

DRAFT OF UTAH CORE
STANDARDS FOR HEALTH
EDUCATION



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Introduction

The academic success of Utah's students is strongly linked to their health. The goal of Health Education is to develop healthy, responsible students who have the knowledge, skills, and dispositions to work together in groups, think critically, and participate in a variety of activities that lead to lifelong healthy behaviors. The inclusion of health in a student's education positively contributes to their ability to learn, focus, and compete economically after graduation. The Utah Core Standards for Health Education focus on physical, mental, emotional, and social health in each of the six strands:

- **Health Foundations and Protective Factors of Healthy Self (HF)** is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of children. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. Students should receive instruction on this strand first. It should also be interwoven throughout all other strands. The overall goal of this strand is to develop fundamental skills for physical, mental and emotional, social health and wellness.
- **Mental and Emotional Health (MEH)** teaches students how to advocate for the mental and emotional health of self and others. Students will learn and adopt behaviors which will also maintain and enhance physical and social health. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand.
- **Safety and Disease Prevention (SDP)** helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance physical, mental, emotional, and social health.
- **Substance Abuse Prevention (SAP)** promotes physical, mental and emotional, and social health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will practice resisting negative peer pressure, understand marketing tactics, and learn the benefits of a substance free lifestyle.
- **Nutrition (N)** helps students understand the vital role food preparation and consumption will have on their health throughout their life. A healthy diet supports the immune system and reduces the occurrence of many diseases. Proper nutrition is linked to learning readiness, academic achievement and decreased discipline and emotional problems. Students will learn how to choose or obtain the food necessary for physical, mental, emotional, and social health.
- **Human Development (HD)** teaches students how their body changes throughout their lifespan how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students will learn and adopt behaviors which will maintain and enhance physical, mental, emotional, and social health.

The standards align vertically from kindergarten through high school, systematically building on knowledge and skill each year to confidently practice and reinforce healthy behaviors. Health Education helps students adopt and maintain healthy behaviors that protect health and avoid or reduce health risks for themselves and others. By the end of Health II, students will have developed the knowledge and skills necessary to make healthy decisions, achieve health literacy, and adopt health-enhancing attitudes and behaviors which will provide a foundation for leading healthy, productive lives.

Kindergarten

In kindergarten, Health Education is the introduction to healthy behaviors. Students will begin learning information in four strands:

- Health Foundations and Protective Factors of Healthy Self (HF) is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of children. Students with strong protective factors are less likely to develop mental illness or substance use disorders. In kindergarten, students will begin building strong protective factors to support their health and wellness in school.
- Mental and Emotional Health (MEH) teaches students how to advocate for the mental and emotional health of self and others. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand.
- Nutrition (N) helps students understand the vital role food preparation and consumption will have on their health throughout their life. A healthy diet supports the immune system and reduces the occurrence of many diseases. Proper nutrition is linked to learning readiness, academic achievement and decreased discipline and emotional problems. In kindergarten, students will learn the importance of food choices and how to properly fuel the body.
- Human Development (HD) teaches students how their body changes throughout their lifespan, and how to care for and protect their bodies in a way that is developmentally and age appropriate. In kindergarten, hygiene and appropriate touch are the focus.

Strand: Health Foundations and Protective Factors of Healthy Self (HF)

Students will learn characteristics of a safe and healthy relationship.

Standard K.HF.1: Identify trusted adults and describe how to recognize the characteristics that make them trusted and safe.

Standard K.HF.2: Describe how to make friends and be a good friend.

Standard K.HF.3: Communicate respectfully with others.

Strand: Mental and Emotional Health (MEH)

Students will identify emotions and how to appropriately react to different emotions.

Standard K.MEH.1: Identify how different emotions feel and how the body reacts to those emotions.

Standard K.MEH.2: Practice methods to calm down (e.g., deep breathing, counting to 10, mindfulness).

Strand: Nutrition (N)

Students will understand what people eat and why food choices are important for health.

Standard K.N.1: List a variety of healthy foods from each food group.

Standard K.N.2: Explain the importance of choosing healthy foods and beverages at each meal.

Standard K.N.3: State the importance of trying new foods.

Strand: Human Development (HD)

Students will learn basic hygiene skills and how to interact with others appropriately.

Standard K.HD.1: Describe why dental hygiene, washing hands and wearing clean clothes are important for a healthy body.

Standard K.HD.2: Distinguish between appropriate and inappropriate touch.

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Grade 1

Health Education in first grade supports the health and wellness of students through instruction of foundational behaviors in each strand:

- Health Foundations and Protective Factors of Healthy Self (HF) is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of children. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. In first grade, students will begin looking at specific skills and behaviors that build resiliency and develop strong protective factors.
- Mental and Emotional Health (MEH) teaches students how to advocate for the mental and emotional health of self and others. Students will learn and adopt behaviors which will also maintain and enhance physical and social health. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand. In first grade, students will begin learning bully prevention strategies.
- Safety and Disease Prevention (SDP) helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance health.
- Substance Abuse Prevention (SAP) improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students in first grade will learn the difference between helpful and harmful substances and begin to practice resisting negative peer pressure.
- Nutrition (N) helps students understand the vital role food preparation and consumption will have on their health throughout their life. A healthy diet supports the immune system and reduces the occurrence of many diseases. Proper nutrition is linked to learning readiness, academic achievement and decreased discipline and emotional problems. In first grade, students will learn how to select a variety of healthy foods at each meal to appropriately fuel their bodies for growth.
- Human Development (HD) teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students in first grade will learn and adopt behaviors for personal hygiene, wellness and refusal skills.

Strand: Health Foundations and Protective Factors of Healthy Self (HF)

Students will learn the importance of goals and decision-making skills and continue to develop healthy relationship skills.

Standard 1.HF.1: Define goals and explain why setting goals is important.

Standard 1.HF.2: Explain how to make good decisions and how all decisions can affect self or others.

Standard 1.HF.3: Demonstrate how to treat others with kindness.

Strand: Mental and Emotional Health (MEH)

Students will practice expressing emotions and bully prevention strategies.

Standard 1.MEH.1: Demonstrate healthy ways to express needs, wants and feelings.

