

Health Education  
Content Standards  
for California  
Public Schools

Grades Seven and Eight

## 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)	√	√	√	√	√	√	√

# Grades Seven and Eight

## Nutrition and Physical Activity

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### Standard 1: Essential Concepts

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

### Standard 2: Analyzing Influences

- 2.1.N Describe the influence of culture and media on body image.
  - 2.2.N Evaluate internal and external influences on food choices.
  - 2.3.N Analyze the impact of nutritional choices on future reproductive and prenatal health.
  - 2.4.N Analyze the influence of technology and media on physical activity.
- 

### Standard 3: Accessing Valid Information

- 3.1.N Distinguish between valid and invalid sources of nutrition information.
- 3.2.N Evaluate the accuracy of claims about dietary supplements and popular diets.
- 3.3.N Describe how to access nutrition information about foods offered in restaurants in one's community.
- 3.4.N Identify places where youths and families can be physically active.

- 3.5.N Identify trusted adults in one's family, school, and community for advice and counseling regarding healthy eating and physical activity.
- 

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

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

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

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

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

- 6.1.N Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.
- 6.2.N Set a goal to increase daily physical activity.
- 

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

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

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

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

# Growth, Development, and Sexual Health

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## Standard 1: Essential Concepts

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

## Standard 2: Analyzing Influences

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

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

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

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

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

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

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

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

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

<sup>9</sup>*Ibid.*

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### Standard 3: Accessing Valid Information

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

### Standard 4: Interpersonal Communication

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

### Standard 5: Decision Making

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

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

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

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

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

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

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

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

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

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## Standard 6: Goal Setting

- 6.1.G Develop a plan to avoid HIV, AIDS, other STDs, and pregnancy.<sup>18</sup>
  - 6.2.G Describe how HIV, AIDS, other STDs, or pregnancy could impact life goals.<sup>19</sup>
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## Standard 7: Practicing Health-Enhancing Behaviors

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

## Standard 8: Health Promotion

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

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## Injury Prevention and Safety

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### Standard 1: Essential Concepts

- 1.1.S Describe the differences between physical, verbal, and sexual violence.
- 1.2.S Explain how witnesses and bystanders can help prevent violence by reporting dangerous situations.
- 1.3.S Describe how the presence of weapons increases the risk of serious violent injuries.<sup>25</sup>
- 1.4.S Discuss the importance of reporting weapon possession.<sup>26</sup>
- 1.5.S Explain how violence, aggression, bullying, and harassment affect health and safety.
- 1.6.S Identify trusted adults to whom school or community violence should be reported.
- 1.7.S Describe possible legal consequences of sexual harassment and violence.
- 1.8.S Describe types of sexual harassment and ways to report them.
- 1.9.S Describe the behavioral and environmental factors associated with major causes of death in the United States.

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

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

<sup>20</sup>Ibid.

<sup>21</sup>Ibid.

<sup>22</sup>Ibid.

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

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

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

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

- 1.10.S Identify basic safety guidelines for emergencies and natural disasters.
  - 1.11.S Identify ways to prevent climate-related physical conditions such as exhaustion, sunburn, heat stroke, and hypothermia.
  - 1.12.S Explain safety hazards associated with Internet usage.
  - 1.13.S Explain ways to prevent fires and reduce the risk of fire-related injuries.
  - 1.14.S Explain ways to reduce the risk of injuries in and around water.
  - 1.15.S Explain ways to reduce the risk of injuries (including oral injuries) that can occur during sports and recreational activities.
- 

## **Standard 2: Analyzing Influences**

- 2.1.S Analyze how the media portray fire and explosives.
  - 2.2.S Evaluate individual, group, and societal influences that promote cooperation and respectful behaviors and those that promote violence and disrespectful behaviors.
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## **Standard 3: Accessing Valid Information**

- 3.1.S Analyze sources of information regarding injury and violence prevention.
  - 3.2.S Demonstrate the ability to access accurate sources of information about abuse, violence, and bullying.
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## **Standard 4: Interpersonal Communication**

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

## **Standard 5: Decision Making**

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

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## **Standard 6: Goal Setting**

- 6.1.S Make a personal commitment to avoid persons, places, or activities that encourage violence or delinquency.
  - 6.2.S Create a personal-safety plan.
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## **Standard 7: Practicing Health-Enhancing Behaviors**

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

## **Standard 8: Health Promotion**

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

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

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

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

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## **Standard 2: Analyzing Influences**

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

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

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

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

- 5.1.A Use a decision-making process to avoid using alcohol, tobacco, and other drugs in a variety of situations.
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## **Standard 6: Goal Setting**

- 6.1.A Develop short- and long-term goals to remain drug-free.
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## **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.A Use a variety of effective coping strategies when there is alcohol, tobacco, or other drug use in group situations.
  - 7.2.A Practice positive alternatives to the use of alcohol, tobacco, and other drugs.
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## **Standard 8: Health Promotion**

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

# Mental, Emotional, and Social Health

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## Standard 1: Essential Concepts

