

Health Education  
Content Standards  
for California  
Public Schools

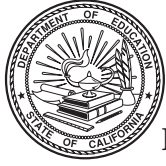
Kindergarten Through  
Grade Twelve



*Adopted by the  
California State Board  
of Education  
March 2008*

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## Publishing Information

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State Superintendent of Public Instruction Jack O'Connell appointed the following educators to the California Health Education Standards Advisory Panel:

**Martha Adriasola-Martinez**, San Francisco Unified School District  
**Beverly Bradley**, School Health Consultant, San Diego  
**Marilyn Briggs**, University of California, Davis  
**Laurie Brown**, Los Angeles Unified School District  
**Sally Champlin**, California State University, Long Beach  
**Kim Clark**, California State University, San Bernardino  
**Sheri Coburn**, San Joaquin County Office of Education  
**Cornelia Finkbeiner**, Menlo Park City Elementary School District  
**Laura Griffith**, Los Angeles Unified School District  
**Sloan Holmes**, Kern Union High School District  
**Tad Kitada**, Placer County Office of Education  
**Ric Loya**, Los Angeles Unified School District  
**Sarah Miller**, Hayward Unified School District  
**Kristine Pasquini**, Clovis Unified School District  
**Miguel Perez**, California State University, Fresno  
**Ann Rector**, Pasadena Unified School District  
**Christopher Saldivar**, Belmont-Redwood Shores Elementary School District  
**Carol Shaw**, Sweetwater Union High School District  
**Robin Sinks**, Long Beach Unified School District

Special commendation is extended to Gordon Jackson, Director, Learning Support and Partnerships Division; Phyllis Bramson-Paul, Director, Nutrition Services Division; Caroline Roberts, former School Health Connections/Healthy Start Administrator; Jennifer Rousseve, School Health Connections/Healthy Start Administrator; Mary Marks, School Health Education Consultant; Sharla Smith, HIV/STD Prevention Education Consultant; Donna Bezdecheck, School Health Education Consultant; Margaret Aumann, Nutrition Education Consultant; and Deborah Wood, Executive Director, California Healthy Kids Resource Center. Their significant contributions to this document deserve special recognition.

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## A Message from the State Board of Education and the State Superintendent of Public Instruction

Good health and academic success go hand in hand. Healthy children make better students, and better students become healthy, successful adults who are productive members of their communities. Comprehensive health education that addresses the physical, mental, emotional, and social aspects of health teaches students how to maintain and improve their health; prevent disease; reduce health-related risk behaviors; and develop health knowledge, attitudes, and skills that foster academic achievement, increase attendance rates, and improve behavior at school.

As with students throughout the United States, California's students are facing increasingly serious challenges to good health: obesity and diabetes are rising at alarming rates; asthma continues to be a leading cause of student absences; and too many adolescents continue to make choices that negatively impact their lives. It is essential that students learn how to manage health problems they already face and to avoid additional health problems in the future. Students need health education.

Quality health education programs help students achieve their highest academic potential. The *Health Education Content*

*Standards for California Public Schools, Kindergarten Through Grade Twelve* provides guidance on the essential skills and knowledge that students should have at each grade level. Local educators are encouraged to apply these standards when developing curricular and instructional strategies for health education and other interdisciplinary subjects.

Recognizing the significant impact of health on academic achievement, we must do everything possible to improve the quality of health education in California schools. The health education content standards represent our commitment to promoting excellence in health education for all students.

THEODORE R. MITCHELL  
*President, State Board of Education*

JACK O'CONNELL  
*State Superintendent of Public Instruction*



# 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 define the essential skills and knowledge that all students need in order to become “health literate”; they represent a strong consensus of the essential knowledge and skills that students should have at specific grade levels, from kindergarten through grade twelve, in California’s public schools. The health education standards also reflect California’s commitment to health education and serve as a basis for learning assessments, the *Health Framework for California Public Schools*, and instructional resources and materials. Standards do not prescribe methods of instruction.

A primary goal of the health education standards is to improve academic achievement and health literacy for all students 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 that their community is kept healthy, safe, and secure

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

## Background of the Standards

In October 2005, Assembly Bill (AB) 689, cosponsored by State Superintendent of Public Instruction (SSPI) Jack O’Connell, was signed into law by Governor Arnold Schwarzenegger, adding Section 51210.8 to the California *Education Code (EC)*; that section required the State Board of Education (SBE), based on recommendations from the SSPI, to adopt content standards for health education. The health education standards shape the direction of health education instruction for children and youths in California’s public schools: they provide school districts with fundamental tools for developing health education curricula and improving student achievement in this area; and they help ensure that all students in kindergarten through high school receive high-quality health education instruction, providing students with the knowledge, skills, and confidence to lead healthy lives.

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—including the California



Healthy Kids Survey—indicated that although youths had knowledge of what was harmful to their health, they did not have the skills to avoid risky behaviors. The students understood why certain behaviors could and would cause harm, but they still engaged in 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 six health content areas. Each skill is learned and practiced specific to the content area and behavior.

## 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 curricula in local school districts should be organized into a scope and sequence that support 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 that engage students 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 for youths. Today's young people are confronted with health, educational, and social challenges not experienced to the same degree by previous generations; violence, alcohol and other drug use, obesity, unintended pregnancy, sexually transmitted diseases (STDs), and disrupted family environments can compromise academic

success and health. Students should have an opportunity to practice essential skills to maintain healthy lifestyles. Such a foundation is reflected in the health education content standards.

Teachers and school districts are encouraged to enrich their students' instructional environments and learning opportunities 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 involvement in health education
- Focusing instruction on essential knowledge and skills that will foster health-risk reduction among students

## Overarching Content Standards and Rationales

The eight overarching health content standards for kindergarten through grade twelve are presented below, along with the rationale for each standard.

### Standard 1: Essential Health Concepts

**All students will comprehend essential concepts related to enhancing health.**

*Rationale:* Understanding essential concepts about the relationships between behavior and health provides the foundation for making informed decisions about health-related behaviors and for selecting appropriate health products and services.

### Standard 2: Analyzing Health Influences

**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.

### **Standard 3: Accessing Valid Health Information**

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

*Rationale:* Students are exposed to numerous sources of information, products, and services. The ability to access and analyze health information, products, and services provides a foundation for practicing health-enhancing behaviors.

### **Standard 4: Interpersonal Communication**

**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 to promote health.

### **Standard 5: Decision Making**

**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.

### **Standard 6: Goal Setting**

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

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

### **Standard 7: Practicing Health-Enhancing Behaviors**

**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 adopt health-enhancing behaviors demonstrates students' ability to use knowledge and skills to manage health and reduce risk-taking behaviors.

### **Standard 8: Health Promotion**

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

*Rationale:* Personal, 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.

## **Grade-Level Recommendations and Content Areas**

The health education standards are organized into six health content areas:

- Nutrition and Physical Activity
- Growth, Development, and Sexual Health
- Injury Prevention and Safety



- Alcohol, Tobacco, and Other Drugs
- Mental, Emotional, and Social Health
- Personal and Community Health

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, some health content areas are not recommended for every grade level. Districts are encouraged to add content areas for additional grade levels depending on local health priorities.

The health education standards represent **minimum** requirements for comprehensive health education. Local educational agencies (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 associated with the acceptance of such funds.

## Grade-Level Assignments for Content Areas

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

The health education standards provide guidance for developing health education curricula; they identify 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 LEAs.

Grade-Level Emphasis	Nutrition and Physical Activity	Growth, Development, and Sexual Health		Injury Prevention and Safety	Alcohol, Tobacco, and Other Drugs	Mental, Emotional, and Social Health	Personal and Community Health
		Growth and Development	Sexual Health				
Kindergarten	✓	✓		✓	✓	✓	✓
Grade 1		✓		✓			✓
Grade 2	✓				✓	✓	
Grade 3		✓				✓	✓
Grade 4	✓			✓	✓		
Grade 5	✓	✓	✓				✓
Grade 6				✓	✓	✓	
Grades 7 and 8	✓	✓	✓	✓	✓	✓	✓
High School (Grades 9 Through 12)	✓	✓	✓	✓	✓	✓	✓



# Kindergarten

## **Nutrition and Physical Activity**

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### **Standard 1: Essential Concepts**

- 1.1.N Name a variety of healthy foods and explain why they are necessary for good health.
  - 1.2.N Identify a variety of healthy snacks.
  - 1.3.N Describe the benefits of being physically active.
  - 1.4.N Recognize the importance of a healthy breakfast.
- 

### **Standard 2: Analyzing Influences**

- 2.1.N Recognize that not all products advertised or sold are good for them.
- 

### **Standard 3: Accessing Valid Information**

Skills for this content area are not identified until grade two.

---

### **Standard 4: Interpersonal Communication**

- 4.1.N Explain how to ask family members for healthy food options.
- 

### **Standard 5: Decision Making**

- 5.1.N Describe ways to participate regularly in active play and enjoyable physical activities.
- 

### **Standard 6: Goal Setting**

Skills for this content area are not identified until grade two.

---

### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.N Select nutritious snacks.
- 7.2.N Plan a nutritious breakfast.
- 7.3.N Choose healthy foods in a variety of settings.

---

## Standard 8: Health Promotion

Skills for this content area are not identified until grade two.

---

## Growth and Development

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### Standard 1: Essential Concepts

- 1.1.G Explain that living things grow and mature.
- 1.2.G Describe their own physical characteristics.
- 1.3.G Name ways in which people are similar and ways in which they are different.
- 1.4.G Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists).
- 1.5.G Name body parts and their functions.
- 1.6.G Name and describe the five senses.

---

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

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## Injury Prevention and Safety

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### Standard 1: Essential Concepts

- 1.1.S Identify safety rules for the home, the school, and the community.
- 1.2.S Identify emergency situations.
- 1.3.S Explain ways to stay safe when riding in a bus or other vehicle.
- 1.4.S Distinguish between appropriate and inappropriate touching.
- 1.5.S Explain that everyone has the right to tell others not to touch his or her body.
- 1.6.S Describe school rules about getting along with others.
- 1.7.S Recognize the characteristics of bullying.
- 1.8.S Identify ways to stay safe when crossing streets, riding a bicycle, or playing.
- 1.9.S Recognize that anything may be poisonous or cause harm if used unsafely.
- 1.10.S Identify people who are strangers and how to avoid contact with strangers.
- 1.11.S Demonstrate how to ask trusted adults for help.
- 1.12.S Define and explain the dangers of weapons.<sup>1</sup>
- 1.13.S Explain the importance of telling a trusted adult if you see or hear about someone having a weapon.<sup>2</sup>

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<sup>1</sup> See *Education Code (EC)* Section 49330 and the Glossary for the legal definition of a weapon.

<sup>2</sup> *EC* Section 49330.

---

**Standard 2: Analyzing Influences**

Skills for this content area are not identified until grade one.

---

**Standard 3: Accessing Valid Information**

3.1.S Identify trusted adults who can help in emergency situations.

---

**Standard 4: Interpersonal Communication**

4.1.S Demonstrate how to ask a trusted adult for help or call 9-1-1.

4.2.S Show how to answer the phone in a safe way.

---

**Standard 5: Decision Making**

5.1.S Identify situations when it is necessary to seek adult help or call 9-1-1.

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

---

**Standard 6: Goal Setting**

Skills for this content area are not identified until grade four.