Standard 1.MEH.2: Define what bullying is and is not and demonstrate what to say and do if someone is bullying or bothering oneself or others.

Strand: Safety and Disease Prevention (SDP)

Students will learn specific behaviors to prevent disease, common injuries, and avoid dangerous situations.

Standard 1.SDP.1: Understand how proper use of equipment helps protect from injury (e.g., helmets, seat belts, booster seats, proper car restraints).

Standard 1.SDP.2: Identify when an environment or situation is not safe and understand how to react and promptly report to a trusted adult (e.g., abuse, bullying, harmful substances, firearms).

Standard 1.SDP.3: Recognize the importance of using electronic devices only with trusted adult supervision.

Standard 1.SDP.4: Describe behaviors that may prevent and reduce the risk of disease.

Standard 1.SDP.5: Recognize the importance of never touching another person's blood or other body fluids.

Strand: Substance Abuse Prevention (SAP)

Students will understand when substances are helpful or harmful.

Standard 1.SAP.1: Compare and contrast the difference between helpful and harmful substances.

Standard 1.SAP.2: Explain the importance of only taking medicine with adult supervision.

Standard 1.SAP.3: Practice strategies that can be used to refuse harmful substances.

Strand: Nutrition (N)

Students will learn how to fuel their body with healthy food choices.

Standard 1.N.1: Recognize major food groups, including water, and list a variety of healthy foods in each group.

Standard 1.N.2: Identify foods and beverages that are healthy choices for the body and explain the importance of choosing healthy foods at each meal.

Standard 1.N.3: Describe how food is fuel for the body.

Standard 1.N.4: Recognize not all food products advertised or sold are healthy.

Strand: Human Development (HD)

Students will review basic hygiene skills, learn how human development varies, and practice refusal skills. Utah code requires parental notification for instruction on child sexual abuse prevention.

Standard 1.HD.1: Explain how hand washing, clean clothes, dental hygiene are important for a healthy body.

Standard 1.HD.2: Explain how the right amount of sleep contributes to health and wellness.

Standard 1.HD.3: Recognize that healthy bodies come in different shapes, sizes and abilities.

Standard 1.HD.4: Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if being touched in a way that makes one feel uncomfortable.

Grade 2

In second grade, Health Education builds on the knowledge and skill of students by learning and practicing behaviors in each strand:

- Health Foundations and Protective Factors of Healthy Self (HF) is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of children. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. In second grade, students will practice specific skills and behaviors that build resiliency and develop strong protective factors.
- Mental and Emotional Health (MEH) teaches students how to advocate for the mental and emotional health of self and others. Students will learn and adopt behaviors which will also maintain and enhance physical and social health. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand. In second grade, students will identify emotions and how to appropriately respond to different emotions.
- Safety and Disease Prevention (SDP) helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance health. Students in second grade will learn how products contribute to good health and protect the body from injury. Technology safety will also be addressed to continue to encourage safe practices.
- Substance Abuse Prevention (SAP) improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students in second grade will learn how to resist specific substances and the understand health risks associated with substance use.
- Nutrition (N) helps students understand the vital role food preparation and consumption will have on their health throughout their life. A healthy diet supports the immune system and reduces the occurrence of many diseases. Proper nutrition is linked to learning readiness, academic achievement and decreased discipline and emotional problems. In second grade, students will learn how nutrition contributes to health, how food relates to energy and factors that may influence eating behaviors.
- Human Development (HD) teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students in second grade will learn basic anatomy and refusal skills.

Strand: Health Foundations and Protective Factors of Healthy Self (HF)

Students will learn the importance of goal-setting, decision-making skills and develop social and emotional competence.

Standard 2.HF.1: Set a goal and discuss strategies for meeting the goal.

Standard 2.HF.2: Recognize when assistance is needed in making decisions.

Standard 2.HF.3: Identify ways to set, recognize, respect and communicate personal boundaries.

Standard 2.HF.4: Practice active-listening skills.

Standard 2.HF.5: Describe characteristics of a friend.

Strand: Mental and Emotional Health (MEH)

Students will identify and respond to various emotions in appropriate ways.

Standard 2.MEH.1: Identify the causes of different emotions and practice methods to express emotions appropriately.

Standard 2.MEH.2: Describe ways to respond to uncomfortable emotions or situations.

Standard 2.MEH.3: Identify trusted adults to talk with about emotions.

Strand: Safety and Disease Prevention (SDP)

Students will learn how practices and behaviors contribute to good health.

Standard 2.SDP.1: Explain how products can contribute to personal health (e.g., sun protection, hygiene products, protective equipment).

Standard 2.SDP.2: Identify personal behaviors that contribute to safe or unsafe use of technology.

Standard 2.SDP.3: Describe reasons why people visit a healthcare provider (e.g., doctor, dentist, counselor).

Standard 2.SDP.4: Identify ways people can avoid coming in contact with another person's blood and body fluids.

Strand: Substance Abuse Prevention (SAP)

Students will learn how to refuse specific substances and understand the health risks associated harmful substances.

Standard 2.SAP.1: Recognize the health implications and demonstrate how to refuse alcohol, tobacco, nicotine and other drugs.

Standard 2.SAP.2: Describe the role medications play in wellness and identify what is helpful or harmful.

Strand: Nutrition (N)

Students will understand nutritional terms and learn internal and external influences on eating.

Standard 2.N.1: Identify food and beverage choices that contribute to good health.

Standard 2.N.2: Define calorie as a measurement of energy and describe how calories are necessary for good health.

Standard 2.N.3: Recognize the signals the body sends when hungry or full.

Standard 2.N.4: Identify how family, peers, culture, and media influence healthy eating.

Strand: Human Development (HD)

Students will learn basic anatomy and universal precautions. Utah code requires parental notification for instruction on child sexual abuse prevention.

Standard 2.HD.1: Identify the proper names for body parts, including male and female anatomy.

Standard 2.HD.2: Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if being touched in a way that makes one feel uncomfortable.

