

El Monte Union High School District

Course Outline

4-24-08

High School: District-Wide

Title: Health / Health SH

Transitional* _____ (Eng. Dept. Only)

Sheltered (SDAIE)* x Bilingual* _____

AP** _____ Honors** _____

Department: Health

Grade Level (s): 10-12

Semester x Year _____

Year of State Framework
Adoption 2003

<p>This course meets graduation requirements:</p> <p><input type="checkbox"/> English</p> <p><input type="checkbox"/> Fine Arts</p> <p><input type="checkbox"/> Foreign Language</p> <p><input checked="" type="checkbox"/> Health</p> <p><input type="checkbox"/> Math</p> <p><input type="checkbox"/> Physical Education</p> <p><input type="checkbox"/> Science</p> <p><input type="checkbox"/> Social Science</p>

Department/Cluster Approval	Date
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*Instructional materials appropriate for English language learners are required.

**For AP/Honors course attach a page describing how this course is above and beyond a regular course. Also, explain why this course is the equivalent of a college level class.

1. Prerequisite(s): 10th or above

2. Short description of course which may also be used in the registration manual:

Health is a semester course that is a requirement for high school graduation. The goals and objectives of the course are based upon the Health Framework for California Public Schools and Education Codes for instruction in substance abuse, human sexuality, sexually transmitted diseases, including AIDS education. A district approved text book, *Keeping Safe from HIV* Curricula, and *Positive Action* Curricula are resources for instructional content. This is a comprehensive health curriculum.

3. Describe how this course integrates the schools ESLRS (Expected Schoolwide Learning Results):

Arroyo: An Arroyo graduate is:

- A socially responsible person
- A critical thinker

- A quality producer
- A healthy individual
- An effective communicator.

El Monte: An El Monte graduate is able to:

- Demonstrate proficiency in curricular programs aligned to California Content Standards
- Exhibit honesty, integrity and personal accountability
- Recognize and respect diversity
- Develop personal attributes and skills that lead to a productive work life
- Use technological tools effectively in all skill areas

Mountain View: Mountain View High School will prepare all student to:

- Be proficient in academic skills
- Demonstrate an understanding of living skills
- Be critical thinkers
- Be effective communicators
- Be able to work collaboratively
- Be technologically literate
- Have an awareness of and sensitivity to diverse viewpoints, belief systems, languages, and cultures
- Develop a roadmap for high school years and beyond
- Be responsible and contributing community participants

Rosemead: Rosemead High School graduates will be:

- Academic Achievers
- Complex thinkers
- Effective Communicators
- Responsible Citizens
- Proficient Technology Users
- Healthy individuals

South El Monte: Upon graduation, South El Monte High School students will:

- Be able to apply academic skills
- Demonstrate effective personal skills
- Prepare to be healthy individuals
- Show an awareness and respect for a culturally diverse community
- Utilize technology as a tool
- Exhibit effective interpersonal skills
- Be able to apply job readiness skills

4. Describe the additional efforts/teaching techniques/methodology to be used to meet the needs of English language learners:

- Instructors will be certified in SDAIE (Specially Designed Academic Instruction in English) and/or CLAD
- SDAIE strategies will be incorporated into lesson
 - ❖ Low affective filter

- New teaching material introduced and presented by the teacher in a way that engages the student
- ❖ Modified speech
 - slower speech rate
 - clear enunciation
 - controlled vocabulary
 - use of cognates
- ❖ Contextual clues
- ❖ Multi-sensory experiences
- ❖ Comprehensible input
- ❖ Frequent comprehension checks
- ❖ Appropriate lesson design
- ❖ Content-driven rigorous core curriculum (not ‘watered down’)
- Vocabulary development will be emphasized
- Glossaries will be used as available
- Research based instructional strategies will be used (Marzano strategies)
 - ❖ Identifying Similarities and Differences
 - ❖ Summarizing and Note Taking
 - ❖ Reinforcing Effort and Providing Recognition
 - ❖ Practice
 - ❖ Nonlinguistic Representations
 - ❖ Cooperative Learning when appropriate
 - ❖ Setting Objectives and Providing Feedback
 - ❖ Cues, Questions, and Advance Organizers

5. Describe the interdepartmental articulation process for this course:

- Collaborate with Relationships instructors
- Collaborate/communicate with health office and/or professionals
- Participate in school-wide writing program
- Incorporate math, science, and literacy skills in the health curriculum as appropriate

6. Describe how this course will integrate academic and vocational concepts, possibly through connecting activities. Describe how this course will address work-based learning/school to career concepts:

Health is a course that connects with everyday real-life issues and situations.