---

**Standard 7: Practicing Health-Enhancing Behaviors**

7.1.S Follow rules for safe play and safety routines.

7.2.S Show how to cross the street safely.

---

**Standard 8: Health Promotion**

8.1.S Show how to tell a trusted adult when you or a friend find a weapon.<sup>3</sup>

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**Alcohol, Tobacco, and Other Drugs**

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**Standard 1: Essential Concepts**

1.1.A Explain why medicines are used.

1.2.A Explain that medicines can be helpful or harmful.

1.3.A Recognize that medicines should be taken only under the supervision of a trusted adult.

1.4.A Recognize that some household products are harmful if ingested or inhaled.

1.5.A Recognize that tobacco smoke is harmful to health and should be avoided.

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

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<sup>3</sup> EC Section 49330.

## **Mental, Emotional, and Social Health**

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### **Standard 1: Essential Concepts**

- 1.1.M Identify a variety of emotions.
  - 1.2.M Describe the characteristics of families.
  - 1.3.M Identify trusted adults at home and at school.
  - 1.4.M Describe characteristics that make each individual unique.
  - 1.5.M Describe and practice situations when it is appropriate to use “Please,” “Thank you,” “Excuse me,” and “I’m sorry.”
- 

### **Standard 2: Analyzing Influences**

- 2.1.M Identify ways family and friends help promote well-being.
- 

### **Standard 3: Accessing Valid Information**

- 3.1.M Identify trusted adults at home and at school who can help with mental and emotional health concerns.
- 

### **Standard 4: Interpersonal Communication**

- 4.1.M Show how to express personal needs and wants appropriately.
  - 4.2.M Cooperate and share with others.
- 

### **Standard 5: Decision Making**

Skills for this content area are not identified until grade two.

---

### **Standard 6: Goal Setting**

- 6.1.M Make a plan to help family members at home.
- 

### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.M Express emotions appropriately.
  - 7.2.M Describe positive ways to show care, consideration, and concern for others.
- 

### **Standard 8: Health Promotion**

- 8.1.M Encourage others when they engage in safe and healthy behaviors.



## Personal and Community Health

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### Standard 1: Essential Concepts

- 1.1.P Identify effective dental and personal hygiene practices.
  - 1.2.P Describe sun-safety practices.
  - 1.3.P Define “germs.”
  - 1.4.P Explain why the transmission of germs may be harmful to health.
  - 1.5.P Identify practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash.
- 

### Standard 2: Analyzing Influences

Skills for this content area are not identified until grade one.

---

### Standard 3: Accessing Valid Information

- 3.1.P Identify health care workers who can help promote healthy practices.
- 

### Standard 4: Interpersonal Communication

- 4.1.P Demonstrate how to ask for assistance with a health-related problem.
- 

### Standard 5: Decision Making

Skills for this content area are not identified until grade one.

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### Standard 6: Goal Setting

Skills for this content area are not identified until grade one.

---

### Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.P Show effective dental and personal hygiene practices.
  - 7.2.P Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues).
- 

### Standard 8: Health Promotion

Skills for this content area are not identified until grade one.



# Grade One

## Growth and Development

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### Standard 1: Essential Concepts

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

### Standard 2: Analyzing Influences

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

### Standard 3: Accessing Valid Information

- 3.1.G Recognize parents, guardians, and other trusted adults as resources for information about growth and development.
- 

### Standard 4: Interpersonal Communication

Skills for this content area are not identified until grade three.

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### Standard 5: Decision Making

Skills for this content area are not identified until grade three.

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### Standard 6: Goal Setting

Skills for this content area are not identified until grade five.

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### Standard 7: Practicing Health-Enhancing Behaviors

Skills for this content area are not identified until grade three.

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### Standard 8: Health Promotion

Skills for this content area are not identified until grade three.

## Injury Prevention and Safety

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### Standard 1: Essential Concepts

- 1.1.S Describe characteristics of safe and unsafe places.
- 1.2.S Identify labels of products that give information about cautions and dangers.
- 1.3.S Discuss the meaning of basic safety-related signs, symbols, and warning labels.
- 1.4.S Identify safety hazards in the home, at school, and in the community.
- 1.5.S Identify ways to reduce risk of injuries at home, at school, and in the community.
- 1.6.S Explain the importance of telling an adult if someone is in danger or being bullied.
- 1.7.S Distinguish between appropriate and inappropriate touching.
- 1.8.S Explain why the back seat is the safest place for young people to be when riding in a vehicle equipped with air bags.
- 1.9.S Define and explain the dangers of weapons and the importance of telling a trusted adult if you see or hear about someone having a weapon.<sup>1</sup>
- 1.10.S Identify ways to reduce risk of injuries while traveling in an automobile or bus (e.g., wearing a safety belt).
- 1.11.S Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags.
- 1.12.S Define simple conflict resolution techniques.
- 1.13.S Identify refusal skills when in personal-safety situations (e.g., use a clear “no” statement, walk or run away, change subject, delay).

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### Standard 2: Analyzing Influences

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

---

### Standard 3: Accessing Valid Information

- 3.1.S List people to go to for help if feeling unsafe or threatened.

---

### Standard 4: Interpersonal Communication

- 4.1.S Describe how to report dangerous situations.
- 4.2.S Identify ways to report inappropriate touching.

---

### Standard 5: Decision Making

- 5.1.S Analyze steps to take in emergency or potentially dangerous situations.
- 5.2.S Identify the benefits of using nonviolent means to resolve conflicts.

---

<sup>1</sup> See *Education Code (EC)* Section 49330 and the Glossary for the legal definition of a weapon.

- 5.3.S Assess reasons for reporting weapons possession.<sup>2</sup>
  - 5.4.S Analyze why wearing a helmet when biking, skateboarding, or in-line skating increases safety.
- 

### **Standard 6: Goal Setting**

Skills for this content area are not identified until grade four.

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### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.S Practice ways to stay safe at home, at school, and in the community.
  - 7.2.S Practice emergency, fire, and safety plans at home and at school.
  - 7.3.S Explain appropriate protective gear and equipment.
- 

### **Standard 8: Health Promotion**

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

## **Personal and Community Health**

---

### **Standard 1: Essential Concepts**

- 1.1.P Explain the importance of effective dental and personal hygiene practices.
  - 1.2.P Identify the importance of sun safety.
  - 1.3.P Discuss the importance of preventing the transmission of germs.
  - 1.4.P Identify ways to prevent the transmission of communicable diseases.
  - 1.5.P Describe symptoms of some common health problems and illnesses, including chronic diseases (e.g., asthma, allergies, diabetes, influenza).
  - 1.6.P Explain the difference between communicable diseases and noncommunicable diseases.
  - 1.7.P Discuss how individual behavior affects the environment and community.
  - 1.8.P Identify materials that can be reduced, reused, or recycled.
  - 1.9.P Identify emergency situations (e.g., injuries, abductions, fires, floods, earthquakes).
- 

### **Standard 2: Analyzing Influences**

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

### **Standard 3: Accessing Valid Information**

- 3.1.P Identify individuals in the school and in the community who promote health.
  - 3.2.P Explain why parents or guardians keep a health record for their child.
- 

<sup>2</sup> EC Section 49330.

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**Standard 4: Interpersonal Communication**

- 4.1.P Demonstrate effective communication skills when asking for assistance with health-related problems.
- 4.2.P Demonstrate effective communication skills in an emergency situation.

---

**Standard 5: Decision Making**

- 5.1.P Use a decision-making process to evaluate how personal hygiene behaviors promote one's health.

---

**Standard 6: Goal Setting**

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

---

**Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.P Demonstrate proper toothbrushing and flossing techniques.
- 7.2.P Demonstrate techniques for preventing disease transmission (e.g., covering sneezes and coughs, frequent handwashing).
- 7.3.P Demonstrate proper ways of protecting oneself from the sun and ways to select and apply sunscreen.
- 7.4.P Demonstrate appropriate behaviors during fire drills, earthquake drills, and other disaster drills.

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**Standard 8: Health Promotion**

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



## Nutrition and Physical Activity

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### Standard 1: Essential Concepts

- 1.1.N Classify various foods into appropriate food groups.
  - 1.2.N Identify the number of servings of food from each food group that a child needs daily.
  - 1.3.N Discuss the benefits of eating a nutritious breakfast every day.
  - 1.4.N List the benefits of healthy eating (including beverages and snacks).
  - 1.5.N Describe the benefits of drinking water in amounts consistent with current research-based health guidelines.
  - 1.6.N Describe how to keep food safe from harmful germs.
  - 1.7.N Identify a variety of healthy snacks.
  - 1.8.N Identify and explore opportunities outside of school for regular participation in physical activity.
  - 1.9.N Explain how both physical activity and eating habits can affect a person's health.
- 

### Standard 2: Analyzing Influences

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

### Standard 3: Accessing Valid Information

- 3.1.N Identify resources for reliable information about healthy foods.
- 

### Standard 4: Interpersonal Communication

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

### Standard 5: Decision Making

- 5.1.N Use a decision-making process to select healthy foods.
- 5.2.N Compare and contrast healthy and less-healthy food choices for a variety of settings.
- 5.3.N Identify safe ways to increase physical activity.

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**Standard 6: Goal Setting**

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

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**Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.N Examine the importance of eating a nutritious breakfast every day.
- 7.2.N Plan a nutritious meal.
- 7.3.N Select healthy beverages.
- 7.4.N Examine the criteria for choosing a nutritious snack.
- 7.5.N Participate in physical activities with friends and family.

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**Standard 8: Health Promotion**

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

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**Alcohol, Tobacco, and Other Drugs**

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**Standard 1: Essential Concepts**

- 1.1.A Distinguish between helpful and harmful substances (including alcohol, tobacco, and other drugs).
- 1.2.A Explain why household products are harmful if ingested or inhaled.
- 1.3.A Identify that a drug is a chemical that changes how the body and brain work.
- 1.4.A Explain why it is dangerous to taste, swallow, sniff, or play with unknown substances.
- 1.5.A Explain why it is important to follow the medical recommendations for prescription and nonprescription medicines.
- 1.6.A Identify rules for taking medicine at school and at home.
- 1.7.A Identify refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs (e.g., use a clear “no” statement, walk or run away, change subject, delay).

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**Standard 2: Analyzing Influences**

Skills for this content area are not identified until grade four.

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**Standard 3: Accessing Valid Information**

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

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**Standard 4: Interpersonal Communication**

- 4.1.A Demonstrate refusal skills to resist an offer to use drugs or inappropriate medicines.
- 4.2.A Demonstrate communication skills to alert an adult about unsafe situations involving drugs or medicines.

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**Standard 5: Decision Making**

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

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**Standards 6–8:** Skills for this content area are not identified until grade four.

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**Mental, Emotional, and Social Health**

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**Standard 1: Essential Concepts**

- 1.1.M Describe a variety of emotions.
- 1.2.M Explain what it means to be emotionally or mentally healthy.
- 1.3.M Explain the importance of talking with parents or trusted adults about feelings.
- 1.4.M Identify changes that occur within families.
- 1.5.M Identify characteristics of a responsible family member.
- 1.6.M Identify feelings and emotions associated with loss or grief.
- 1.7.M Discuss how to show respect for similarities and differences between and among individuals and groups.
- 1.8.M List healthy ways to express affection, love, friendship, and concern.
- 1.9.M Identify positive and negative ways of dealing with stress.
- 1.10.M Describe how to work and play cooperatively.
- 1.11.M Identify the positive ways that peers and family members show support, care, and appreciation for one another.
- 1.12.M Describe the characteristics of a trusted friend and adult.