Grade 3

In third grade, Health Education builds on the knowledge and skill of students by learning and practicing behaviors in each strand:

- Health Foundations and Protective Factors of Healthy Self (HF) is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of children. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. In third grade, students will practice goal-setting, communication, and relationship skills that support strong protective factors.
- Mental and Emotional Health (MEH) teaches students how to advocate for the mental and emotional health of self and others. Students will learn and adopt behaviors which will also maintain and enhance physical and social health. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand. In third grade, students will learn strategies cope with different emotions and stress management techniques.
- Safety and Disease Prevention (SDP) helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance health. Students in third grade will practice safety procedures for various environments.
- Substance Abuse Prevention (SAP) improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students in third grade will learn how to resist peer pressure using healthy alternatives and understand the negative consequences substances have on the body.
- Nutrition (N) helps students understand the vital role food preparation and consumption will have on their health throughout their life. A healthy diet supports the immune system and reduces the occurrence of many diseases. Proper nutrition is linked to learning readiness, academic achievement and decreased discipline and emotional problems. In third grade, students will demonstrate healthy food choices at meals and recognize social influences on eating behavior.
- Human Development (HD) teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students in third grade will learn the building blocks of the human body and the importance of good hygiene.

Strand: Health Foundations and Protective Factors of Healthy Self (HF)

Students will be introduced to conflict resolution, coping strategies, and resiliency.

Standard 3.HF.1: Set a measurable short-term goal and identify people who can help achieve that goal.

Standard 3.HF.2: Define verbal and nonverbal communication and demonstrate how people communicate in both ways and explain how effective communication resolves conflict.

Standard 3.HF.3: Describe how to interact with those who are different from oneself and demonstrate ways to treat others with dignity and respect.

Standard 3.HF.4: Describe the qualities of a healthy relationship.

Strand: Mental and Emotional Health (MEH)

Students will learn how to cope with emotions and stress.

Standard 3.MEH.1: Identify healthy strategies individuals may use to cope with disappointment, grief, sadness and loss, including talking with a trusted adult.

Standard 3.MEH.2: Define positive and negative stress and identify how each type feels and identify behaviors or situations that may cause conflict or stress.

Standard 3.MEH.3: Describe how outside sources can influence mental and emotional health (e.g., media, internet, social media, other people).

Strand: Safety and Disease Prevention (SDP)

Students will practice procedures and methods that contribute to safety.

Standard 3.SDP.1: Explain and practice procedures to follow in case of fire, earthquakes, lock down, lock out, and evacuations at school, home, and in the community.

Standard 3.SDP.2: Identify personal behaviors that contribute to a safe or unsafe environment and discuss safety rules at home, school and in the community (e.g., chemicals, water safety, electrical outlets, knives, falls, firearm safety and safe storage of firearms).

Standard 3.SDP.3: Describe safety guidelines for internet and social media and describe various ways the media can influence thoughts and feelings that may lead to taking unnecessary risks (e.g., mimicking online videos, purchasing choices, eating behaviors).

Standard 3.SDP.4: Describe procedures to follow when encountering another person's blood or other body fluid.

Strand: Substance Abuse Prevention (SAP)

Students will explore the benefits to refusing to use harmful substances.

Standard 3.SAP.1: Demonstrate how to respond when approached by a peer and asked to make a poor choice.

Standard 3.SAP.2: Identify healthy alternatives to alcohol, tobacco, nicotine and other harmful substances (e.g., physical activity, healthy eating, reading, recreation).

Standard 3.SAP.3: Examine the consequences to the brain, body and lungs when oxygen is limited through inhaling substances (e.g., smoking, vaping, inhalants, candy, dust, pollutants).

Standard 3.SAP.4: Examine the consequences to the brain and body when harmful substances are ingested (e.g., energy drinks, chemicals, poisons).

Strand: Nutrition (N)

Students will learn to make healthy nutritional choices and identify factors that influence food choices.

Standard 3.N.1: Demonstrate healthy behaviors to maintain or improve personal nutrition and fitness, including encouraging healthy food behavior and physical activity.

Standard 3.N.2: Identify healthy foods, including snacks, in appropriate portion sizes.

Standard 3.N.3: Describe the benefits of eating a nutritious breakfast.

Standard 3.N.4: Discuss how family, peers, culture, and media influence healthy eating.

Strand: Human Development (HD)

Students will learn basic anatomy, universal precautions, and skills report abuse. Utah code requires parental notification for instruction on child sexual abuse prevention.

Standard 3.HD.1: Define hygiene and discuss its importance for health and well-being.

Standard 3.HD.2: Identify the building blocks of the human body (e.g., cells, tissues, organs, organ systems, organisms).

Standard 3.HD.3: Identify trusted adults to talk with if one is feeling uncomfortable about being touched.

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Grade 4

In fourth grade, Health Education develops knowledge and practical skills of students by learning and practicing healthy behaviors in each strand:

- Health Foundations and Protective Factors of Healthy Self (HF) is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of children. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. In fourth grade, students will use skills to set goals, analyze the impact of choices, and develop skills for healthy relationships.
- Mental and Emotional Health (MEH) teaches students how to advocate for the mental and emotional health of self and others. Students will learn and adopt behaviors which will also maintain and enhance physical and social health. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand. In fourth grade, students will learn how to manage stress and how to advocate for the mental and emotional health of self and others.
- Safety and Disease Prevention (SDP) helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance health. Students in fourth grade will learn how to safely respond in different environments to prevent injuries and other potentially harmful situations. Students will also learn about common health conditions.
- Substance Abuse Prevention (SAP) improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students in fourth grade will explore how to resist substance use from various influences and how choosing to abstain from substances supports a healthy and successful lifestyle. Students will also learn the appropriate use of medicines.
- Nutrition (N) helps students understand the vital role food preparation and consumption will have on their health throughout their life. A healthy diet supports the immune system and reduces the occurrence of many diseases. Proper nutrition is linked to learning readiness, academic achievement and decreased discipline and emotional problems. In fourth grade, students will learn about the function of nutrients, how to find the nutrients in different foods, and what foods Utah produces locally.
- Human Development (HD) teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students in fourth grade will learn the anatomy of the skeletal and muscular systems and continue to practice skills for abuse prevention.

