

Utah Health

Grades 7, 8

Adopted 2009

Health Education I

1 Students will demonstrate the ability to use knowledge, skills, and strategies related to mental and emotional health to enhance self-concept and relationships with others.

- 1 Develop strategies for a healthy self-concept.
 - a. Identify ways to build self-esteem including recognizing strengths and weaknesses.
 - b. Identify goal-setting strategies and use them to create a plan for reaching a health-related goal.
 - c. Explain the influence of personal values on individual health practices.
 - d. Analyze how self-esteem affects risk and protective factors.
 - e. Use decision making skills to solve personal problems.
- 2 Identify strategies that enhance mental and emotional health.
 - a. Identify positive ways to express emotions.
 - b. Identify ways to build resiliency.
 - c. Determine how societal norms, cultural differences, personal beliefs, and media impact choices, behavior, and relationships.
 - d. Demonstrate stress management techniques.
 - e. Explore strategies for suicide prevention.
- 3 Examine mental illness.
 - a. Identify the prevalence of mental illness and the importance of early intervention and treatment.
 - b. Distinguish types of mental disorders and explain their effects on individuals and society.
 - c. Analyze the stigma associated with mental illness.
 - d. Investigate school and community mental health resources.
- 4 Develop and maintain healthy relationships.
 - a. Examine components of healthy relationships.
 - b. Determine healthy ways to accept, manage, and adapt to changes in relationships (e.g., loss, grief, coping).
 - c. Develop strategies to manage inappropriate or harmful comments and advances from others (e.g. bullying, cyber-bullying, sexual harassment).
 - d. Demonstrate refusal skills for managing peer pressure.
 - e. Demonstrate effective communication skills.

2 Students will use nutrition and fitness information, skills, and strategies to enhance health.

- 1 Describe the components and benefits of proper nutrition.
 - a. Identify the primary nutrients and describe their functions.
 - b. Explain how the United States Department of Agriculture's Seven Dietary Guidelines and the most recent Food Pyramid can enhance proper nutrition.
 - c. Recognize ways to make healthy food choices (e.g., reading food labels, calculating calorie intake).
 - d. List school and community nutritional resources.
- 2 Analyze how physical activity benefits overall health.
 - a. List the elements of physical fitness (e.g., muscular strength and endurance, cardio-vascular endurance, flexibility, body composition).
 - a. Examine the benefits of maintaining life-long fitness and the consequences of inactivity.
 - c. Identify and investigate available fitness resources.
 - d. Create individual fitness goals.
- 3 Recognize the importance of a healthy body image and develop appropriate weight management behaviors.
 - a. Explain how weight control is affected by caloric intake and energy expenditure.
 - b. Explore the short and long term effects of poor nutrition and inactivity (e.g., obesity, chronic diseases).
 - c. Describe the strengths and weaknesses of various body-weight indicators (e.g., Body Mass Index [B.M.I.], waist circumference, body fat percentage calculators).
 - d. Examine the causes, symptoms, and the short and long-term consequences of eating disorders.
 - e. Analyze the influence of media on body image.

3 Students will demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.

- 1 Examine the consequences of drug use, misuse, and abuse.
 - a. Define the short and long term effects of alcohol, tobacco, and other drugs (e.g., steroids, inhalants, stimulants, depressants, prescription painkillers).
 - b. List guidelines for the safe use of medicine (e.g., over the counter drugs, prescription drugs, herbal supplements).
 - c. Recognize the legal consequences of alcohol, tobacco, and other drug abuse.
 - d. Identify ways to recognize, respect, and communicate personal boundaries.
 - e. Examine the impact of alcohol, tobacco and other drug abuse on individuals, families, and communities.
- 2 Analyze the risk and protective factors that influence the use and abuse of alcohol, tobacco, and other drugs.
 - a. List risk and protective factors associated with the use and abuse of alcohol, tobacco, and other drugs.
 - b. Examine the impact of peer pressure on alcohol, tobacco, and other drug use/abuse.
 - c. Identify practices that help to support a drug-free lifestyle.
 - d. Analyze media and marketing tactics used to promote alcohol, tobacco, and other drug products.
 - e. Practice interpersonal and communication skills (e.g., assertiveness, refusal skills, negotiation, conflict management).
- 3 Access information for treatment of addictive behaviors.
 - a. Recognize the signs of addiction.
 - b. Explain the need for professional intervention for those affected by addictions.
 - c. Identify community resources available to support individuals impacted by substance abuse.

4 Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safety in the home, school, and community.