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**Standard 2: Analyzing Influences**

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

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**Standard 3: Accessing Valid Information**

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

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**Standard 4: Interpersonal Communication**

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

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**Standard 5: Decision Making**

- 5.1.M Use a decision-making process for solving problems with peers and family members.

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**Standard 6: Goal Setting**

- 6.1.M Describe how to make a commitment to be a good friend.

---

**Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.M Manage emotions appropriately in a variety of situations.
- 7.2.M Show respect for individual differences.

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**Standard 8: Health Promotion**

- 8.1.M Object appropriately to teasing of peers that is based on personal characteristics.
- 8.2.M Support peers in school and community activities.



## Grade Three

### **Growth and Development**

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#### **Standard 1: Essential Concepts**

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

#### **Standard 2: Analyzing Influences**

- 2.1.G Explain how individual behaviors and one's family and school influence growth and development.
- 

#### **Standard 3: Accessing Valid Information**

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

#### **Standard 4: Interpersonal Communication**

- 4.1.G Demonstrate how to communicate with parents, guardians, and trusted adults about growth and development.
  - 4.2.G Identify how to show respect for individual differences.
- 

#### **Standard 5: Decision Making**

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

#### **Standard 6: Goal Setting**

Skills for this content area are not identified until grade five.

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#### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.G Determine behaviors that promote healthy growth and development.



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**Standard 8: Health Promotion**

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

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**Mental, Emotional, and Social Health**

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**Standard 1: Essential Concepts**

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

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**Standard 2: Analyzing Influences**

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

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**Standard 3: Accessing Valid Information**

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

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**Standard 4: Interpersonal Communication**

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

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**Standard 5: Decision Making**

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

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**Standard 6: Goal Setting**

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

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**Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.M Evaluate effective strategies to cope with fear, stress, anger, loss, and grief in oneself and others.

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### **Standard 8: Health Promotion**

- 8.1.M Promote a positive and respectful school environment.
- 8.2.M Object appropriately to teasing of peers and family members that is based on personal characteristics.
- 8.3.M Demonstrate the ability to support and respect people with differences.

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## **Personal and Community Health**

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### **Standard 1: Essential Concepts**

- 1.1.P Examine the difference between communicable and noncommunicable diseases.
- 1.2.P Describe how bacteria and viruses affect the body.
- 1.3.P Identify positive health practices that reduce illness and disease.
- 1.4.P Identify life-threatening conditions (e.g., heart attacks, asthma attacks, poisoning).
- 1.5.P Describe how a healthy environment is essential to personal and community health.
- 1.6.P Discuss how reducing, recycling, and reusing products make for a healthier environment.

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### **Standard 2: Analyzing Influences**

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

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### **Standard 3: Accessing Valid Information**

- 3.1.P Recognize individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures).
- 3.2.P Describe how to access help when feeling threatened.

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### **Standard 4: Interpersonal Communication**

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

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### **Standard 5: Decision Making**

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

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### **Standard 6: Goal Setting**

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

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**Standard 7: Practicing Health-Enhancing Behaviors**

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

**Standard 8: Health Promotion**

- 8.1.P Support others in making positive health choices.
- 8.2.P Encourage others to promote a healthy environment.



## Grade Four

### **Nutrition and Physical Activity**

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#### **Standard 1: Essential Concepts**

- 1.1.N Identify and define key nutrients and their functions.
  - 1.2.N State the recommended number of servings and serving sizes for different food groups.
  - 1.3.N Describe the relationship between food intake, physical activity, and good health.
  - 1.4.N Identify how to keep food safe through proper food preparation and storage.
  - 1.5.N Explain how food can contain germs that cause illness.
  - 1.6.N Explain the importance of drinking plenty of water, especially during vigorous physical activity.
  - 1.7.N Describe the benefits of moderate and vigorous physical activity.
  - 1.8.N Identify ways to increase and monitor physical activity.
- 

#### **Standard 2: Analyzing Influences**

- 2.1.N Identify internal and external influences that affect food choices.
  - 2.2.N Analyze advertising and marketing techniques used for food and beverages.
  - 2.3.N Identify internal and external influences that affect physical activity.
- 

#### **Standard 3: Accessing Valid Information**

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

#### **Standard 4: Interpersonal Communication**

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

#### **Standard 5: Decision Making**

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

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### Standard 6: Goal Setting

- 6.1.N Make a plan to choose healthy foods and beverages.
- 6.2.N Make a plan to choose physical activities at school and at home.

---

### Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.N Practice how to take personal responsibility for eating healthy foods.
- 7.2.N Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages.
- 7.3.N Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet.
- 7.4.N Practice how to take personal responsibility for engaging in physical activity.

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### Standard 8: Health Promotion

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

## Injury Prevention and Safety

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### Standard 1: Essential Concepts

- 1.1.S Describe safety hazards, including those related to fire, water, dangerous objects, being home alone, and using the Internet.
- 1.2.S Identify behaviors that may lead to conflict with others.
- 1.3.S Describe the different types of bullying and harassment.
- 1.4.S Examine the effects of bullying and harassment on others.
- 1.5.S Identify basic safety guidelines associated with weather-related emergencies and natural disasters (e.g., floods, earthquakes, and tsunamis).
- 1.6.S Identify disaster preparedness procedures at home, at school, and in the community.
- 1.7.S Describe ways to seek assistance if worried, abused, or threatened.
- 1.8.S Explain the dangers of having weapons at school, at home, and in the community.<sup>1</sup>
- 1.9.S Explain the importance of wearing helmets, pads, mouth guards, water safety vests, and other safety equipment during athletic and outdoor activities.
- 1.10.S Define a gang and how it is different from a club, sports team, or clique.
- 1.11.S Describe the dangers of gang activity.
- 1.12.S Identify positive alternatives to gang activity.
- 1.13.S Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags.

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<sup>1</sup> See *Education Code (EC)* Section 49330 and the Glossary for the legal definition of a weapon.

- 1.14.S Identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets).
- 1.15.S Explain what to do if someone is poisoned (e.g., by household cleaning or paint products): call 9-1-1, a poison control center, or other local emergency number.
- 1.16.S Identify ways to reduce risk of injuries from fires, around water, while riding a motor vehicle, as a pedestrian, on the playground, and from falls.
- 1.17.S Identify ways to prevent vision and hearing damage.
- 1.18.S Explain how courtesy, compassion, and respect toward others reduce conflict and promote nonviolent behavior.
- 1.19.S Demonstrate escape strategies for cases of inappropriate touching or attempted abduction.

---

**Standard 2: Analyzing Influences**

- 2.1.S Analyze how emotions contribute to both safe and violent behaviors.
- 2.2.S Examine the influence of violence in media and technology on health behavior.
- 2.3.S Explain that most young people do not use violence to deal with problems.

---

**Standard 3: Accessing Valid Information**

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

---

**Standard 4: Interpersonal Communication**

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

---

**Standard 5: Decision Making**

- 5.1.S Evaluate strategies to avoid potentially dangerous situations.
- 5.2.S Examine the consequences of bullying and harassment.
- 5.3.S Analyze the benefits of using nonviolent means to resolve conflicts.
- 5.4.S Evaluate how following family, school, and community rules can impact safety.

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**Standard 6: Goal Setting**

- 6.1.S Make a personal commitment to use appropriate protective gear while engaging in activities.
- 6.2.S Make a personal commitment to stay away from people involved in gang activity.

---

**Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.S Demonstrate strategies to avoid bullying and other types of harassment.
- 7.2.S Practice disaster preparedness procedures at home and at school.
- 7.3.S Use appropriate protective gear and equipment.
- 7.4.S Follow safety rules and laws at home, at school, and in the community.
- 7.5.S Demonstrate escape strategies for cases of inappropriate touching or attempted abduction.
- 7.6.S Demonstrate the ability to execute an escape plan for incidents of fires, floods, earthquakes, and other natural disasters.

---

**Standard 8: Health Promotion**

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

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**Alcohol, Tobacco, and Other Drugs**

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**Standard 1: Essential Concepts**

- 1.1.A Describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including inhalants.
- 1.2.A Identify ways to cope with situations involving alcohol, tobacco, and other drugs.
- 1.3.A Explain the differences between medicines and illicit drugs.
- 1.4.A Identify family and school rules about alcohol, tobacco, and drug use.
- 1.5.A Explain why individual reactions to alcohol and drug use may vary.

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**Standard 2: Analyzing Influences**

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

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**Standard 3: Accessing Valid Information**

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

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**Standard 4: Interpersonal Communication**

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

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**Standard 5: Decision Making**

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

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**Standard 6: Goal Setting**

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

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**Standard 7: Practicing Health-Enhancing Behaviors**

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

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**Standard 8: Health Promotion**

- 8.1.A Encourage others to be free of alcohol, tobacco, and other drugs.



## Nutrition and Physical Activity

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### Standard 1: Essential Concepts

- 1.1.N Describe the food groups, including recommended portions to eat from each food group.
  - 1.2.N Identify key components of the “Nutrition Facts” labels.
  - 1.3.N Explain the relationship between the intake of nutrients and metabolism.
  - 1.4.N Explain why some food groups have a greater number of recommended portions than other food groups.
  - 1.5.N Describe safe food handling and preparation practices.
  - 1.6.N Differentiate between more-nutritious and less-nutritious beverages and snacks.
  - 1.7.N Explain the concept of eating in moderation.
  - 1.8.N Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.
  - 1.9.N Explain how good health is influenced by healthy eating and being physically active.
  - 1.10.N Describe how physical activity, rest, and sleep are related.
  - 1.11.N Identify physical, academic, mental, and social benefits of regular physical activity.
- 

### Standard 2: Analyzing Influences

- 2.1.N Describe internal and external influences that affect food choices and physical activity.
  - 2.2.N Recognize that family and cultural influences affect food choices.
  - 2.3.N Describe the influence of advertising and marketing techniques on food and beverage choices.
- 

### Standard 3: Accessing Valid Information

- 3.1.N Locate age-appropriate guidelines for eating and physical activity.
- 3.2.N Interpret information provided on food labels.

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### **Standard 4: Interpersonal Communication**

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

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### **Standard 5: Decision Making**

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

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### **Standard 6: Goal Setting**

- 6.1.N Monitor personal progress toward a nutritional goal.
- 6.2.N Monitor personal progress toward a physical activity goal.

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### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.N Identify ways to choose healthy snacks based on current research-based guidelines.
- 7.2.N Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices.
- 7.3.N Demonstrate the ability to balance food intake and physical activity.
- 7.4.N Demonstrate the ability to assess personal physical activity levels.

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### **Standard 8: Health Promotion**

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

## **Growth, Development, and Sexual Health<sup>1</sup>**

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### **Standard 1: Essential Concepts**

- 1.1.G Describe the human cycle of reproduction, birth, growth, aging, and death.
- 1.2.G Explain the structure, function, and major parts of the human reproductive system.
- 1.3.G Identify the physical, social, and emotional changes that occur during puberty.
- 1.4.G Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).