Strand: Health Foundations and Protective Factors of Healthy Self (HF)

Students will develop and practice basic skills for goal-setting, decision-making and healthy relationships.

Standard 4.HF.1: Set a specific and measurable short-term goal and track the progress.

Standard 4.HF.2: Describe how choices can have positive and negative consequences.

Standard 4.HF.3: Recognize and accept that opinions can be different.

Standard 4.HF.4: Distinguish between healthy and unhealthy relationships.

Strand: Mental and Emotional Health (MEH)

Students will identify and practice strategies that promote positive mental and emotional health.

Standard 4.MEH.1: Identify healthy ways to manage and reduce stress (e.g., exercise, hobbies, mindfulness, time management, organization).

Standard 4.MEH.2: Practice strategies to manage inappropriate or harmful comments and advances from others.

Standard 4.MEH.3: Define empathy and practice demonstrating empathy with peers.

Standard 4.MEH.4: Identify ways to support self and others struggling with mental and emotional health and recognize when to seek help.

Strand: Safety and Disease Prevention (SDP)

Students will apply information and develop personal plans to take responsibility for personal safety and disease prevention.

Standard 4.SDP.1: Describe how immediate response increases a victim's chance for survival and demonstrate the proper use of basic first aid in a variety of situations.

Standard 4.SDP.2: Develop a personal safety plan to follow in case of fire, earthquakes, lock down, lock out, and evacuations at school, home, and in the community.

Standard 4.SDP.3: Identify and practice ways to prevent common childhood injuries.

Standard 4.SDP.4: Discuss use and misuse of current technology (e.g., reliable resources, cyberbullying, dangers of sharing private information, etc.) and develop a personal safety plan for technology use.

Standard 4.SDP.5: Explain facts about common chronic health conditions (e.g., asthma, diabetes, anaphylaxis, seizures).

Standard 4.SDP.6: Describe procedures to follow when encountering another person's blood or body fluid.

Strand: Substance Abuse Prevention (SAP)

Students will learn how refusing alcohol, tobacco, nicotine, and other drugs helps accomplish personal goals.

Standard 4.SAP.1: Explain how choosing to refuse alcohol, tobacco, nicotine and other drugs relates to accomplishing personal goals.

Standard 4.SAP.2: Discuss marketing tactics regarding harmful substances by reviewing various media sources to identify misinformation and manipulative techniques.

Standard 4.SAP.3: Describe the appropriate use of medicines (Over-the-Counter [OTC] and prescription) and potential dangers of drug interactions.

Standard 4.SAP.4: Explain the short and long-term physical, mental, social, financial, emotional effects of alcohol, tobacco and nicotine use.

Strand: Nutrition (N)

Students will identify the basics of nutrition, healthy eating habits, and advertising techniques. Students will also identify statewide food resources.

Standard 4.N.1: : Identify the basic nutrients and describe their functions (e.g., carbohydrates, proteins, fats, vitamins, minerals, water).

Standard 4.N.2: Locate key nutrition items on nutrition facts label.

Standard 4.N.3: Recognize that calories are needed for growth and body function and that caloric needs change throughout the lifespan.

Standard 4.N.4: Examine how weight can be managed through healthy eating and physical activity.

Standard 4.N.5: Analyze marketing tactics used for food and beverages.

Standard 4.N.6: Identify foods that are grown and produced in Utah.

Strand: Human Development (HD)

Students will learn basic anatomy and physiology of body systems, universal precautions and skills to build healthy relationships. Utah code requires parental notification for instruction on child sexual abuse prevention.

Standard 4.HD.1: Describe the skeletal and muscular systems and their basic functions.

Standard 4.HD.2: Explain reasons why having good hygiene is important for health and well-being.

Standard 4.HD.3: List multiple trusted adults to talk with if feeling uncomfortable about being touched or other harmful situations. Explain the need to talk with more than one adult if the issue is not resolved.

Grade 5

In fifth grade, Health Education develops knowledge and practical skills of students by learning and practicing healthy behaviors in each strand:

- Health Foundations and Protective Factors of Healthy Self (HF) is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of children. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. In fifth grade, students will learn to set SMART goals and resiliency skills.
- Mental and Emotional Health (MEH) teaches students how to advocate for the mental and emotional health of self and others. Students will learn and adopt behaviors which will also maintain and enhance physical and social health. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand. In fifth grade, students will learn how to manage stress and recognize when help is needed for self or others.
- Safety and Disease Prevention (SDP) helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance health. Students in fifth grade will learn how to safely respond in different environments to prevent injuries and other potentially harmful situations. Students will also learn the difference between infectious and chronic disease.
- Substance Abuse Prevention (SAP) improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students in fifth grade will identify choices and behaviors that support a substance-free lifestyle.
- Nutrition (N) helps students understand the vital role food preparation and consumption will have on their health throughout their life. A healthy diet supports the immune system and reduces the occurrence of many diseases. Proper nutrition is linked to learning readiness, academic achievement and decreased discipline and emotional problems. In fifth grade, students will create a healthy meal based on personal dietary needs. Students will also research food production products in the United States.
- Human Development (HD) teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students in fifth grade will learn about maturation and adolescent development.

Strand: Health Foundations and Protective Factors of Healthy Self (HF)

Students will apply their knowledge to develop social and emotional competence to make healthy and safe choices.

Standard 5.HF.1: Define SMART goal and identify how SMART criteria improve the effectiveness of a goal.

Standard 5.HF.2: Describe how the positive and negative consequences of a decision can have short and/or long-term effects.

Standard 5.HF.3: Define and practice positive self-talk.

Standard 5.HF.4: Demonstrate ways to treat others with dignity and respect.

Strand: Mental and Emotional Health (MEH)

Students will examine personal traits and lifestyles and how they impact overall wellness.

Standard 5.MEH.1: Practice a variety of stress management techniques.

Standard 5.MEH.2: Discuss how to request and offer assistance to enhance the health of self and others.

Standard 5.MEH.3: Express positive attitudes about intervention and seeking help to eliminate stigmas regarding mental health.

Strand: Safety and Disease Prevention (SDP)

Students will learn to respond effectively to environments and practice decision-making skill for safety and disease prevention.