- 1.1.M Explain positive social behaviors (e.g., helping others, being respectful to others, cooperation, consideration).
  - 1.2.M Identify a variety of nonviolent ways to respond when angry or upset.
  - 1.3.M Identify qualities that contribute to a positive self-image.
  - 1.4.M Describe how emotions change during adolescence.
  - 1.5.M Recognize diversity among people, including disability, gender, race, sexual orientation, and body size.
  - 1.6.M Describe the changing roles and responsibilities of adolescents as members of a family and community.
  - 1.7.M Describe the benefits of having positive relationships with trusted adults.
  - 1.8.M Analyze the harmful effects of using diet pills without physician supervision.
  - 1.9.M Identify the signs of various eating disorders.
  - 1.10.M Describe signs of depression, potential suicide, and other self-destructive behaviors.
  - 1.11.M Describe common mental health conditions and why seeking professional help for these conditions is important.
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## Standard 2: Analyzing Influences

- 2.1.M Analyze internal and external influences on mental, emotional, and social health.
  - 2.2.M Analyze techniques that are used to pressure someone to engage in or be a target of violent behavior.
  - 2.3.M Analyze the influence of culture on family values and practices.
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## Standard 3: Accessing Valid Information

- 3.1.M Access accurate sources of information and services about mental, emotional, and social health.
  - 3.2.M Describe situations for which adult help is needed, including intimidating and dangerous situations, and how to access help for oneself and others.
  - 3.3.M Identify trusted adults to report to if people are in danger of hurting themselves or others.
  - 3.4.M Analyze situations to determine whether they call for acts of caring among friends or require getting the help of trusted adults.
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## Standard 4: Interpersonal Communication

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

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## **Standard 5: Decision Making**

- 5.1.M Apply decision-making processes to a variety of situations that impact mental, emotional, and social health.
  - 5.2.M Monitor personal stressors and assess techniques for managing them.
  - 5.3.M Describe healthy ways to express caring, friendship, affection, and love.
  - 5.4.M Describe situations for which someone would seek help with stress, loss, an unrealistic body image, or depression.
  - 5.5.M Analyze the importance of setting personal boundaries for privacy, safety, and expressions of emotions and opinions.
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## **Standard 6: Goal Setting**

- 6.1.M Develop achievable goals for handling stressors in healthy ways.
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## **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.M Demonstrate effective coping mechanisms and strategies for managing stress.
  - 7.2.M Practice respect for individual differences and diverse backgrounds.
  - 7.3.M Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.
  - 7.4.M Practice personal boundaries in a variety of situations.
  - 7.5.M Demonstrate skills to avoid or escape from potentially violent situations, including dating.
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## **Standard 8: Health Promotion**

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

# Personal and Community Health

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## Standard 1: Essential Concepts

- 1.1.P Describe the importance of health-management strategies (e.g., those involving adequate sleep, ergonomics, sun safety, hearing protection, and self-examination).
  - 1.2.P Identify the importance of age-appropriate medical services.
  - 1.3.P Identify Standard (Universal) Precautions and why they are important.<sup>27</sup>
  - 1.4.P Examine the causes and symptoms of communicable and non-communicable diseases.
  - 1.5.P Discuss the importance of effective personal and dental hygiene practices for preventing illness.
  - 1.6.P Identify effective brushing and flossing techniques for oral care.
  - 1.7.P Identify effective protection for teeth, eyes, head, and neck during sports and recreational activities.
  - 1.8.P Identify ways to prevent vision or hearing damage.
  - 1.9.P Identify ways that environmental factors, including air quality, affect our health.
  - 1.10.P Identify human activities that contribute to environmental challenges (e.g., air, water, and noise pollution).
  - 1.11.P Describe global influences on personal and community health.
  - 1.12.P Identify ways to reduce exposure to the sun.
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## Standard 2: Analyzing Influences

- 2.1.P Analyze a variety of influences that affect personal health practices.
  - 2.2.P Analyze how environmental pollutants, including noise pollution, affect health.
  - 2.3.P Analyze the relationship between the health of a community and the global environment.
  - 2.4.P Analyze the influence of culture, media, and technology on health decisions.
  - 2.5.P Analyze the social influences that encourage or discourage sun-safety practices.
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## Standard 3: Accessing Valid Information

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

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

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

- 4.1.P Practice how to make a health-related consumer complaint.
  - 4.2.P Use assertive communication skills to avoid situations that increase risk of communicable disease or illness.
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#### **Standard 5: Decision Making**

- 5.1.P Apply a decision-making process to determine safe and healthy strategies for dealing with personal health problems.
  - 5.2.P Apply a decision-making process when selecting health care products.
  - 5.3.P Analyze the characteristics of informed health choices.
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#### **Standard 6: Goal Setting**

- 6.1.P Establish goals for improving personal and community health.
  - 6.2.P Design a plan to minimize environmental pollutants, including noise at home and in the community.
  - 6.3.P Create a plan to incorporate adequate rest and sleep into daily routines.
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#### **Standard 7: Practicing Health-Enhancing Behaviors**

- 7.1.P Practice and take responsibility for personal and dental hygiene practices.
  - 7.2.P Describe situations where Standard (Universal) Precautions are appropriate.
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#### **Standard 8: Health Promotion**

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

# 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.