <p>Standard 8: <u>Health Promotion</u> 5.8.N.27* Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.</p>

*5.8.N.27 and subsequent identifiers specify the grade level, standard number, content area, and standard statement number, as follows:

<u>Grade Level</u>	<u>Standard</u>	<u>Content Area</u>	<u>Standard Statement</u>
5	8	N (Nutrition and Physical Activity)	27

Proposed Health Education Standards Revisions Grade Six

Proposed Revision	Examples of Revisions
Define and footnote "weapons."	<p>Added footnote to define "weapon"</p> <p>6.1.S.5* Examine the risks of weapon¹¹ possession at home, school, and community.</p> <p>¹¹<u>EC Section 49330</u></p>
Refocus Standard 8	<p>Changed overarching standard 8 from "Advocacy" to "Health Promotion"</p> <p>Standard 8: <u>Health Promotion</u></p> <p>6.8.M.27 Encourage a school environment that is respectful of individual differences.</p>
Strengthen Essential Knowledge	<p>Edited language for clarification</p> <p>6.1.A.7 Identify the effects of alcohol, tobacco, and other drug use on physical activity, including athletic performance.</p>
Adjust Scope and Sequence	<p>Added statement about diversity</p> <p><u>6.4.M.15 Demonstrate ways to communicate respect for diversity.</u></p>

*6.1.S.5 and subsequent identifiers specify the grade level, standard number, content area, and standard statement number, as follows:

<u>Grade Level</u>	<u>Standard</u>	<u>Content Area</u>	<u>Standard Statement</u>
6	1	S (Injury Prevention and Safety)	5

Proposed Health Education Standards Revisions Grade Seven/Eight

Proposed Revision	Examples of Revisions
Define and footnote “weapons.”	<p>Added footnote to define “weapons”</p> <p>7/8.1.S.3* Describe how the presence of weapons¹⁰ increases the risk of serious violent injuries.</p> <p>¹⁰<u>EC Section 49330</u></p>
Refocus Standard 8	<p>Changed overarching standard 8 from “Advocacy” to “Health Promotion”</p> <p>Standard 8: <u>Health Promotion</u></p> <p>7/8.8.A.18 Participate in school and community efforts to promote a drug-free lifestyle.</p>
Strengthen Essential Knowledge	<p>Added statement to strengthen content</p> <p>7/8.1.N.9 Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.</p> <p>Added oral health example</p> <p>7/8.1.S.15 Explain ways to reduce the risk of injuries, <u>including oral injuries</u>, during sports/recreational participation.</p>
Adjust Scope and Sequence	<p>Added statements/skills to support communication</p> <p><u>7/8.4.G.27 Demonstrate how to ask for help from a parent, other trusted adults, or a friend when pressured to participate in sexual behaviors.</u></p> <p><u>7/8.4.S.24 Describe characteristics of effective communication.</u></p>

*7/8.1.S.3 and subsequent identifiers specify the grade level, standard number, content area, and standard statement number, as follows:

<u>Grade Level</u>	<u>Standard</u>	<u>Content Area</u>	<u>Standard Statement</u>
7/8	1	S (Injury Prevention and Safety)	3

Proposed Health Education Standards Revisions High School

Proposed Revision	Examples of Revisions
Define and footnote "weapons."	<p>Added footnote to define "weapons"</p> <p>HS.7.S.2*9 Apply strategies to avoid and report dangerous situations, including conflicts involving weapons² and gangs.</p> <p>²<u>EC Section 49330</u></p>
Refocus Standard 8	<p>Changed overarching standard 8 from "Advocacy" to "Health Promotion"</p> <p>Standard 8: <u>Health Promotion</u></p> <p>HS.8.A.23 Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youth.</p>
Strengthen Essential Knowledge	<p>Added statement to strengthen oral health content</p> <p><u>HS.1.A.3 Explain the impact of alcohol and tobacco use on risk of oral cancer.</u></p> <p>Added statement to provide environmental health content</p> <p><u>HS.1.P.12 Identify global environmental issues.</u></p> <p>Edited language for clarification</p> <p>HS.1.P.2 Evaluate the importance of routine medical <u>and dental</u> check-ups, vaccinations, and examinations.</p>
Adjust Scope and Sequence	<p>Added statement/skill around ATOD prevention</p> <p><u>HS.2.A.13 Describe financial, political, social, and legal influences regarding alcohol, tobacco, and other drugs.</u></p> <p>Added statement/skill on food labels</p> <p><u>HS.3.N.24 Describe how to use nutrition information on food labels to compare products.</u></p> <p>Added statement/skill with examples</p> <p><u>HS.2.P.21 Evaluate the need for sleep, rest, and exercise.</u></p>