Standard 5.SDP.1: Explain personal responsibility to help others and demonstrate how to help or contact the appropriate emergency resources for different situations (e.g., CPR, poison control, 911, mental health crisis lines, animal control, non-emergency lines).

Standard 5.SDP.2: Explain a variety of healthy behaviors that avoid or reduce health risks (e.g., helmet safety, firearm safety, water safety, trampolines).

Standard 5.SDP.3: Analyze the influence of media and technology on personal and family health (e.g., social media and internet safety and responsibility) and develop a personal safety plan for technology use.

Standard 5.SDP.4: Compare and contrast infectious and chronic diseases and recognize when others have a chronic disease or disability and practice methods of treating them respectfully.

Standard 5.SDP.5: Identify how to avoid, manage and report situations involving exposure to another person's blood and other body fluids.

Strand: Substance Abuse Prevention (SAP)

Empower students to resist peer pressure and substance use by identifying practices that promote a lifestyle free of alcohol, tobacco, nicotine, and other drugs.

Standard 5.SAP.1: Identify choices, behaviors, and practices that help support a lifestyle free of alcohol, tobacco, nicotine and other drugs.

Standard 5.SAP.2: Practice ways to resist negative peer pressure in a variety of situations.

Standard 5.SAP.3: Evaluate how the use of alcohol, tobacco, nicotine and other drugs can cause illness, injury, and complications with body development and behavior.

Strand: Nutrition (N)

Students will identify the basics of nutrition, healthy eating habits that support a healthy body and how to recognize eating behaviors. Students will also recognize nationwide food resources.

Standard 5.N.1: Use a food label to calculate how caloric intake can change depending on the number of servings consumed.

Standard 5.N.2: Create a healthy meal, including beverage, using current dietary guidelines.

Standard 5.N.3: Differentiate between appetite and hunger.

Standard 5.N.4: Explain how weight can be managed through healthy eating and physical activity.

Standard 5.N.5: Analyze the influence of media and technology, including social media, on personal and family nutrition and body image.

Standard 5.N.6: Explain why different foods are produced in various regions of the United States and how this may affect consumer practices and local diets.

Strand: Human Development (HD)

Students will understand puberty and maturation. Utah code requires parental consent for instruction on maturation. Utah code requires parental notification for instruction on child sexual abuse prevention.

Standard 5.HD.1: Explain how the timing of puberty and adolescent development varies, including that there is a wide range of what is healthy or typical.

Standard 5.HD.2: Describe the basic structures of female and male reproductive and endocrine systems and identify their respective functions.

Standard 5.HD.3: Describe the body changes that accompany puberty and how puberty prepares human bodies for reproduction.

Standard 5.HD.4: Explain the physical, social, and emotional changes that occur during puberty and adolescence and healthy ways to manage these changes.

Standard 5.HD.5: Identify trusted adults to talk with about puberty.

Standard 5.HD.6: Discuss how to clearly say no, how to leave an uncomfortable situation, and how to identify and talk with a trusted adult if someone is interacting with them in a way that makes them feel uncomfortable.

Grade 6

Health Education in sixth grade uses the knowledge and skills students have learned by practicing and applying healthy behaviors in each strand:

- Health Foundations and Protective Factors of Healthy Self (HF) is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of children. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. In sixth grade, students will develop strategies for achieving goals, communicate personal boundaries and understand locus of control to build strong protective factors.
- Mental and Emotional Health (MEH) teaches students how to advocate for the mental and emotional health of self and others. Students will learn and adopt behaviors which will also maintain and enhance physical and social health. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand. In sixth grade, students will learn how to cope with change and stressors and recognize when support is needed for mental and emotional health.
- Safety and Disease Prevention (SDP) helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance health. Students in sixth grade will develop specific safety strategies and learn risk factors for disease.
- Substance Abuse Prevention (SAP) improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students in sixth grade will learn the impact substances have on brain development. Students will also explore the consequences of substance abuse.
- Nutrition (N) helps students understand the vital role food preparation and consumption will have on their health throughout their life. A healthy diet supports the immune system and reduces the occurrence of many diseases. Proper nutrition is linked to learning readiness, academic achievement and decreased discipline and emotional problems. In sixth grade, students will learn about safe and healthy nutrition habits. Students will also explore the impact of culture on eating behavior.
- Human Development (HD) teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students in sixth grade will learn about the digestive, respiratory and cardiovascular systems.

Strand: Health Foundations and Protective Factors of Healthy Self (HF)

Students will enhance goal-setting, decision-making, and communication skills.

Standard 6.HF.1: Create a SMART goal and track the progress and identify obstacles to achieving goals and how to overcome them.

Standard 6.HF.2: Explain how personal values and beliefs contribute to personal boundaries and how boundaries are an important factor in making healthy decisions.

Standard 6.HF.3: Define locus of control and the impact it has on decision-making.

Standard 6.HF.4: Demonstrate positive ways to communicate differences of opinion while maintaining relationships.

Standard 6.HF.5: Describe how to build and maintain healthy relationships and how to end unhealthy relationships.

Strand: Mental and Emotional Health (MEH)

Students will explore common life changes and practice strategies to reduce risk factors and enhance factors that promote positive mental and emotional health.

Standard 6.MEH.1: Explore common life changes and list healthy coping strategies (e.g., moving, changing schools, friendships, family dynamics, deaths).

Standard 6.MEH.2: Explore various options for managing stress by creating a personal stress management plan and adapting behaviors that can lead to positive outcomes.

Standard 6.MEH.3: Describe the influence of culture and media, including social media, on self-esteem and body image.

Standard 6.MEH.4: List warning signs of depression, anxiety, and suicide and identify trusted adults to talk with for help.

Standard 6.MEH.5: Discuss strategies to help self and others affected by mental and emotional health issues (e.g., depression, anxiety, violence, bullying, suicidal thoughts).

Strand: Safety and Disease Prevention (SDP)

Students will learn skills to lay the foundation for long-term healthy behaviors.

Standard 6.SDP.1: Create personal rules and strategies incorporating healthy lifestyle activities in home, school, social and community settings (e.g., use of safety equipment, protective gear, seat-belts, sunscreen).