The correlation between academics and vocational concepts and skills will be related to health issues in work settings throughout the course. Students will engage in individual and cooperative group work to develop responsible attitudes in the learning and work environment.

Guest speakers are invited each semester to deliver their expertise to the class. These include California Highway Patrol Officers, local law enforcement representatives, Los Angeles County Health Department STD Educators, and the Metrolink Railroad Safety Educators. These guest speakers serve as excellent role models for our students. As a result, many of our students have shown interest in the fields of medicine, education, social work, public safety, as well as the police and fire department. The careers are endless. Students are encouraged to seek information on various career options by visiting the career center.

7. Materials of Instruction (Note that materials of instruction for English language learners are required and should be listed below.)

A. Textbook(s) and Core Reading(s):

- Health (Prentice Hall) 2007

Supplemental Materials and Resources:

- *Keeping Safe from HIV* Curricula – LACOE
- *Positive Action* Curricula – minimum Kit 1 Bronze Lessons
- Pamphlets, booklets, magazines, news articles

8. Objectives of Course

Unit detail including projects and activities including duration of units (pacing plan):

Healthy Decisions (1week) (Health & Safety Standards: 1.18, 1.24, 1.25, 1.27, 2.13, 4.11, 5.8, 5.10)

- Identifying health risks
- Taking responsibility
- Building health skills

Nutrition (2weeks) (Health & Safety Standards: 1.19, 1.21, 1.22, 1.23, 2.11, 2.12, 2.16, 3.12, 3.03, 4.9, 4.10)

- Learning the food pyramid
- Menu for today's health
- Identifying carbohydrates, fats, and proteins

Body Systems (2 weeks) (Health & Safety Standards: 3.11)

- Cardiovascular and Respiratory Systems
- Skeletal System
- Muscular System
- Reproductive System
- Digestive System

Alcohol (2weeks) (Health & Safety Standards: 1.1-1.5, 1.15, 2.1, 2.2, 2.9, 2.10, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.12)

- Awareness and implications of alcohol use and abuse
- Abstinence

Tobacco (2 weeks) (Health & Safety Standards: 1.1-1.5, 2.1, 2.2, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.12)

- Chemicals in tobacco products
- Risks of tobacco use
- Teens and tobacco
- Marketing and economics of tobacco

Drugs (2 weeks) (Health & Safety: 1.1-1.5, 2.1, 2.2, 2.10, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2)

- Legal and illegal drugs
- Factors affecting drug abuse
- Alternatives to drug use

Communicable and Noncommunicable Diseases (2 weeks)

(Health & Safety Standards: 1.8, 1.11, 1.26, 2.3, 2.4, 2.5, 2.6, 2.7, 4.4, 5.6, 5.8)

- STD's/AIDS
- Understanding infectious and noninfectious diseases
- Prevention care and treatment of diseases

Preventing Injuries (1 week) (Health & Safety Standards: 1.12, 1.14, 2.8, 4.6, 4.7, 5.3, 5.4, 5.6, 5.9, 5.11)

- Safety at home and in the community
- Occupational safety
- Recreational safety

First Aid (2week) (Health & Safety Standards: 1.16, 5.9, 5.10)

- Identifying injuries
- Treating injuries
- CPR and rescue breathing

Positive Actions Curricula (2 weeks) (Title 4 compliance: Safe and Drug Free Schools and Community)

- Kit 1: Life's Big Question: Who Am I?*
- Unit 1 Lessons 1-5
- Unit 2 Lessons 19-21
- Unit 3 Lessons 43-45
- Unit 4 Lessons 67-69
- Unit 5 Lessons 91-93
- Unit 6 Lessons 109-111

*other materials from other kits from the *Positive Actions* Curricula may be used to enhance lessons

Indicate references to state framework(s)/standards (If state standard is not applicable then national standard should be used)

The content of this course is based on the California Health Framework (pgs 174-181): Expectations for High School Students

Student performance standards

Evaluation/assessment/rubrics

Combinations of tests, quizzes, projects, notebooks, demonstrations, oral presentations, research papers, in-class writing assignments, homework, and participation will be used to assess students. Formative assessments (pre-post tests) are a valuable tool to show growth and are highly recommended.