*HS.7.S.29 and subsequent identifiers specify the grade level, standard number, content area, and standard statement number, as follows:

<u>Grade Level</u>	<u>Standard</u>	<u>Content Area</u>	<u>Standard Statement</u>
HS	7	S (Injury Prevention and Safety)	29

Proposed Health Education Standards Kindergarten

At kindergarten, additional detail was added to Standard 1 (Essential Concepts) for Growth and Development, Personal and Community Health, and Injury Prevention and Safety. A few minor revisions were made for clarification throughout. The term “weapon” was footnoted and defined. References to advocacy (Standard 8) were revised to focus on “health promotion.” Skill standards (Standards 2 – 7) in Injury Prevention and Safety were added or revised to support the essential concepts identified in Standard 1.

Specific changes are as follows:

Define and Footnote “Weapons”

K.1.S.12	Footnoted weapon
K.1.S.13	Footnoted weapon
K.8.S.20	Footnoted weapon

Refocus Standard 8 (Health Promotion)

K.8.M.13	Revised to address new focus
K.8.S.20	Revised to address new focus

Strengthen Essential Knowledge

K.1.A.4	Small word edit
K.1.G.4	Added detail to statement
K.1.G.5	Added statement to strengthen content
K.1.G.6	Added statement to strengthen content
K.1.P.3	Edited and simplified statement
K.1.P.4	Added statement
K.1.S.6	Edited and simplified statement
K.1.S.7	Added statement
K.1.S.9	Edited and added small detail
K.1.S.10	Small word edit

Adjust Scope & Sequence

K.6.M.10	Small edit for detail
K.4.S.16	Added statement to provide detail
K.5.S.18	Added statement to provide detail
K.7.S.19	Show how to cross the street safely—missing number was added to provide detail

Proposed Health Education Standards Grade One

At grade one, additional detail was added to Standard 1 (Essential Concepts) for Personal and Community Health, and a minor revision was made for clarification. The term “weapon” was footnoted and defined. References to advocacy (Standard 8) were revised to focus on “health promotion.” One deletion was made to avoid redundancy. Skill standards (Standards 2 – 7) in Personal and Community Health were added or revised to support the essential concepts identified in Standard 1.

Specific changes are as follows:

Define and Footnote “Weapons”

1.1.S.9	Footnoted weapon and made small language edit for clarification
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Refocus Standard 8 (Health Promotion)

1.8.S.25	Revised to address new focus
1.8.P.21	Revised to address new focus
1.8.P.22	Revised to address new focus

Strengthen Essential Knowledge

1.1.S.10	Edited language for clarification
1.1.P.4	Added statement to provide detail
1.1.P.5	Added examples
1.1.P.6	Added statement to provide detail
1.1.P.7	Added statement to provide detail
1.1.P.8	Added statement to provide detail
1.1.P.9	Added statement to provide detail

Adjust Scope & Sequence

1.7.G.7	Deleted to eliminate close connection to other statement
1.3.P.12	Added statement
1.4.P.14	Added statement
1.7.P.17	Added statement/skill to support 1.1.P.1 (oral health)
1.7.P.18	Added statement with examples
1.7.P.20	Added statement with examples

Proposed Health Education Standards Grade Two

At grade two, additional detail was added to Standard 1 (Essential Concepts) for Alcohol, Tobacco, and Other Drugs and for Mental, Emotional, and Social Health. References to advocacy (Standard 8) were revised to focus on “health promotion.” Skill standards (Standards 2 – 7) in Nutrition and Physical Activity were added or revised to support the essential concepts identified in Standard 1.

Specific changes are as follows:

Refocus Standard 8 (Health Promotion)

2.8.N.23	Revised to address new focus
2.8.N.24	Revised to address new focus
2.8.M.22	Revised to address new focus
2.8.M.23	Revised to address new focus

Strengthen Essential Knowledge

2.1.A.1	Added examples
2.1.A.6	Added statement
2.1.M.2	Added statement to provide detail
2.1.M.3	Added statement to provide detail
2.1.M.5	Added statement to provide detail
2.1.M.8	Added detail
2.1.M.9	Added statement

Adjust Scope & Sequence

2.7.N.22	Added statement
2.8.N.24	Added statement

Proposed Health Education Standards Grade Three

At grade three, additional detail was added to Standard 1 (Essential Concepts) for Mental, Emotional, and Social Health and for Personal and Community Health. References to advocacy (Standard 8) were revised to focus on “health promotion.” One revision was made for clarification.