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<sup>1</sup> *Education Code (EC) Section 51933(a)(b)(c).*

- 1.5.G Describe how HIV is and is not transmitted.
  - 1.6.G Recognize that there are individual differences in growth and development, physical appearance, and gender roles.
  - 1.7.G Recognize that everyone has the right to establish personal boundaries.
  - 1.8.G Recognize that friendship, attraction, and affection can be expressed in different ways.
  - 1.9.G Explain that puberty and physical development can vary considerably and still be normal.
  - 1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).
- 

### **Standard 2: Analyzing Influences**

- 2.1.G Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
  - 2.2.G Describe how heredity influences growth and development.
  - 2.3.G Discuss how changes during puberty affect thoughts, emotions, and behaviors.
- 

### **Standard 3: Accessing Valid Information**

- 3.1.G Recognize parents, guardians, and other trusted adults as resources for information about puberty.
  - 3.2.G Differentiate between reliable and unreliable sources of information about puberty.
- 

### **Standard 4: Interpersonal Communication**

- 4.1.G Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty.
  - 4.2.G Use healthy and respectful ways to express friendship, attraction, and affection.
  - 4.3.G Demonstrate refusal skills to protect personal boundaries.
- 

### **Standard 5: Decision Making**

- 5.1.G Describe the importance of identifying personal boundaries.
  - 5.2.G Analyze why it is safe to be a friend to someone who is living with HIV or AIDS.
- 

### **Standard 6: Goal Setting**

- 6.1.G Identify steps to achieve and maintain a healthy and accurate body image.
- 6.2.G Develop plans to maintain personal hygiene during puberty.

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### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.G Engage in behaviors that promote healthy growth and development during puberty.
- 7.2.G Describe ways people can protect themselves against serious bloodborne communicable diseases.

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### **Standard 8: Health Promotion**

Skills for this content area are not identified until grades seven and eight.

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## **Personal and Community Health**

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### **Standard 1: Essential Concepts**

- 1.1.P Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, handwashing, hearing protection, and toothbrushing and tooth flossing).
- 1.2.P Explain how viruses and bacteria affect the immune system and impact health.
- 1.3.P Describe how environmental conditions affect personal health.
- 1.4.P Describe the personal hygiene needs associated with the onset of puberty.
- 1.5.P Define life-threatening situations (e.g., heart attacks, asthma attacks, poisonings).
- 1.6.P Explain that all individuals have a responsibility to protect and preserve the environment.

---

### **Standard 2: Analyzing Influences**

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

---

### **Standard 3: Accessing Valid Information**

- 3.1.P Identify sources of valid information about personal health products and services.
- 3.2.P Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures).

---

### **Standard 4: Interpersonal Communication**

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

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**Standard 5: Decision Making**

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

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**Standard 6: Goal Setting**

- 6.1.P Monitor progress toward a goal to help protect the environment.
- 6.2.P Monitor progress toward a personal health goal.

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**Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.P Practice good personal and dental hygiene.
- 7.2.P Demonstrate personal responsibility for health habits.
- 7.3.P Practice strategies to protect against the harmful effects of the sun.

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**Standard 8: Health Promotion**

- 8.1.P Encourage others to minimize pollution in the environment.

## Injury Prevention and Safety

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### Standard 1: Essential Concepts

- 1.1.S Explain methods to reduce conflict, harassment, and violence.
  - 1.2.S Describe basic first aid and emergency procedures, including those for accidental loss of or injuries to teeth.
  - 1.3.S Describe the risks of gang involvement.
  - 1.4.S Examine disaster preparedness plans for the home and school.
  - 1.5.S Examine the risks of possessing a weapon at home, at school, and in the community.<sup>1</sup>
  - 1.6.S Examine safety procedures when using public transportation and traveling in vehicles.
  - 1.7.S Discuss safety hazards related to Internet usage.
  - 1.8.S Describe hazards related to sun, water, and ice.
  - 1.9.S Describe how the presence of weapons increases the risk of serious violent injuries.<sup>2</sup>
- 

### Standard 2: Analyzing Influences

- 2.1.S Analyze the role of self and others in causing or preventing injuries.
  - 2.2.S Analyze influences on both safe and violent behaviors.
  - 2.3.S Analyze personal behaviors that may lead to injuries or cause harm.
- 

### Standard 3: Accessing Valid Information

- 3.1.S Identify rules and laws intended to prevent injuries.
  - 3.2.S Demonstrate the ability to ask a trusted adult for help when feeling personally threatened or unsafe, including while using the Internet.
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### Standard 4: Interpersonal Communication

- 4.1.S Practice effective communication skills to prevent and avoid risky situations.

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<sup>1</sup> See *Education Code (EC)* Section 49330 and the Glossary for the legal definition of a weapon.

<sup>2</sup> *EC* Section 49330.

- 4.2.S Explain the importance of immediately reporting a weapon that is found or is in the possession of peers.<sup>3</sup>
- 4.3.S Demonstrate escape strategies for situations in which weapons or other dangerous objects are present.<sup>4</sup>
- 4.4.S Practice communication and refusal skills to avoid gang involvement.

### **Standard 5: Decision Making**

- 5.1.S Use a decision-making process to determine a safe course of action in risky situations.
- 5.2.S Use a decision-making process to determine appropriate strategies for responding to bullying and harassment.

### **Standard 6: Goal Setting**

- 6.1.S Develop a personal plan to remain safe and injury-free.

### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.S Practice ways to resolve conflicts nonviolently.
- 7.2.S Practice safe use of technology.
- 7.3.S Practice positive alternatives to gang involvement.
- 7.4.S Practice basic first aid and emergency procedures.

### **Standard 8: Health Promotion**

- 8.1.S Support injury prevention at school, at home, and in the community.
- 8.2.S Promote a bully-free school and community environment.
- 8.3.S Encourage others to practice safe behaviors, including the proper use of safety belts when riding in cars, wearing helmets when riding bicycles, and wearing mouth guards when participating in athletic activities.

## **Alcohol, Tobacco, and Other Drugs**

### **Standard 1: Essential Concepts**

- 1.1.A Explain short- and long-term effects of alcohol, tobacco, inhalant, and other drug use, including social, legal, and economic implications.
- 1.2.A Identify positive alternatives to alcohol, tobacco, and other drug use.
- 1.3.A Differentiate between the use and misuse of prescription and nonprescription medicines.

<sup>3</sup> EC Section 49330.

<sup>4</sup> Ibid.

- 1.4.A Identify the benefits of a tobacco-free environment.
  - 1.5.A Explain the dangers of secondhand smoke.
  - 1.6.A Explain the stages of drug dependence and addiction and the effects of drugs on the adolescent brain.
  - 1.7.A Identify the effects of alcohol, tobacco, and other drug use on physical activity, including athletic performance.
- 

### **Standard 2: Analyzing Influences**

- 2.1.A Describe internal influences that affect the use of alcohol, tobacco, and other drugs.
  - 2.2.A Analyze the influence of marketing and advertising techniques, including the use of role models and how they affect use of alcohol, tobacco, and other drugs.
  - 2.3.A 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.
  - 2.4.A Explain how culture and media influence the use of alcohol and other drugs.
- 

### **Standard 3: Accessing Valid Information**

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

### **Standard 4: Interpersonal Communication**

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

### **Standard 5: Decision Making**

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

### **Standard 6: Goal Setting**

- 6.1.A Develop personal goals to remain drug-free.



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**Standard 7: Practicing Health-Enhancing Behaviors**

7.1.A Practice positive alternatives to using alcohol, tobacco, and other drugs.

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**Standard 8: Health Promotion**

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

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**Mental, Emotional, and Social Health**

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**Standard 1: Essential Concepts**

- 1.1.M Describe the signs, causes, and health effects of stress, loss, and depression.
  - 1.2.M Summarize feelings and emotions associated with loss and grief.
  - 1.3.M Discuss how emotions change during adolescence.
  - 1.4.M Describe the importance of being aware of one's emotions.
  - 1.5.M Describe the importance of being empathetic to individual differences, including people with disabilities and chronic diseases.
  - 1.6.M Explain why getting help for mental, emotional, and social health problems is appropriate and necessary.
  - 1.7.M Describe the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.
  - 1.8.M Describe the similarities between types of violent behaviors (e.g., bullying, hazing, fighting, and verbal abuse).
  - 1.9.M Discuss the harmful effects of violent behaviors.
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**Standard 2: Analyzing Influences**

2.1.M Analyze the external and internal influences on mental, emotional, and social health.

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**Standard 3: Accessing Valid Information**

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

**Standard 4: Interpersonal Communication**

- 4.1.M Practice asking for help with mental, emotional, or social health problems from trusted adults.
- 4.2.M Describe how prejudice, discrimination, and bias can lead to violence.

- 4.3.M Demonstrate ways to communicate respect for diversity.
- 4.4.M Demonstrate the ability to use steps of conflict resolution.

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**Standard 5: Decision Making**

- 5.1.M Apply a decision-making process to enhance health.
- 5.2.M Describe situations for which someone should seek help with stress, loss, and depression.
- 5.3.M Compare and contrast being angry and angry behavior, and discuss the consequences.

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**Standard 6: Goal Setting**

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

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**Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.M Carry out personal and social responsibilities appropriately.
- 7.2.M Practice strategies to manage stress.
- 7.3.M Practice appropriate ways to respect and include others who are different from oneself.
- 7.4.M Demonstrate how to use self-control when angry.

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**Standard 8: Health Promotion**

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



# Grades Seven and Eight

## Nutrition and Physical Activity

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### Standard 1: Essential Concepts

- 1.1.N Describe the short- and long-term impact of nutritional choices on health.
- 1.2.N Identify nutrients and their relationships to health.
- 1.3.N Examine the health risks caused by food contaminants.
- 1.4.N Describe how to keep food safe through proper food purchasing, preparation, and storage practices.
- 1.5.N Differentiate between diets that are health-promoting and diets linked to disease.
- 1.6.N Analyze the caloric and nutritional value of foods and beverages.
- 1.7.N Describe the benefits of eating a variety of foods high in iron, calcium, and fiber.
- 1.8.N Identify ways to prepare food that are consistent with current research-based guidelines for a nutritionally balanced diet.
- 1.9.N Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.
- 1.10.N Identify the impact of nutrition on chronic disease.
- 1.11.N Analyze the cognitive and physical benefits of eating breakfast daily.
- 1.12.N Examine the role of lifelong fitness activities in maintaining personal fitness, blood pressure, weight, and percentage of body fat.
- 1.13.N Explain how to use a Body Mass Index (BMI) score as a tool for measuring general health.
- 1.14.N Identify ways to increase daily physical activity.
- 1.15.N Explain that incorporating daily moderate or vigorous physical activity into one's life does not require a structured exercise plan or special equipment.
- 1.16.N Differentiate between physical activity and exercise and health-related and skill-related fitness.

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### Standard 2: Analyzing Influences

- 2.1.N Describe the influence of culture and media on body image.
- 2.2.N Evaluate internal and external influences on food choices.