Standard 6.SDP.2: Describe various ways the media can influence thoughts and feelings that may lead to taking unnecessary risks and develop strategies for minimizing risk (e.g., mimicking online videos, purchase choices, eating behaviors).

Standard 6.SDP.3: Explore consequences for using technology inappropriately and discuss school policies.

Standard 6.SDP.4: Analyze how various factors, including lifestyle choices, increase or decrease risk factors for disease.

Standard 6.SDP.5: Identify blood borne pathogens, such as HIV and Hepatitis B, and methods to prevent disease transmission.

Strand: Substance Abuse Prevention (SAP)

Students will develop skills to educate themselves about the consequences of substance use and practice ways to resist negative peer pressure.

Standard 6.SAP.1: Practice ways to resist negative peer pressure in a variety of situations and environments.

Standard 6.SAP.2: Explain how the development of the frontal lobe impacts decision-making and how harmful substances affect development.

Standard 6.SAP.3: Recognize potential physical, mental, emotional and social short and long-term consequences of alcohol, tobacco, nicotine and other substance use.

Strand: Nutrition (N)

Students will develop personal healthy eating habits and positive body image. Students will also recognize global food resources.

Standard 6.N.1: Locate age-appropriate guidelines for eating and physical activity.

Standard 6.N.2: Evaluate personal nutritional habits and physical activity levels and set goals.

Standard 6.N.3: Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.

Standard 6.N.4: Recognize the importance of a healthy body image and develop appropriate weight management behaviors.

Standard 6.N.5: Research food culture around the world and identify foods that are produced in different regions.

Strand: Human Development (HD)

Students will learn basic anatomy and physiology of body systems and practice skills to build healthy relationships. Utah code requires parental notification for instruction on child sexual abuse prevention.

Standard 6.HD.1: Describe the digestive, respiratory and cardiovascular systems and their basic functions.

Standard 6.HD.2: Explain the importance of practicing behaviors that maintain good hygiene.

Standard 6.HD.3: Demonstrate how to clearly say no, how to leave an uncomfortable situation, and how to identify trusted adults to talk with if feeling uncomfortable about being touched and understand the possible need to talk with more than one adult.

Health I

Health I is dedicated to teaching middle school students the skills they need to establish a healthy and safe lifestyle and enhance behaviors to resist unhealthy choices through adolescents. Health Education will focus on:

- Health Foundations and Protective Factors of Healthy Self (HF) is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of children. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. Health I students will use goal-setting, decision-making and communication skills to promote health. Students will also practice resiliency skills.
- Mental and Emotional Health (MEH) teaches students how to advocate for the mental and emotional health of self and others. Students will learn and adopt behaviors which will also maintain and enhance physical and social health. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand. In Health I students will explore resources for suicide prevention.
- Safety and Disease Prevention (SDP) helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance health. In Health I students will explore how their personal decisions influence their health and safety.
- Substance Abuse Prevention (SAP) improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will practice resisting peer pressure and investigate the consequences of substance abuse.
- Nutrition (N) helps students understand the vital role food preparation and consumption will have on their health throughout their life. A healthy diet supports the immune system and reduces the occurrence of many diseases. Proper nutrition is linked to learning readiness, academic achievement and decreased discipline and emotional problems. Students will learn how proper nutrition contributes to personal health and wellness.
- Human Development (HD) teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students will learn medically accurate and unbiased facts about human reproduction, anatomy, physiology and disease prevention. Students will also recognize characteristics of healthy relationships.

Strand: Health Foundations and Protective Factors of Healthy Self (HF)

Students will understand the responsibility and outcomes of personal decisions. Students will also apply their knowledge to develop social and emotional competence to make healthy and safe choices.

Standard HI.HF.1: Create a health-related SMART goal and explain how using the SMART goal-setting process promotes health and improves self-confidence.

Standard HI.HF.2: Research factors that contribute to decisions and apply effective decision-making strategies.

Standard HI.HF.3: Practice resiliency skills.

- a. Practice strategies to develop a positive self-image. (e.g., positive self-talk, service to others, developing talents and skills).
- b. Explain the importance of taking responsibility for one's actions and behaviors and discuss locus of control.
- c. Develop coping skills by learning from mistakes or perceived failures of self and others.

Standard HI.HF.4: Demonstrate assertiveness and other effective ways to communicate personal boundaries and show respect for the boundaries and refusals of others.

Strand: Mental and Emotional Health (MEH)

Students will develop a foundation of knowledge related to reducing risk factors and enhancing factors that promote positive mental and emotional health.

Standard HI.MEH.1: Explore a variety of stress management techniques and choices that will manage and reduce stress.

Standard HI.MEH.2: Identify the risk factors for development and the prevalence of mental disorders, explain the importance of early intervention and treatment, and locate valid and reliable health services.

Standard HI.MEH.3: Investigate the effects of media and technology on mental and emotional health (e.g., dopamine levels, social skills and interactions, sleep, depression, anxiety).

Standard HI.MEH.4: Explore relevant facts about mental health and suicide, including warning signs, and where to turn for help.

Strand: Safety and Disease Prevention (SDP)

Students will apply practical knowledge and skills to develop life-long behaviors for personal and community well-being.

Standard HI.SDP.1: Demonstrate proficiency in basic first-aid and Cardiopulmonary Resuscitation (CPR).

Standard HI.SDP.2: Demonstrate how to apply thoughtful decision-making in health-related situations (e.g., substance use, vehicle safety, sun safety, recreational safety, firearm safety, physical activity, nutritional choices).

Standard HI.SDP.3: Identify how to maintain a healthy online relationship and the potential consequences of sharing private information using technology.

Standard HI.SDP.4: Explain the potential harmful effects of pornography (e.g., addiction, human trafficking, legal implications of sharing photos and videos).

Standard HI.SDP.5: Compare and contrast the signs, symptoms, prevention methods and risk factors of infectious, acute and chronic diseases.

Standard HI.SDP.6: Demonstrate how to access valid and reliable health information, products and services.