Specific changes are as follows:

Refocus Standard 8 (Health Promotion)

3.8.G.10	Revised to address new focus
3.8.M.12	Revised to address new focus
3.8.M.13	Revised to address new focus
3.8.M.15	Revised to address new focus
3.8.P.15	Revised to address new focus
3.8.P.16	Revised to address new focus

Strengthen Essential Knowledge

3.1.M.1	Added statement
3.1.M.4	Edited language for clarification
3.1.P.5	Added statement to provide environmental health content

Adjust Scope & Sequence

3.7.P.14	Edited language for clarification
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Proposed Health Education Standards Grade Four

At grade four, additional detail was added to Standard 1 (Essential Concepts) for Injury Prevention and Safety, including strengthening gang prevention. References to advocacy (Standard 8) were revised to focus on “health promotion.” Skill standards (Standards 2 – 7) in Nutrition and Physical Activity and in Injury Prevention and Safety were added or revised to support the essential concepts identified in Standard 1.

Specific changes are as follows:

Refocus Standard 8 (Health Promotion)

4.8.A.13	Revised to address new focus
4.8.N.23	Revised to address new focus
4.8.S.48	Revised to address new focus

Strengthen Essential Knowledge

4.1.S.4	Added statement
4.1.S.9	Added example
4.1.S.10	Added statement to increase focus on gangs, as directed
4.1.S.12	Added statement to provide detail
4.1.S.14	Added statement with examples
4.1.S.15	Added statement with examples
4.1.S.16	Added statement with examples
4.1.S.17	Added statement with examples

Adjust Scope & Sequence

4.5.N.15	Clarified wording to eliminate redundancy
4.5.N.16	Clarified wording to eliminate redundancy
4.7.N.20	Added statement with examples
4.2.S.22	Added statement/ skill to support gang prevention
4.3.S.25	Added statement with examples
4.3.S.26	Added statement to provide detail
4.3.S.27	Added statement to provide detail
4.3.S.28	Added statement to provide detail
4.4.S.33	Added statement to provide detail
4.7.S.45	Added statement to provide detail
4.8.S.48	Added statement with examples

Proposed Health Education Standards Grade Five

At grade five, references to advocacy (Standard 8) were revised to focus on “health promotion.”

Specific changes are as follows:

Refocus Standard 8 (Health Promotion)

5.8.N.27	Revised to address new focus
5.8.P.18	Revised to address new focus

Proposed Health Education Standards Grade Six

At grade six, clarification and additional detail was added to Standard 1 (Essential Concepts) for Alcohol, Tobacco, and Other Drugs; Mental, Emotional, and Social Health; and Injury Prevention and Safety. The term “weapon” was footnoted and defined. References to advocacy (Standard 8) were revised to focus on “health promotion.” A skill standard (Standards 2 – 7) in Mental, Emotional, and Social Health related to diversity was added.

Specific changes are as follows:

Define and Footnote “Weapons”

6.1.S.5	Footnoted weapon
6.1.S.9	Footnoted weapon
6.4.S.16	Footnoted weapon
6.4.S.17	Footnoted weapon

Refocus Standard 8 (Health Promotion)

6.8.A.20	Revised to address new focus
6.8.M.27	Revised to address new focus
6.8.M.28	Revised to address new focus
6.8.S.26	Revised to address new focus
6.8.S.27	Revised to address new focus
6.8.S.28	Revised to address new focus

Strengthen Essential Knowledge

6.1.A.7	Edited language for clarification
6.1.M.2	Minor edit
6.1.M.9	Added detail
6.1.S.2	Added examples
6.1.S.9	Added statement to provide detail

Adjust Scope & Sequence

6.4.M.15	Added statement about diversity
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Proposed Health Education Standards Grades Seven/Eight

At grades seven/eight, clarification and additional detail was added to Standard 1 (Essential Concepts) for all content areas. The term “weapon” was footnoted and defined. References to advocacy (Standard 8) were revised to focus on “health promotion.” Skill standards (Standards 2 – 7) were added or revised in Growth, Development, and Sexual Health; Personal and Community Health; and Injury Prevention and Safety to support the essential concepts identified in Standard 1.