- 2.3.N Analyze the impact of nutritional choices on future reproductive and prenatal health.
  - 2.4.N Analyze the influence of technology and media on physical activity.
- 

### **Standard 3: Accessing Valid Information**

- 3.1.N Distinguish between valid and invalid sources of nutrition information.
  - 3.2.N Evaluate the accuracy of claims about dietary supplements and popular diets.
  - 3.3.N Describe how to access nutrition information about foods offered in restaurants in one's community.
  - 3.4.N Identify places where youths and families can be physically active.
  - 3.5.N Identify trusted adults in one's family, school, and community for advice and counseling regarding healthy eating and physical activity.
- 

### **Standard 4: Interpersonal Communication**

- 4.1.N Demonstrate the ability to use effective skills to model healthy decision making and prevent overconsumption of foods and beverages.
  - 4.2.N Practice effective communication skills with parents, guardians, or trusted adults regarding healthy nutrition and physical activity choices.
- 

### **Standard 5: Decision Making**

- 5.1.N Use a decision-making process to evaluate daily food intake for nutritional requirements.
  - 5.2.N Identify recreational activities that increase physical activity.
  - 5.3.N Contrast healthy and risky approaches to weight management.
  - 5.4.N Analyze the physical, mental, and social benefits of physical activity.
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### **Standard 6: Goal Setting**

- 6.1.N Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.
  - 6.2.N Set a goal to increase daily physical activity.
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### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.N Make healthy food choices in a variety of settings.
- 7.2.N Explain proper food handling safety when preparing meals and snacks.
- 7.3.N Assess personal physical activity levels.
- 7.4.N Examine ways to be physically active throughout a lifetime.

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## Standard 8: Health Promotion

- 8.1.N Encourage nutrient-dense food choices in school.
- 8.2.N Support increased opportunities for physical activity at school and in the community.
- 8.3.N Encourage peers to eat healthy foods and to be physically active.

## Growth, Development, and Sexual Health

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### Standard 1: Essential Concepts

- 1.1.G Explain physical, social, and emotional changes associated with adolescence.
- 1.2.G Summarize the human reproduction cycle.
- 1.3.G Explain the effectiveness of abstinence in preventing HIV, other STDs, and unintended pregnancy.<sup>1</sup>
- 1.4.G Explain how conception occurs, the stages of pregnancy, and the responsibilities associated with parenting.
- 1.5.G Explain the effectiveness of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and unintended pregnancy.<sup>2</sup>
- 1.6.G Identify the short- and long-term effects of HIV, AIDS, and other STDs.<sup>3</sup>
- 1.7.G Identify ways to prevent or reduce the risk of contracting HIV, AIDS, and other STDs.<sup>4</sup>
- 1.8.G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.<sup>5</sup>
- 1.9.G Explain why individuals have the right to refuse sexual contact.
- 1.10.G Describe the emotional, psychological, and physical consequences of rape and sexual assault.
- 1.11.G Explain why rape and sexual assault should be reported to authorities and trusted adults.
- 1.12.G Describe responsible prenatal and child care, including California's Safely Surrendered Baby Law.<sup>6</sup>
- 1.13.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.

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<sup>1</sup> See *Education Code (EC)* sections 51930(b)(1), 51933(b)(8), and 51934(b)(3).

<sup>2</sup> *EC* sections 51933(b)(10), 51934(b)(3).

<sup>3</sup> *EC* Section 51934(b)(1).

<sup>4</sup> *EC* Section 51934(b)(2), (b)(3), (b)(4).

<sup>5</sup> *EC* Section 51930(b)(2).

<sup>6</sup> *EC* Section 51933(b)(12).

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## Standard 2: Analyzing Influences

- 2.1.G Analyze how internal and external influences affect growth and development, relationships, and sexual behavior.
- 2.2.G Evaluate how culture, media, and other people influence our perceptions of body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.<sup>7</sup>
- 2.3.G Analyze the influence of alcohol and other drugs on sexual behaviors.<sup>8</sup>
- 2.4.G Describe situations that could lead to pressure for sexual activity and to the risk of contracting HIV and other STDs.<sup>9</sup>
- 2.5.G Recognize that there are individual, family, and cultural differences in relationships.
- 2.6.G Explain how sexual exploitation can occur through the Internet.

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## Standard 3: Accessing Valid Information

- 3.1.G Identify trusted adults in one's family, school, and community for advice and counseling regarding reproductive and sexual health.
- 3.2.G Locate medically and scientifically accurate sources of information on reproductive health.<sup>10</sup>
- 3.3.G Identify health care providers for reproductive and sexual health services.<sup>11</sup>

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## Standard 4: Interpersonal Communication

- 4.1.G Practice effective communication skills with parents, guardians, health care providers, or other trusted adults by discussing issues related to reproductive and sexual health.<sup>12</sup>
- 4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and unintended pregnancy.<sup>13</sup>
- 4.3.G Use healthy and respectful ways to express friendship, attraction, and affection.
- 4.4.G Analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.<sup>14</sup>
- 4.5.G Demonstrate how to ask for help from parents, other trusted adults, or friends when pressured to participate in sexual behavior.

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<sup>7</sup> EC Section 51930(b)(2).

<sup>8</sup> EC sections 51933(b)(11), 51934(b)(6).

<sup>9</sup> Ibid.

<sup>10</sup> EC sections 51931(f), 51933(b)(8), 51934(b)(5).

<sup>11</sup> EC sections 51933(b)(9), 51934(b)(5).

<sup>12</sup> EC Section 51933(b)(6).

<sup>13</sup> EC sections 51933(b)(11), 51934(b)(6).

<sup>14</sup> EC Section 51930(b)(2).

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### Standard 5: Decision Making

- 5.1.G Analyze why abstinence is the most effective method for the prevention of HIV, STDs, and pregnancy.<sup>15</sup>
- 5.2.G Use a decision-making process to examine the characteristics of healthy relationships.<sup>16</sup>
- 5.3.G Use a decision-making process to evaluate individual differences in growth and development, physical appearance, gender roles, and sexual orientation.<sup>17</sup>
- 5.4.G Analyze the responsibilities and privileges of becoming a young adult.
- 5.5.G Identify how good health practices in adolescence affect lifelong health and the health of future children.
- 5.6.G Explain the immediate physical, social, and emotional risks and consequences associated with sexual activity.
- 5.7.G Use a decision-making process to evaluate the value of using FDA-approved condoms for pregnancy and STD prevention.

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### Standard 6: Goal Setting

- 6.1.G Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy.<sup>18</sup>
- 6.2.G Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals.<sup>19</sup>

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### Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.G Describe strategies for refusing unwanted sexual activity.<sup>20</sup>
- 7.2.G Demonstrate the ability to anticipate and minimize exposure to situations that pose a risk to sexual health.<sup>21</sup>
- 7.3.G Describe personal actions that can protect reproductive and sexual health.<sup>22</sup>

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### Standard 8: Health Promotion

- 8.1.G Support and encourage safe, respectful, and responsible relationships.<sup>23</sup>
- 8.2.G Promote respect for and dignity of persons living with HIV or AIDS.<sup>24</sup>

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<sup>15</sup> EC sections 51933(b)(8), (b)(11), 51934(b)(3).

<sup>16</sup> EC Section 51933(b)(11).

<sup>17</sup> EC sections 51930(b)(2), 51933(b)(11), 51934(b)(6).

<sup>18</sup> EC sections 51933(b)(8), (b)(10), 51934(b)(3).

<sup>19</sup> EC sections 51933(b)(11), 51934(b)(6).

<sup>20</sup> Ibid.

<sup>21</sup> Ibid.

<sup>22</sup> Ibid.

<sup>23</sup> EC Section 51933(b)(7), (b)(11), (d)(2).

<sup>24</sup> EC Section 51934(b)(7).

## Injury Prevention and Safety

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### Standard 1: Essential Concepts

- 1.1.S Describe the differences between physical, verbal, and sexual violence.
- 1.2.S Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- 1.3.S Describe how the presence of weapons increases the risk of serious violent injuries.<sup>25</sup>
- 1.4.S Discuss the importance of reporting weapon possession.<sup>26</sup>
- 1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety.
- 1.6.S Identify trusted adults to whom school or community violence should be reported.
- 1.7.S Describe possible legal consequences of sexual harassment and violence.
- 1.8.S Describe types of sexual harassment and ways to report them.
- 1.9.S Describe the behavioral and environmental factors associated with major causes of death in the United States.
- 1.10.S Identify basic safety guidelines for emergencies and natural disasters.
- 1.11.S Identify ways to prevent climate-related physical conditions such as exhaustion, sunburn, heat stroke, and hypothermia.
- 1.12.S Explain safety hazards associated with Internet usage.
- 1.13.S Explain ways to prevent fires and reduce the risk of fire-related injuries.
- 1.14.S Explain ways to reduce the risk of injuries in and around water.
- 1.15.S Explain ways to reduce the risk of injuries (including oral injuries) that can occur during sports and recreational activities.

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### Standard 2: Analyzing Influences

- 2.1.S Analyze how the media portray fire and explosives.
- 2.2.S Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.

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### Standard 3: Accessing Valid Information

- 3.1.S Analyze sources of information regarding injury and violence prevention.
- 3.2.S Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying.

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<sup>25</sup> See EC Section 49330 and the Glossary for the legal definition of a weapon.

<sup>26</sup> EC Section 49330.



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**Standard 4: Interpersonal Communication**

- 4.1.S Report to a trusted adult situations that could lead to injury or harm.
- 4.2.S Use communication and refusal skills to avoid violence, gang involvement, and risky situations.
- 4.3.S Describe ways to manage interpersonal conflicts nonviolently.
- 4.4.S Demonstrate ways to ask a parent or other trusted adult for help with a threatening situation.
- 4.5.S Describe characteristics of effective communication.
- 4.6.S Differentiate between passive, aggressive, and assertive communication.
- 4.7.S Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.

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**Standard 5: Decision Making**

- 5.1.S Use a decision-making process to examine risky social and dating situations.
- 5.2.S Apply a decision-making process to avoid potentially dangerous situations, such as gang activities, violence in dating, and other social situations.
- 5.3.S Use a decision-making process to analyze the consequences of gang involvement.
- 5.4.S Evaluate why some students are bullies.
- 5.5.S Apply decision-making or problem-solving steps to hypothetical situations involving assault and intimidation, including sexual harassment.

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**Standard 6: Goal Setting**

- 6.1.S Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.
- 6.2.S Create a personal-safety plan.

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**Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.S Practice first aid and emergency procedures.
- 7.2.S Practice ways to resolve conflicts nonviolently.
- 7.3.S Practice the safe use of technology.

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**Standard 8: Health Promotion**

- 8.1.S Support changes to promote safety in the home, at school, and in the community.
- 8.2.S Design a campaign for preventing violence, aggression, bullying, and harassment.
- 8.3.S Demonstrate the ability to influence others' safety behaviors (e.g., wearing bicycle helmets and seat belts).

## Alcohol, Tobacco, and Other Drugs

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### Standard 1: Essential Concepts

- 1.1.A Describe the harmful short- and long-term effects of alcohol, tobacco, and other drugs, including steroids, performance-enhancing drugs and inhalants.
  - 1.2.A Describe the relationship between using alcohol, tobacco, and other drugs and engaging in other risky behaviors.
  - 1.3.A Explain the dangers of drug dependence and addiction.
  - 1.4.A Describe the consequences of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorders.
  - 1.5.A Analyze the harmful effects of using diet pills without physician supervision.
  - 1.6.A Explain the short- and long-term consequences of using alcohol and other drugs to cope with problems.
  - 1.7.A Explain why most youths do not use alcohol, tobacco, or other drugs.
  - 1.8.A Explain school policies and community laws related to the use, possession, and sale of alcohol, tobacco, and illegal drugs.
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### Standard 2: Analyzing Influences

- 2.1.A Analyze internal influences that affect the use and abuse of alcohol, tobacco, and other drugs.
  - 2.2.A Evaluate the influence of marketing and advertising techniques and how they affect alcohol, tobacco, and other drug use and abuse.
  - 2.3.A Analyze family and peer pressure as influences on the use of alcohol, tobacco, and other drugs.
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### Standard 3: Accessing Valid Information

- 3.1.A Analyze the validity of information, products, and services related to the use of alcohol, tobacco, and other drugs.
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### Standard 4: Interpersonal Communication

- 4.1.A Use effective refusal and negotiation skills to avoid risky situations, especially where alcohol, tobacco, and other drugs are being used.
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### Standard 5: Decision Making

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

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**Standard 6: Goal Setting**

6.1.A Develop short- and long-term goals to remain drug-free.