Strand: Substance Abuse Prevention (SAP)

Students will learn how substances affect the developing brain, practice ways to resist peer pressure, and examine consequences of substance use.

Standard HI.SAP.1: Practice methods to resist peer pressure with regards to alcohol, tobacco, nicotine and other substances, including prescription drugs.

Standard HI.SAP.2: Analyze media and marketing tactics used to promote alcohol, tobacco, nicotine and other drug products.

Standard HI.SAP.3: Examine healthy and safe use and potential risks of prescription medications, Over-the-Counter (OTC) medications and herbal or dietary supplements.

Standard HI.SAP.4: Investigate potential short and long-term consequences of alcohol, tobacco, nicotine and other substance use, including prescription drugs (e.g., physical, mental and emotional, social, legal, financial consequences).

Standard HI.SAP.5: Explain how addiction is a disease and understand the need for professional intervention.

- a. Identify and recognize the warning signs of addiction.
- b. Identify community resources available to support individuals impacted by substance abuse and addiction.

Strand: Nutrition (N)

Students will develop lifelong strategies for healthy eating, body image, and understanding the food environment around them.

Standard HI.N.1: Describe the function of the six basic nutrients and the impact on individual health.

Standard HI.N.2: Explain how nutrition contributes to long-term mental, physical, and social health and analyze situations where nutritional needs change throughout the lifespan.

Standard HI.N.3: Explore advertising claims and potential health consequences for dietary supplements, popular fad diets and weight-loss products.

Standard HI.N.4: Identify internal and external influences on body image.

Standard HI.N.5: Describe the signs, symptoms, and consequences of eating disorders or disordered eating and recognize that people with these conditions may need medical care.

Strand: Human Development (HD)

Students will understand reproductive anatomy and physiology, pregnancy, disease prevention, healthy relationships, and refusal skills. Utah code requires parental notification for instruction on child sexual abuse prevention and parental consent for instruction on sex education.

Standard HI.HD.1: Describe the physical, social, cognitive and emotional changes of adolescence.

Standard HI.HD.2: Describe the anatomy and physiology of the male and female reproductive systems.

Standard HI.HD.3: Understand the process of pregnancy, practices for a healthy pregnancy, and pregnancy prevention.

- a. Describe fertilization, fetal development and the birth process.
- b. Define abstinence as it relates to pregnancy and compare and contrast the effectiveness of various contraceptive methods.
- c. Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.

Standard HI.HD.4: Identify common reproductive conditions and diseases, including cancers.

Standard HI.HD.5: Identify practices for prevention of common sexually transmitted diseases/infections (STD/STI).

- a. Define and discuss sexual abstinence as it relates to STD/STI prevention.
- b. Compare and contrast the effectiveness of various risk-reducing behaviors, including condoms, as a method of preventing STD/STI.

Standard HI.HD.6: Identify accurate and credible sources of information about sexual health, development, relationships, harassment and abuse.

Standard HI.HD.7: Recognize characteristics of healthy and unhealthy relationships.

- a. Recognize the difference between healthy and unhealthy relationships and practice skills necessary to build healthy relationships and end unhealthy relationships both online and in person.
- b. Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others to foster healthy relationships.
- c. Demonstrate refusal skills.

Standard HI.HD.8: Recognize harassment, abuse, and relationship violence prevention and reporting strategies.

- a. Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.
- b. Explain why a person who has been raped or sexually assaulted is not at fault.
- c. Examine how alcohol and other substances, friends, family, media, society, and culture influence decisions about engaging in sexual behaviors.
- d. Explain the potential legal and emotional impacts in a relationship when there are power differences such as age, status or position.

Health II

Health II is dedicated to teaching high school students the skills they need to establish a healthy and safe lifestyle and enhance behaviors to resist unhealthy choices throughout their lifespan. Health Education will focus on:

- Health Foundations and Protective Factors of Healthy Self (HF) is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of children. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. Health II students will use goal-setting, decision-making and communication skills to promote life-long health. Students will also practice resiliency skills.
- Mental and Emotional Health (MEH) teaches students how to advocate for the mental and emotional health of self and others. Students will learn and adopt behaviors which will also maintain and enhance physical and social health. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand. In Health II students will explore resources for mental health and suicide prevention.
- Safety and Disease Prevention (SDP) helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance health. In Health II students will practice skills to prevent injury, avoid harmful situations and save lives. Students will also research disease prevention methods for life-long wellness.
- Substance Abuse Prevention (SAP) improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will practice resisting peer pressure and investigate the consequences of substance abuse as well as how to manage prescription medications.
- Nutrition (N) helps students understand the vital role food preparation and consumption will have on their health throughout their life. A healthy diet supports the immune system and reduces the occurrence of many diseases. Proper nutrition is linked to learning readiness, academic achievement and decreased discipline and emotional problems. Students will learn how proper nutrition contributes to health and wellness throughout the lifespan.
- Human Development (HD) teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students will learn medically accurate and unbiased facts about human reproduction, anatomy, physiology and disease prevention. Students will also recognize characteristics of healthy relationships.

Strand: Health Foundations and Protective Factors of Healthy Self (HF)

Students will use goal-setting and decision-making skills to enhance health. Students will apply their knowledge to develop social and emotional competence to make healthy and safe choices.

Standard HII.HF.1: Use SMART goal criteria to design and implement a plan for lifelong health habits.

Standard HII.HF.2: Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.

Standard HII.HF.3: Apply a decision-making strategy to a health-related choice and defend the decision.

Standard HII.HF.4: Develop resiliency skills.

- a. Develop skills to cope with common life changes (e.g., changing schools, relationship changes, family changes).
- b. Understand locus of control, that failure is normal, how to have a growth mindset, and the impact these have on physical, mental, emotional, and social health.

Standard HII.HF.5: Model strategies to prevent, manage or resolve interpersonal conflicts without harming self or others.

Strand: Mental and Emotional Health (MEH)

Students will apply knowledge to reduce risk factors and enhance factors that promote positive mental and emotional health.

Standard HII.MEH.1: Apply stress management techniques to a personal stressor and evaluate their effectiveness.

Standard HII.MEH.2: Research current modes of technology and media use and how they impact mental and emotional health.