Specific changes are as follows:

Define and Footnote “Weapons”

7/8.1.S.3	Footnoted weapon
7/8.1.S.4	Footnoted weapon

Refocus Standard 8 (Health Promotion)

7/8.8.A.18	Revised to address new focus
7/8.8.N.38	Revised to address new focus
7/8.8.N.39	Revised to address new focus
7/8.8.N.40	Revised to address new focus
7/8.8.G.40	Revised to address new focus
7/8.8.M.31	Revised to address new focus
7/8.8.M.32	Revised to address new focus
7/8.8.P.32	Revised to address new focus
7/8.8.P.33	Revised to address new focus
7/8.8.P.34	Revised to address new focus
7/8.8.S.37	Revised to address new focus
7/8.8.S.38	Revised to address new focus
7/8.8.S.39	Revised to address new focus

Strengthen Essential Knowledge

7/8.1.A.1	Added examples
7/8.1.N.9	Added statement to provide additional content
7/8.1.N.13	Added examples
7/8.1.G.10	Added detail
7/8.1.M.8	Added statement to provide detail
7/8.1.M.9	Minor edit to clarify
7/8.1.M.11	Minor edit to clarify
7/8.1.P.3	Minor edit
7/8.1.P.6	Minor edit
7/8.1.P.7	Added detail
7/8.1.P.8	Added detail
7/8.1.P.10	Added detail

7/8.1.P.11	Added statement to provide detail
7/8.1.S.15	Added language on oral health

Adjust Scope & Sequence

7/8.4.G.27	Added statement/skill to support communication
7/8.2.P.14	Minor edit
7/8.2.P.15	Added statement to provide detail
7/8.7.P.30	Minor edit
7/8.7.P.31	Minor edit
7/8.4.S.24	Added statement/skill to support communication

Proposed Health Education Standards High School

At high school, additional detail was added to Standard 1 (Essential Concepts) for all content areas but Growth and Development. In general, additional detail was added about obesity, unhealthy eating, and disordered eating; suicide, loss, and grief; environmental issues; gang involvement; abusive relationships; and oral health. A few minor revisions were made for clarification throughout. The term “weapon” was footnoted and defined. References to advocacy (Standard 8) were revised to focus on “health promotion.” Skill standards (Standards 2 – 7) were added or revised in all content areas but Growth and Development to support the essential concepts identified in Standard 1.

Specific changes are as follows:

Define and Footnote “Weapons”

HS.7.S.29	Footnoted weapon
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Refocus Standard 8 (Health Promotion)

HS.8.A.22	Revised to address new focus
HS.8.A.23	Revised to address new focus
HS.8.G.35	Revised to address new focus
HS.8.G.36	Revised to address new focus
HS.8.G.37	Revised to address new focus
HS.8.N.41	Revised to address new focus
HS.8.N.42	Revised to address new focus
HS.8.M.28	Revised to address new focus
HS.8.M.29	Revised to address new focus
HS.8M.30	Revised to address new focus
HS.8.P.39	Revised to address new focus
HS.8.P.40	Revised to address new focus
HS.8.S.31	Revised to address new focus
HS.8.S.32	Revised to address new focus
HS.8.S.33	Revised to address new focus

Strengthen Essential Knowledge

HS.1.A.3	Added statement
HS.1.A.10	Added statement
HS.1.N.1	Added statement
HS.1.N.5	Minor edit
HS.1.N.8	Added statement
HS.1.N.11	Added statement to provide detail
HS.1.M.3	Moved from Standard 5
HS.1.M.10	Added statement to provide detail

HS.1.M.11	Added statement to provide detail
HS.1.P.2	Minor edit
HS.1.P.3	Added statement to provide detail
HS.1.P.4	Added statement to provide detail
HS.1.P.7	Added statement to provide additional oral health content
HS.1.P.8	Added statement to provide detail
HS.1.P.11	Added statement to provide detail
HS.1.P.12	Added statement to provide environmental health content
HS.1.S.2	Added examples
HS.1.S.7	Added statement to provide detail
HS.1.S.11	Added statement with examples
HS.1.S.12	Minor edit

Adjust Scope & Sequence

HS.2.A.13	Added statement to add skill around ATOD prevention
HS.8.A.23	Added statement to provide detail
HS.3.N.24	Added statement to provide detail
HS.7.N.38	Added statement to provide skill on reading food labels
HS.7.N.39	Added statement to provide detail
HS.8.N.42	Added statement to provide detail
HS.4.M.16	Added statement and provide examples
HS.7.M.24	Added statement to provide detail
HS.2.P.18	Added statement to provide detail
HS.2.P.21	Added statement and provide skill with examples
HS.4.P.27	Minor edit
HS.5.P.32	Minor edit
HS.6.P.34	Added statement to provide detail
HS.7.P.36	Minor edit
HS.2.S.16	Added statement to provide detail