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**Standard 7: Practicing Health-Enhancing Behaviors**

7.1.A Use a variety of effective coping strategies when there is alcohol, tobacco, or other drug use in group situations.

7.2.A Practice positive alternatives to the use of alcohol, tobacco, and other drugs.

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**Standard 8: Health Promotion**

8.1.A Participate in school and community efforts to promote a drug-free lifestyle.

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**Mental, Emotional, and Social Health**

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**Standard 1: Essential Concepts**

1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).

1.2.M Identify a variety of nonviolent ways to respond when angry or upset.

1.3.M Identify qualities that contribute to a positive self-image.

1.4.M Describe how emotions change during adolescence.

1.5.M Recognize diversity among people, including disability, gender, race, sexual orientation, and body size.

1.6.M Describe the changing roles and responsibilities of adolescents as members of a family and community.

1.7.M Describe the benefits of having positive relationships with trusted adults.

1.8.M Analyze the harmful effects of using diet pills without physician supervision.

1.9.M Identify the signs of various eating disorders.

1.10.M Describe signs of depression, potential suicide, and other self-destructive behaviors.

1.11.M Describe common mental health conditions and why seeking professional help for these conditions is important.

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**Standard 2: Analyzing Influences**

2.1.M Analyze internal and external influences on mental, emotional, and social health.

2.2.M Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.

2.3.M Analyze the influence of culture on family values and practices.

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**Standard 3: Accessing Valid Information**

- 3.1.M Access accurate sources of information and services about mental, emotional, and social health.
- 3.2.M Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others.
- 3.3.M Identify trusted adults to report to if people are in danger of hurting themselves or others.
- 3.4.M Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.

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**Standard 4: Interpersonal Communication**

- 4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.

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**Standard 5: Decision Making**

- 5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.
- 5.2.M Monitor personal stressors and assess techniques for managing them.
- 5.3.M Describe healthy ways to express caring, friendship, affection, and love.
- 5.4.M Describe situations for which someone would seek help with stress, loss, an unrealistic body image, or depression.
- 5.5.M Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.

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**Standard 6: Goal Setting**

- 6.1.M Develop achievable goals for handling stressors in healthy ways.

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**Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.M Demonstrate effective coping mechanisms and strategies for managing stress.
- 7.2.M Practice respect for individual differences and diverse backgrounds.
- 7.3.M Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.
- 7.4.M Practice personal boundaries in a variety of situations.
- 7.5.M Demonstrate skills to avoid or escape from potentially violent situations, including dating.

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## Standard 8: Health Promotion

- 8.1.M Promote a positive and respectful school environment.
- 8.2.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics or sexual orientation.

## Personal and Community Health

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### Standard 1: Essential Concepts

- 1.1.P Describe the importance of health-management strategies (e.g., those involving adequate sleep, ergonomics, sun safety, hearing protection, and self-examination).
- 1.2.P Identify the importance of age-appropriate medical services.
- 1.3.P Identify Standard (Universal) Precautions and why they are important.<sup>27</sup>
- 1.4.P Examine the causes and symptoms of communicable and noncommunicable diseases.
- 1.5.P Discuss the importance of effective personal and dental hygiene practices for preventing illness.
- 1.6.P Identify effective brushing and flossing techniques for oral care.
- 1.7.P Identify effective protection for teeth, eyes, head, and neck during sports and recreational activities.
- 1.8.P Identify ways to prevent vision or hearing damage.
- 1.9.P Identify ways that environmental factors, including air quality, affect our health.
- 1.10.P Identify human activities that contribute to environmental challenges (e.g., air, water, and noise pollution).
- 1.11.P Describe global influences on personal and community health.
- 1.12.P Identify ways to reduce exposure to the sun.

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### Standard 2: Analyzing Influences

- 2.1.P Analyze a variety of influences that affect personal health practices.
- 2.2.P Analyze how environmental pollutants, including noise pollution, affect health.
- 2.3.P Analyze the relationship between the health of a community and the global environment.
- 2.4.P Analyze the influence of culture, media, and technology on health decisions.
- 2.5.P Analyze the social influences that encourage or discourage sun-safety practices.

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<sup>27</sup> See the Glossary for the definitions of Standard and Universal Precautions.

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**Standard 3: Accessing Valid Information**

- 3.1.P Demonstrate the ability to access information about personal health products (e.g., deodorant, shampoo, sunscreen, and dental care products), and evaluate the information's validity.
- 3.2.P Access valid information about preventing common communicable diseases.
- 3.3.P Locate resources in school, in the community, and on the Internet for first aid information and training, and assess the validity of the resources.
- 3.4.P Demonstrate how to access school and community health services.

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**Standard 4: Interpersonal Communication**

- 4.1.P Practice how to make a health-related consumer complaint.
- 4.2.P Use assertive communication skills to avoid situations that increase risk of communicable disease or illness.

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**Standard 5: Decision Making**

- 5.1.P Apply a decision-making process to determine safe and healthy strategies for dealing with personal health problems.
- 5.2.P Apply a decision-making process when selecting health care products.
- 5.3.P Analyze the characteristics of informed health choices.

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**Standard 6: Goal Setting**

- 6.1.P Establish goals for improving personal and community health.
- 6.2.P Design a plan to minimize environmental pollutants, including noise at home and in the community.
- 6.3.P Create a plan to incorporate adequate rest and sleep into daily routines.

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**Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.P Practice and take responsibility for personal and dental hygiene practices.
- 7.2.P Describe situations where Standard (Universal) Precautions are appropriate.

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**Standard 8: Health Promotion**

- 8.1.P Promote the importance of regular screenings and medical examinations.
- 8.2.P Demonstrate the ability to be a positive peer role model in the school and community.
- 8.3.P Demonstrate ways to accept responsibility for conserving natural resources.



# High School (Grades Nine Through Twelve)

## Nutrition and Physical Activity

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### Standard 1: Essential Concepts

- 1.1.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.
- 1.2.N Research and discuss the practical use of current research-based guidelines for a nutritionally balanced diet.
- 1.3.N Explain the importance of variety and moderation in food selection and consumption.
- 1.4.N Describe dietary guidelines, food groups, nutrients, and serving sizes for healthy eating habits.
- 1.5.N Describe the relationship between poor eating habits and chronic diseases such as heart disease, obesity, cancer, diabetes, hypertension, and osteoporosis.
- 1.6.N Explain how to keep food safe through proper food purchasing, preparation, and storage practices.
- 1.7.N Describe nutrition practices that are important for the health of a pregnant woman and her baby.
- 1.8.N Describe the prevalence, causes, and long-term consequences of unhealthy eating.
- 1.9.N Analyze the relationship between physical activity and overall health.
- 1.10.N Evaluate various approaches to maintaining a healthy weight.
- 1.11.N Identify the causes, symptoms, and harmful effects of eating disorders.
- 1.12.N Explain why people with eating disorders need professional help.
- 1.13.N Describe the amounts and types of physical activity recommended for teenagers' overall health and for the maintenance of a healthy body weight.
- 1.14.N Analyze the harmful effects of using diet pills and anabolic steroids.
- 1.15.N Explain the physical, academic, mental, and social benefits of physical activity and the relationship between a sedentary lifestyle and chronic disease.

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### Standard 2: Analyzing Influences

- 2.1.N Evaluate internal and external influences that affect food choices.
- 2.2.N Assess personal barriers to healthy eating and physical activity.

- 2.3.N Distinguish between facts and myths regarding nutrition practices, products, and physical performance.
- 2.4.N Analyze the impact of nutritional choices on future reproductive and prenatal health.
- 2.5.N Analyze the impact of various influences, including the environment, on eating habits and attitudes toward weight management.
- 2.6.N Analyze internal and external influences that affect physical activity.

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**Standard 3: Accessing Valid Information**

- 3.1.N Access sources of accurate information about safe and healthy weight management.
- 3.2.N Evaluate the accuracy of claims about food and dietary supplements.
- 3.3.N Describe how to use nutrition information on food labels to compare products.
- 3.4.N Evaluate the accuracy of claims about the safety of fitness products.
- 3.5.N Describe community programs and services that help people gain access to affordable, healthy foods.
- 3.6.N Describe internal and external influences that affect physical activity.

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**Standard 4: Interpersonal Communication**

- 4.1.N Analyze positive strategies to communicate healthy eating and physical activity needs at home, at school, and in the community.
- 4.2.N Practice how to refuse less-nutritious foods in social settings.

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**Standard 5: Decision Making**

- 5.1.N Demonstrate how nutritional needs are affected by age, gender, activity level, pregnancy, and health status.
- 5.2.N Use a decision-making process to plan nutritionally adequate meals at home and away from home.
- 5.3.N Demonstrate how to use safe food handling procedures when preparing meals and snacks.

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**Standard 6: Goal Setting**

- 6.1.N Assess one's personal nutrition needs and physical activity level.
- 6.2.N Develop practical solutions for removing barriers to healthy eating and physical activity.
- 6.3.N Create a personal nutrition and physical activity plan based on current guidelines.

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**Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.N Select healthy foods and beverages in a variety of settings.
- 7.2.N Critique one's personal diet for overall balance of key nutrients.



- 7.3.N Identify strategies for eating more fruits and vegetables.
- 7.4.N Describe how to take more personal responsibility for eating healthy foods.
- 7.5.N Participate in school and community activities that promote fitness and health.

### **Standard 8: Health Promotion**

- 8.1.N Advocate enhanced nutritional options in the school and community.
- 8.2.N Educate family and peers about choosing healthy foods.

## **Growth, Development, and Sexual Health**

### **Standard 1: Essential Concepts**

- 1.1.G Describe physical, social, and emotional changes associated with being a young adult.
- 1.2.G Explain how conception occurs, the stages of pregnancy, and the responsibilities of parenting.
- 1.3.G Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage.<sup>1</sup>
- 1.4.G Identify why abstinence is the most effective method for the prevention of HIV, other STDs, and pregnancy.<sup>2</sup>
- 1.5.G Summarize fertilization, fetal development, and childbirth.
- 1.6.G Explain responsible prenatal and perinatal care and parenting, including California's Safely Surrendered Baby Law.<sup>3</sup>
- 1.7.G Describe the short- and long-term effects of HIV, AIDS, and other STDs.<sup>4</sup>
- 1.8.G Analyze STD rates among teens.
- 1.9.G Explain laws related to sexual behavior and the involvement of minors.
- 1.10.G Recognize that there are individual differences in growth and development, physical appearance, gender roles, and sexual orientation.<sup>5</sup>
- 1.11.G Evaluate the benefits to mother, father, and child when teenagers wait until adulthood to become parents.
- 1.12.G Evaluate the safety and effectiveness (including success and failure rates) of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.<sup>6</sup>

<sup>1</sup> See *Education Code (EC)* sections 51933(b)(7), (b)(11), and 51934(b)(6).

