

Health Education  
Content Standards  
for California  
Public Schools

High School (Grades Nine Through Twelve)

## Publishing Information

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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
		Development and Growth	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)	√	√	√	√	√	√	√

# 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.
- 

### 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.
- 

### **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.
- 

### **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.
- 

### **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.
- 

### **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.
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### **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

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## 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>
- 

## 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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<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).

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

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

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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.
- 

### 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.
- 

### 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>
- 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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<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).

<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).

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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).
- 

## 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>

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## 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.
- 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., land-slides, 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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<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).

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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.
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## **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.

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

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## **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.

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

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### **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.
  - 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.

# 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.
- 

## 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.
- 

## **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.

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## **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 non-communicable 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).
- 

## **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.
- 

## **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.
<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;† 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.”
<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.

**sexually transmitted disease (STD)**

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

**Standard Precautions**

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.

**trusted adult**

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

**Universal Precautions**

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.