- 1 Identify personal behaviors that contribute to a safe or unsafe environment.
 - a. Recognize unhealthy or potentially dangerous situations and their consequences.
 - b. Identify ways to avoid dangerous situations.
 - c. Discuss safety guidelines for a variety of activities at home, school, and in the community. (e.g., indoor and outdoor sports activities, recreational outings in various seasons, technology).
 - d. Develop strategies to enhance personal safety (e.g., use of helmets, protective gear, seatbelts).
- 2 Recognize emergencies and respond appropriately
 - a. Explain how immediate response increases a victim's chance for survival.
 - b. Demonstrate proficiency in basic first-aid, practice Cardiopulmonary Resuscitation (CPR) as outlined in national standards, and describe the purpose and use of an Automated External Defibrillator (AED).
 - c. Create personal disaster safety plans (e.g., fire, earthquakes, floods, terrorism).
- 3 Identify and respond appropriately to harassment and violent behaviors.
 - a. Identify abusive behaviors (e.g., threats, harassment, bullying, assault, domestic abuse).
 - b. Recognize sexual harassment and identify methods to stop it.
 - c. Describe ways to prevent and report violence at home, in school, and in the community.
 - d. Investigate resources to assist those affected by abusive behaviors.
- 4 Examine the dangers of inappropriate use of current technology.
 - a. Identify the use and misuse of current technology (e.g., Internet, email, websites, instant messaging, cell phones).
 - b. Discuss the short and long term dangers of sharing private information using current technology devices.
 - c. Investigate personal and legal consequences for the inappropriate use of technology and discuss school and LEA policies.
 - d. Analyze violence in the media and how it impacts behavior.

5 Students will understand and summarize concepts related to health promotion and the prevention of communicable and non-communicable diseases.

- 1 Explain the transmission and prevention of communicable diseases.
 - a. Identify pathogens and how they are transmitted.
 - b. Discuss symptoms of common communicable diseases.
 - c. Describe methods of prevention and treatment for communicable diseases (e.g., personal hygiene, immunization, balanced diet, exercise, rest, natural body defenses, abstinence from high risk behaviors).
- 2 Identify the effects of non-communicable diseases.
 - a. Recognize common non-communicable diseases (e.g., arthritis, cancer, cardiovascular disease, diabetes, asthma, allergies).
 - b. Identify risk factors for common non-communicable diseases (e.g., environment, age, gender, family history, diet, body mass, risky behaviors).
 - c. List signs and symptoms of common non-communicable diseases.
 - d. Describe risk reduction and prevention methods, including breast and testicular self exams, for common non-communicable diseases.
- 3 Analyze the impact of sexually transmitted diseases including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS) on self and others.
 - a. Identify common sexually transmitted diseases (STDs) (e.g., HIV/AIDS, chlamydia, gonorrhea, herpes, syphilis).
 - b. Recognize symptoms, modes of transmission, including the absence of symptoms, and associated pathogens for common sexually transmitted diseases. Terms of a sensitive or explicit nature may be used in discussions.
 - c. Determine risk-reducing behaviors in the prevention of STDs while discussing the advantages of abstinence over other methods of preventing sexually transmitted diseases.
 - d. Recognize the importance of early detection and testing for sexually transmitted diseases.
- 4 Examine the impact of disease on self and society.
 - a. Determine the economic, physical, mental, social, and emotional impact of communicable diseases.
 - b. Identify the economic, physical, mental, social, and emotional impact of non-communicable diseases.
 - c. Identify preventive measures for communicable and non-communicable diseases.

6 Students will demonstrate knowledge of human development, social skills, and strategies to encourage healthy relationships and healthy growth and development throughout life.

- 1 Describe physical, mental, social, and emotional changes that occur throughout the life cycle.
 - a. Explain the anatomy and physiology of the male and female reproductive systems.
 - b. Recognize the impact of heredity and environment on growth and development.
 - c. Describe the development and maturation of the brain and its impact on behavior.
 - d. Identify the mental, social, and emotional developmental changes that occur from infancy through adolescence.
- 2 Describe the interrelationship of mental, emotional, social, and physical health during adolescence.
 - a. Identify qualities and strategies for developing healthy relationships including healthy ways to manage or adapt to changes.
 - b. Analyze how self-image, social norms (e.g., age, gender, culture, ethnicity), and personal beliefs may influence choices, behaviors, and relationships.
 - c. Identify ways to recognize, respect, and communicate personal boundaries for self and others.
 - d. Develop and use effective communication skills including being able to discuss questions on sexuality with parents and/or guardians.
 - e. Develop strategies to manage inappropriate comments or advances from others.
- 3 Explain the processes of conception, prenatal development, birth, and the challenges created by teen and unwanted pregnancies.
 - a. Identify appropriate ways to show interest and express affection for others.
 - b. Describe the benefits of sexual abstinence before marriage (e.g., personal and relationship growth, preventing early or unintentional pregnancy and/or sexually transmitted diseases), and strategies that support the practice.
 - c. Predict the impact of adolescent parenting (e.g., relationships, finances, education).
 - d. Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.