<sup>2</sup> *EC* sections 51933(b)(8), 51934(b)(3).

<sup>3</sup> *EC* Section 51933(b)(12).

<sup>4</sup> *EC* Section 51934(b)(1), (b)(4).

<sup>5</sup> *EC* Section 51930(b)(2).

<sup>6</sup> *EC* sections 51933(b)(10), 51934(b)(3).

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## Standard 2: Analyzing Influences

- 2.1.G Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.
- 2.2.G Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
- 2.3.G Assess the discrepancies between actual and perceived social norms related to sexual activity among teenagers.
- 2.4.G Assess situations that could lead to pressure for sexual activity and to the risk of HIV, other STDs, and pregnancy.<sup>7</sup>
- 2.5.G Evaluate how culture, media, and other people influence perceptions about body image, gender roles, sexuality, attractiveness, relationships, and sexual orientation.<sup>8</sup>

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## Standard 3: Accessing Valid Information

- 3.1.G Analyze the validity of health information, products, and services related to reproductive and sexual health.<sup>9</sup>
- 3.2.G Identify local resources concerning reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care.<sup>10</sup>
- 3.3.G Compare the success and failure rates of FDA-approved condoms and other contraceptives in preventing HIV, other STDs, and pregnancy.<sup>11</sup>
- 3.4.G Evaluate laws related to sexual involvement with minors.

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## Standard 4: Interpersonal Communication

- 4.1.G Analyze how interpersonal communication affects relationships.
- 4.2.G Use effective verbal and nonverbal communication skills to prevent sexual involvement, HIV, other STDs, and pregnancy.
- 4.3.G Demonstrate effective communication skills within healthy dating relationships.

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## Standard 5: Decision Making

- 5.1.G Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners.<sup>12</sup>
- 5.2.G Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health.<sup>13</sup>

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<sup>7</sup> EC sections 51933(b)(11), 51934(b)(6).

<sup>8</sup> EC Section 51930(b)(2).

<sup>9</sup> EC sections 51931(f), 51933(b)(11), 51934(b).

<sup>10</sup> EC sections 51933(b)(10), 51934(b)(3), (b)(5).

<sup>11</sup> EC sections 51933(b)(10), 51934(b)(3).

<sup>12</sup> EC Section 51934(b)(3), (b)(6).

<sup>13</sup> EC Section 51933(b)(11).

- 5.3.G Use a decision-making process to analyze when it is necessary to seek help with or leave an unhealthy situation.<sup>14</sup>
- 5.4.G Evaluate the risks and consequences associated with sexual activities, including HIV, other STDs, and pregnancy.<sup>15</sup>
- 5.5.G Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, physical appearance, gender roles, and sexual orientation.<sup>16</sup>
- 5.6.G Use a decision-making process to evaluate the social, emotional, physical, and economic effects of teen pregnancy on the child, the teen parent, the family, and society.<sup>17</sup>
- 5.7.G Use a decision-making process to evaluate the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.

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### Standard 6: Goal Setting

- 6.1.G Evaluate how HIV, AIDS, other STDs, or pregnancy could impact life goals.<sup>18</sup>
- 6.2.G Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health, including the use of FDA-approved condoms and other contraceptives for pregnancy and STD prevention.<sup>19</sup>

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### Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.G Describe personal actions that can protect sexual and reproductive health (including one's ability to deliver a healthy baby in adulthood).

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### Standard 8: Health Promotion

- 8.1.G Encourage and support safe, respectful, and responsible relationships.
- 8.2.G Advocate the respect for and the dignity of persons living with HIV or AIDS.<sup>20</sup>
- 8.3.G Support others in making positive and healthful choices about sexual behavior.<sup>21</sup>

## Injury Prevention and Safety

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### Standard 1: Essential Concepts

- 1.1.S Discuss ways to reduce the risk of injuries that can occur during athletic and social activities.

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<sup>14</sup> EC sections 51933(b)(11), 51934(b)(6).

<sup>15</sup> EC sections 51933(b)(9), (b)(10), 51934(b)(1), (b)(2), (b)(3).

<sup>16</sup> EC Section 51930(b)(2).

<sup>17</sup> EC sections 51933(b)(11), 51934 (b)(6).

<sup>18</sup> EC Section 51933(b)(11).

<sup>19</sup> EC sections 51933(b)(8), (b)(10), 51934(b)(3).

<sup>20</sup> EC Section 51934(b)(7).

<sup>21</sup> EC sections 51933(b)(11), 51934(b)(6).

- 1.2.S Recognize potentially harmful or abusive relationships, including dangerous dating situations.
  - 1.3.S Analyze emergency preparedness plans for the home, the school, and the community.
  - 1.4.S Examine ways that injuries are caused while traveling to and from school and in the community.
  - 1.5.S Describe rules and laws intended to prevent injuries.
  - 1.6.S Evaluate the risks and responsibilities associated with teen driving and auto accidents.
  - 1.7.S Discuss the characteristics of gang members.
  - 1.8.S Describe California laws regarding bullying, sexual violence, and sexual harassment.
  - 1.9.S Explain the effects of violence on individuals, families, and communities.
  - 1.10.S Describe procedures for emergency care and lifesaving, including CPR, first aid, and control of bleeding.
  - 1.11.S Identify ways to stay safe during natural disasters and emergency situations (e.g., landslides, floods, earthquakes, wildfires, electrical storms, winter storms, and terrorist attacks).
  - 1.12.S Identify ways to prevent situations that might harm vision, hearing, or dental health.
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### **Standard 2: Analyzing Influences**

- 2.1.S Analyze internal and external influences on personal, family, and community safety.
  - 2.2.S Analyze the influence of alcohol and other drug use on personal, family, and community safety.
  - 2.3.S Explain how one’s behavior when traveling as a passenger in a vehicle influences the behavior of others.
  - 2.4.S Analyze why it is risky to belong to a gang.
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### **Standard 3: Accessing Valid Information**

- 3.1.S Analyze sources of information and services concerning safety and violence prevention.
  - 3.2.S Analyze community resources for disaster preparedness.
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### **Standard 4: Interpersonal Communication**

- 4.1.S Demonstrate effective negotiation skills for avoiding dangerous and risky situations.
  - 4.2.S Use effective communication skills for preventing and reporting sexual assault and molestation.
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### **Standard 5: Decision Making**

- 5.1.S Apply a decision-making process to avoid potentially dangerous situations.
- 5.2.S Analyze the laws regarding and detrimental effects of sexual harassment.

- 5.3.S Analyze the consequences of gang involvement for self, family, and the community.
- 5.4.S Analyze the consequences of violence for self, family, and the community.

### **Standard 6: Goal Setting**

- 6.1.S Develop a plan to prevent injuries during emergencies and natural disasters.

### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.S Practice injury prevention during athletic, social, and motor vehicle-related activities.
- 7.2.S Demonstrate conflict resolution skills to avoid potentially violent situations.
- 7.3.S Demonstrate first aid and CPR procedures.
- 7.4.S Apply strategies to avoid and report dangerous situations, including conflicts involving weapons and gangs.<sup>22</sup>
- 7.5.S Assess characteristics of harmful or abusive relationships.

### **Standard 8: Health Promotion**

- 8.1.S Identify and support changes in the home, at school, and in the community that promote safety.
- 8.2.S Encourage peers to use safety equipment during physical activity.
- 8.3.S Encourage actions to promote safe driving experiences.

## **Alcohol, Tobacco, and Other Drugs**

### **Standard 1: Essential Concepts**

- 1.1.A Describe the health benefits of abstaining from or discontinuing use of alcohol, tobacco, and other drugs.
- 1.2.A Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, brain function, and behavior.
- 1.3.A Explain the connection between alcohol and tobacco use and the risk of oral cancer.
- 1.4.A Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.
- 1.5.A Describe the use and abuse of prescription and nonprescription medicines and illegal substances.
- 1.6.A Analyze the consequences for the mother and child of using alcohol, tobacco, and other drugs during pregnancy—including fetal alcohol spectrum disorders and other birth defects.

<sup>22</sup> See EC Section 49330 and the Glossary for the legal definition of a weapon.

- 1.7.A Analyze the consequences of binge drinking and its relationship to cancer; to liver, pancreatic, and cardiovascular diseases; and to a variety of gastrointestinal problems, neurological disorders, and reproductive system disorders.
  - 1.8.A Interpret school policies and community laws related to alcohol, tobacco, and illegal drug use, possession, and sale.
  - 1.9.A Explain the impact of alcohol and other drug use on vehicle crashes, injuries, violence, and risky sexual behavior.
  - 1.10.A Clarify myths regarding the scope of alcohol, tobacco, and other drug use among adolescents.
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### **Standard 2: Analyzing Influences**

- 2.1.A Evaluate strategies for managing the impact of internal and external influences on alcohol, tobacco, and other drug use.
  - 2.2.A Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.
  - 2.3.A Describe financial, political, social, and legal influences on the use of alcohol, tobacco, and other drugs.
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### **Standard 3: Accessing Valid Information**

- 3.1.A Access information, products, and services related to the use of alcohol, tobacco, and other drugs.
  - 3.2.A Evaluate prevention, intervention, and treatment resources and programs concerning alcohol, tobacco, and other drugs.
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### **Standard 4: Interpersonal Communication**

- 4.1.A Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.
  - 4.2.A 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.
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### **Standard 5: Decision Making**

- 5.1.A Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.
  - 5.2.A Explain healthy alternatives to alcohol, tobacco, and other drug use.
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### **Standard 6: Goal Setting**

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

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**Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.A Use effective coping strategies when faced with various social situations involving the use of alcohol, tobacco, and other drugs.

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**Standard 8: Health Promotion**

- 8.1.A Participate in activities in the school and community that help other individuals make positive choices regarding the use of alcohol, tobacco, and other drugs.
- 8.2.A Present a persuasive solution to the problem of alcohol, tobacco, and other drug use among youths.

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**Mental, Emotional, and Social Health**

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**Standard 1: Essential Concepts**

- 1.1.M Describe the benefits of having positive relationships with trusted adults.
- 1.2.M Analyze the qualities of healthy peer and family relationships.
- 1.3.M Describe healthy ways to express caring, friendship, affection, and love.
- 1.4.M Describe qualities that contribute to a positive self-image.
- 1.5.M Describe how social environments affect health and well-being.
- 1.6.M Describe the importance of recognizing signs of disordered eating and other common mental health conditions.
- 1.7.M Analyze signs of depression, potential suicide, and other self-destructive behaviors.
- 1.8.M Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- 1.9.M Classify personal stressors at home, in school, and with peers.
- 1.10.M Identify warning signs for suicide.
- 1.11.M Identify loss and grief.

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**Standard 2: Analyzing Influences**

- 2.1.M Analyze the internal and external issues related to seeking mental health assistance.

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**Standard 3: Accessing Valid Information**

- 3.1.M Access school and community resources to help with mental, emotional, and social health concerns.
- 3.2.M Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.

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### **Standard 4: Interpersonal Communication**

- 4.1.M Seek help from trusted adults for oneself or a friend with an emotional or social health problem.
- 4.2.M Discuss healthy ways to respond when you or someone you know is grieving.

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### **Standard 5: Decision Making**

- 5.1.M Monitor personal stressors and assess techniques for managing them.
- 5.2.M Compare various coping mechanisms for managing stress.
- 5.3.M Analyze situations when it is important to seek help with stress, loss, an unrealistic body image, and depression.