Standard HII.MEH.3: Explain the effects of mental disorders on individuals and society.

Standard HII.MEH.4: Research school and community mental health resources and determine when professional health services may be required.

Standard HII.MEH.5: Research and discuss the misconceptions, factual information and resources regarding suicide prevention and/or ideation.

Standard HII.MEH.6: Use accurate information to formulate a health-enhancing message for suicide prevention.

Strand: Safety and Disease Prevention (SDP)

Students will apply practical knowledge and skills to develop life-long behaviors for personal and community well-being.

Standard HII.SDP.1: Demonstrate high-quality hands-on CPR, how to operate an AED, and appropriate first aid.

Standard HII.SDP.2: Develop strategies for safety-related or emergency situations (e.g., vehicle safety, recreation safety, firearm safety, seizure, stroke, cardiac event).

Standard HII.SDP.3: Practice responsible ways to communicate online, via text or other electronic means and how to respond to inappropriate contact or sexual advances online, via text or other electronic means.

Standard HII.SDP.4: Assess the potential harmful effects of pornography (e.g., addiction, human trafficking, legal implications of sharing photos and videos).

Standard HII.SDP.5: Develop skills to determine the validity of current health resources, information and trends.

Standard HII.SDP.6: Research preventive measures for chronic and infectious health conditions and the physical, mental and emotional, social and economic effects on self and society.

- a. Argue the importance of health screenings, immunizations, checkups and other preventive examinations that are necessary to maintain overall health and wellness.
- b. Demonstrate effective communication about health concerns with healthcare providers and other trusted adults.

Standard HII.SDP.7: Analyze and describe the relationships among healthy eating, physical activity and chronic diseases (e.g., heart disease, cancer, type-2 diabetes, hypertension, osteoporosis).

Strand: Substance Abuse Prevention (SAP)

Students will evaluate decisions and influences about substance use. Students will also learn to speak with health care providers, research legal consequences, and analyze facts and resources for substance abuse.

Standard HII.SAP.1: Explore risk and protective factors for making healthy decisions about substance use.

Standard HII.SAP.2: Evaluate media and marketing tactics used to promote alcohol, tobacco, nicotine and other drug products.

Standard HII.SAP.3: Research the link between genetics and addiction and discuss how addiction is a disease.

Standard HII.SAP.4: Evaluate the physical, mental, emotional, social, legal and financial impacts of the use or abuse of alcohol, tobacco, nicotine and other drugs on self, families and communities.

- a. Explain Driving Under the Influence (DUI) and Not a Drop laws and research the legal consequences of driving under the influence of alcohol and other substances.

Standard HII.SAP.5: Identify community resources available to support individuals impacted by substance abuse and addiction.

Standard HII.SAP.6: Demonstrate how to talk with a health care provider about prescription options, effectiveness, side effects and interactions of medications.

Strand: Nutrition (N)

Students will develop lifelong strategies for healthy eating, body image, and understanding the food environment around them by locating and using accurate evidence-based nutrition information.

Standard HII.N.1: Use accurate nutrition information and current research-based guidelines to describe the importance of eating a variety of nutrient dense foods to balance nutrient and caloric needs in a variety of settings.

- a. Develop lifelong strategies for maintaining nutrition and physical activity behaviors that improve mental, physical and social health.

Standard HII.N.2: Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain or reduce weight in a healthy manner.

Standard HII.N.3: Describe how family, peers, media, and day-to-day activities influence food choices (e.g., health conditions, internal influences, cost, convenience, media, social and cultural messages).

Standard HII.N.4: Assess the accuracy and validity of claims about health information, dietary supplements, products and services.

Standard HII.N.5: Explain the effects of disordered eating and eating disorders on healthy growth and development.

Standard HII.N.6: Assess the relationship between food and culture. Compare and contrast the differences in the dietary guidelines, food choices, and eating habits around the world.

Strand: Human Development (HD)

Students will understand reproductive anatomy and physiology, pregnancy, disease prevention, healthy relationships, and refusal skills. Utah code requires parental notification for instruction on child sexual abuse prevention and parental consent for instruction on sex education.

Standard HII.HD.1: Analyze how brain development has an impact on cognitive, social and emotional changes of adolescence and early adulthood.

Standard HII.HD.2: Explain the process of conception, fetal development and birth, practices for a healthy pregnancy, pregnancy prevention, and parenting responsibilities.

- a. Evaluate the effectiveness of various contraceptives as methods, including abstinence, of preventing pregnancy.
- b. Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.

Standard HII.HD.3: Identify practices for prevention of common sexually transmitted diseases or infections (STD/STI).

- a. Evaluate the effectiveness of risk-reducing behaviors, including abstinence and condoms, as a method of preventing STD/STI including HIV/AIDS.
- b. Analyze the impact of STD/STI on self and others, including responsibility for testing and informing partners (e.g., physical, social, emotional, financial).

Standard HII.HD.4: Explain the importance of understanding the healthy and unhealthy function of reproductive anatomy and when it may be necessary to seek medical care.

- a. Discuss risk reduction, prevention and early detection methods for common reproductive conditions and diseases, including cancers.

Standard HII.HD.5: Identify trusted adults to talk with and accurate and credible resources for sexual health information development, relationships, harassment and abuse.

Standard HII.HD.6: Recognize characteristics of healthy relationships, the impact a relationship has on wellness and practice skills to build healthy relationships.

- a. Demonstrate refusal skills and personal boundaries as they apply to situations involving pressure to be sexually active and identify strategies that support the decision to abstain from sexual behavior.

- b. Demonstrate refusal skills and respect for the boundaries of others as they relate to intimacy and sexual behavior.
- c. Discuss unhealthy behaviors and violence in dating and other personal relationships.
- d. Evaluate the potentially positive and negative impacts of technology and social media in relationships and strategies to use technology and social media safely.

Standard HII.HD.7: Discuss harassment, abuse, and relationship violence prevention and reporting strategies.

- a. Analyze factors, including alcohol and other substances, that can affect the ability to effectively refuse sexual activity or perceive the refusal of others.
- b. Explain why a person who has been raped or sexually assaulted is not at fault.
- c. Describe the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.

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