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### **Standard 6: Goal Setting**

- 6.1.M Evaluate how preventing and managing stress and getting help for mental and social problems can help a person achieve short- and long-term goals.
- 6.2.M Set a goal to reduce life stressors in a health-enhancing way.

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### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.M Assess personal patterns of response to stress and use of resources.
- 7.2.M Practice effective coping mechanisms and strategies for managing stress.
- 7.3.M Discuss suicide-prevention strategies.
- 7.4.M Practice respect for individual differences and diverse backgrounds.
- 7.5.M Participate in clubs, organizations, and activities in the school and in the community that offer opportunities for student and family involvement.
- 7.6.M Practice setting personal boundaries in a variety of situations.

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### **Standard 8: Health Promotion**

- 8.1.M Support the needs and rights of others regarding mental and social health.
- 8.2.M Promote a positive and respectful environment at school and in the community.
- 8.3.M Object appropriately to teasing of peers and community members that is based on perceived personal characteristics and sexual orientation.

## **Personal and Community Health**

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### **Standard 1: Essential Concepts**

- 1.1.P Discuss the value of actively managing personal health behaviors (e.g., getting adequate sleep, practicing ergonomics, and performing self-examinations).



- 1.2.P Evaluate the importance of regular medical and dental checkups, vaccinations, and examinations.
  - 1.3.P Identify symptoms that should prompt individuals to seek health care.
  - 1.4.P Identify types of pathogens that cause disease.
  - 1.5.P Investigate the causes and symptoms of communicable and noncommunicable diseases.
  - 1.6.P Describe the dangers of exposure to ultraviolet (UV) light, lead, asbestos, pesticides, and unclean air and water; and discuss strategies for avoiding exposure.
  - 1.7.P Identify symptoms that indicate a need for an ear, eye, or dental examination.
  - 1.8.P Examine common types and symptoms of cancer.
  - 1.9.P Identify the importance of medical screenings (including breast, cervical, testicular, and prostate examinations, and other testing) necessary to maintain reproductive health.
  - 1.10.P Explain how public health policies and government regulations influence health promotion and disease prevention.
  - 1.11.P Examine ways to prevent and manage asthma.
  - 1.12.P Identify global environmental issues.
  - 1.13.P Describe the impact of air and water pollution on health.
  - 1.14.P Identify ways to reduce pollution and harmful health effects (e.g., by using alternative methods of transportation).
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## **Standard 2: Analyzing Influences**

- 2.1.P Discuss influences that affect positive health practices.
  - 2.2.P Evaluate influences on the selection of personal health care products and services.
  - 2.3.P Analyze how environmental conditions affect personal and community health.
  - 2.4.P Discuss ways to stay informed about environmental issues.
  - 2.5.P Analyze the social influences that encourage or discourage sun-safety practices.
  - 2.6.P Evaluate the benefits of informed health choices.
  - 2.7.P Evaluate the need for rest, sleep, and exercise.
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## **Standard 3: Accessing Valid Information**

- 3.1.P Access valid information about personal health products and services available in the community.
- 3.2.P Access valid information about common diseases.
- 3.3.P Evaluate current research about the health consequences of poor environmental conditions.
- 3.4.P Identify government and community agencies that promote health and protect the environment.
- 3.5.P Assess ways to be a responsible consumer of health products and services.

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#### **Standard 4: Interpersonal Communication**

- 4.1.P Use effective communication skills to ask for assistance from parents, guardians, and medical or dental health care professionals to enhance health.

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#### **Standard 5: Decision Making**

- 5.1.P Apply a decision-making process to a personal health issue or problem.
- 5.2.P Explain how decisions regarding health behaviors have consequences for oneself and others.
- 5.3.P Apply a decision-making process to a community or environmental health issue.
- 5.4.P Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.
- 5.5.P Analyze the possible consequences of risky hygienic and health behaviors and fads (e.g., tattooing, body piercing, sun exposure, and sound volume).

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#### **Standard 6: Goal Setting**

- 6.1.P Develop a plan of preventive health management.
- 6.2.P Develop a plan of preventive dental health management.

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#### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.P Analyze environmental barriers to adopting positive personal health practices and strategies for overcoming the barriers.
- 7.2.P Execute a plan for maintaining good personal hygiene (including oral hygiene) and getting adequate rest and sleep.
- 7.3.P Demonstrate the proper steps for protecting oneself against the harmful effects of the sun.
- 7.4.P Describe the steps involved in breast or testicular self-exams.

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#### **Standard 8: Health Promotion**

- 8.1.P Support personal or consumer health issues that promote community wellness.
- 8.2.P Encourage societal and environmental conditions that benefit health.



# Appendix

## The Overarching Health Education Content Standards

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### Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

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### Standard 2: Analyzing Health Influences

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

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### Standard 3: Accessing Valid Health Information

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

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### Standard 4: Interpersonal Communication

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

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### Standard 5: Decision Making

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

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### Standard 6: Goal Setting

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

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### Standard 7: Practicing Health-Enhancing Behaviors

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

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### Standard 8: Health Promotion

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



# Glossary

<b>accessing valid information</b>	The skills needed to find and use valid sources of health information or services.
<b>alcohol, tobacco, and other drugs</b>	The area of health education that focuses on safe use of prescription and over-the-counter drugs, not drinking alcohol, avoiding tobacco and illegal drug use, and practicing protective factors.
<b>analyzing influences</b>	The skills needed to analyze how internal and external influences (both positive and negative) affect health-related behaviors. <ul style="list-style-type: none"><li>• <i>internal influences</i>: thoughts and emotions (e.g., likes and dislikes, curiosity, interests, and fears) and hereditary factors.</li><li>• <i>external influences</i>: situations or settings involving family members, culture, ethnicity, geographic location, peers, societal pressure, media and advertising sources, and technology.</li></ul>
<b>Centers for Disease Control and Prevention (CDC)</b>	The lead federal public health agency responsible for protecting the health and safety of the people in the United States.
<b>chronic disease</b>	A disease that persists for a long time. Chronic diseases generally cannot be prevented by vaccines or cured by medication. Risky behaviors—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).
<b>communicable disease</b>	An illness caused by pathogens that can be spread from one living thing to another. Examples include chicken pox, measles, flu, tuberculosis, and strep throat.
<b>decision making</b>	Analytical skills needed to evaluate relevant factors in order to select the most desirable outcomes.
<b>disease prevention</b>	The processes of avoiding, preventing, reducing, or alleviating disease to promote, preserve, and restore health and minimize suffering and distress.

<b>environmental health</b>	The area of health that focuses on staying informed about environmental issues; keeping air and water clean and noise at safe levels; recycling and disposing of waste properly; conserving energy and natural resources; and being an advocate for the environment.
<b>essential concepts</b>	The “functional knowledge” necessary for students to understand and practice health-promoting behaviors.
<b>FDA</b>	The U.S. Food and Drug Administration.
<b>functional knowledge</b>	Important concepts and information necessary to improve health-enhancing decisions, beliefs, skills, and practices. Examples of functional knowledge include accurate information about the following: risks of health-related behaviors; internal and external influences on health-risk behavior; and socially normative behaviors.
<b>goal setting</b>	The skills needed to set realistic personal goals that can be safely achieved through reasonable planning and effort.
<b>growth, development, and sexual health</b>	<ul style="list-style-type: none"> <li>• <i>growth and development</i>: the area of health education that focuses on the growth and development of the human body; keeping body systems healthy; developing habits that promote healthful development and aging; and choosing behaviors that reduce the risk of HIV/STD infection.</li> <li>• <i>sexual health</i>: the area of health education encompassing 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; and learning about pregnancy, childbirth, and the 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.</li> </ul>
<b>health</b>	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.”* It is a functional state that allows a person to achieve other goals and engage in activities for a productive life.

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\* Constitution of the World Health Organization, page 1, <http://www.who.int/governance/eb/constitution/en/>.

<b>health education</b>	Health education is a planned, sequential, kindergarten-through-grade-twelve curriculum that addresses the physical, mental, emotional, and social dimensions of health.
<b>health literacy</b>	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.
<b>health promotion</b>	Any planned combination of educational, political, environmental, regulatory, or organizational mechanisms that support actions and conditions conducive to the health of individuals, families, groups, and communities.
<b>health-related skills</b>	Ability to translate knowledge into 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 include communication skills; refusal techniques for avoiding unhealthy behaviors; the ability to assess the accuracy of information and make informed decisions; and planning and goal-setting skills.
<b>infectious disease</b>	See “communicable disease.”
<b>injury prevention and safety</b>	The area of health education that focuses on safety practices to reduce the risk of unintentional injuries to self and others. This area includes protective factors to reduce violence and prevent gangs and weapons; <sup>†</sup> safety guidelines for weather or natural disasters, fires, and poisoning; bicycling and sport safety; motor vehicle safety; and helping others with basic first aid skills.
<b>interpersonal communication</b>	The ability to convey appropriate and effective verbal and nonverbal information; the expression of needs and ideas to develop and maintain healthy personal relationships. In the context of health education, interpersonal communication includes both refusal and conflict resolution skills.
<b>mental, emotional, and social health</b>	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. This area involves practicing life skills, making responsible decisions, developing good character, following a plan to manage stress, and being resilient during difficult times.
<b>noncommunicable disease</b>	See “chronic disease.”

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<sup>†</sup> See *Education Code (EC)* Section 49330 and the listing for “weapon” included in this Glossary.

<b>nutrition and physical activity</b>	Nutrition encompasses healthy eating, which is associated with reduced risk of many diseases including the three leading causes of death in the United States: 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 muscles and that substantially increases energy expenditure.
<b>personal and community health</b>	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 risky health-related behaviors. This instructional area involves staying informed about environmental issues, initiatives to protect the environment, and being an advocate for the environment. Community health education focuses on knowledge of laws to protect health; recognizing consumer rights; choosing healthy forms of entertainment; analyzing ways in which messages are delivered through technology; making responsible choices about health care providers and products; and investigating public health needs.
<b>practicing health-enhancing behaviors</b>	The area of health education focusing on the skills needed to practice healthy and safe behaviors independently.
<b>protective factor</b>	Something that increases the likelihood of a positive outcome.
<b>refusal skills</b>	Assertive and effective communication skills needed to object to participation in an action or behavior.
<b>sexually transmitted disease (STD)</b>	A communicable disease caused by pathogens that are transmitted from one infected person to another during intimate sexual contact.
<b>Standard Precautions</b>	According to the Centers for Disease Control and Prevention, Standard Precautions are steps taken to prevent the spread of disease by treating all human blood, body fluids, and secretions as if they contain transmissible infectious agents such as human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Standard Precautions combine the major features of Universal Precautions and Body Substance Isolation.
<b>trusted adult</b>	An adult person in whom confidence is placed, such as a parent, guardian, teacher, counselor, health care professional, cleric, police officer, firefighter, or relative.
<b>Universal Precautions</b>	See “Standard Precautions.”

**weapon**

As referenced in *Education Code* Section 49330, an injurious object capable of inflicting substantial bodily damage. An “injurious object” does not include personal possessions or apparel items that a school-age child reasonably may be expected to possess or to wear.

**wellness**

An approach to health that focuses on balancing the many aspects of a person’s life through the adoption of health-enhancing behaviors.