Include minimal attainment for student to pass course

60% of all course work and assessments

High School

Standard 1:	Essential Concepts
High School	
	As a result of health instruction in high school, all students will demonstrate the ability to:
	<u>Alcohol, Tobacco, and Other Drugs</u>
HS.1.1	Analyze the short- and long-term harmful effects of alcohol, tobacco, and other drug use, including steroids and other performance-enhancing drugs.
HS.1.2	Explain the impact of alcohol, tobacco, and other drug use on brain chemistry, functioning, and behavior.
HS.1.3	Identify the social and legal implications of using and abusing alcohol, tobacco, and other drugs.
HS.1.4	Examine the use and abuse of prescription and nonprescription medicines and illegal substances.
HS.1.5	Analyze the consequences of using alcohol, tobacco, and other drugs during pregnancy, including fetal alcohol spectrum disorder.
	<u>Growth, Development, and Sexual Health</u>
HS.1.6	Describe physical, social, and emotional changes associated with being a young adult.
HS.1.7	Discuss the characteristics of healthy relationships, dating, committed relationships, and marriage. ¹
HS.1.8	Identify why abstinence is the most effective method for the prevention of HIV/STDs and pregnancy. ²
HS.1.9	Summarize fertilization, fetal development, and childbirth.
HS.1.10	Examine responsible prenatal/perinatal care and parenting, including California's Safe Haven Law. ³
HS.1.11	Describe the short- and long-term effects of HIV/AIDS/STDs. ⁴

¹ EC Section 51933 (7)

² EC sections 51933 (8), 51934 (3)

³ EC Section 51933 (12)

⁴ EC Section 51934 (1)

	<u>Injury Prevention and Safety</u>
HS.1.12	Discuss ways to reduce risk in injuries during sporting and social activities.
HS.1.13	Recognize potentially dangerous dating situations.
HS.1.14	Analyze emergency preparedness plans for the home, school, and community.
HS.1.15	Examine the role of alcohol and other drug use on personal safety, including motor vehicle accidents, violent conflicts, and sexual assault.
HS.1.16	Describe the importance of acquiring first aid and CPR skills.
HS.1.17	Evaluate the risks and responsibilities regarding teen driving and auto accidents.

	<u>Mental, Emotional, and Social Health</u>
HS.1.18	Examine the benefits of having positive relationships with trusted adults.
HS.1.19	Describe the importance of recognizing signs of disordered eating and other common mental health conditions.
HS.1.20	Analyze signs of depression and self-destructive behaviors, including potential suicide.

	<u>Nutrition and Physical Activity</u>
HS.1.21	Analyze the relationship between nutrition and overall health.
HS.1.22	Analyze the relationship between physical activity and overall health.
HS.1.23	Evaluate various approaches to maintaining a healthy weight.

	<u>Personal and Community Health</u>
HS.1.24	Examine the importance of personal health management strategies (e.g., adequate sleep, ergonomics, and self examination).
HS.1.25	Evaluate the importance of routine medical check ups, vaccinations, and examinations.
HS.1.26	Investigate the causes and symptoms of communicable and noncommunicable diseases.
HS1.27	Evaluate the benefits of informed health choices.

Standard 2:	Analyzing Influences
High School	

	As a result of health instruction in high school, all students will demonstrate the ability to:
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	<u>Alcohol, Tobacco, and Other Drugs</u>
HS.2.1	Predict the impact of internal and external influences on alcohol, tobacco, and other drug use.
HS.2.2	Analyze the role of individual, family, community, and cultural norms on the use of alcohol, tobacco, and other drugs.

	<u>Growth, Development, and Sexual Health</u>
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HS.2.3	Determine personal, family, school, and community factors that can help reduce the risk of engaging in sexual activity.
HS.2.4	Evaluate how growth and development, relationships, and sexual behaviors are affected by internal and external influences.
HS.2.5	Examine the discrepancy between actual and perceived social norms related to teen sexual involvement.
HS.2.6	Assess situations that could lead to pressure for sexual activity and the risk of HIV/STDs and pregnancy. ⁵
HS.2.7	Evaluate family, and cultural differences in relationships, dating, marriage, and families.

	<u>Injury Prevention and Safety</u>
HS.2.8	Analyze internal and external influences on personal, family, and community safety.
HS.2.9	Analyze the influence of alcohol and other drug use on personal, family, and community safety.
	<u>Mental, Emotional, and Social Health</u>
HS.2.10	Examine the internal and external issues related to seeking mental health assistance.
	<u>Nutrition and Physical Activity</u>
HS.2.11	Evaluate internal and external influences that affect food choices.
HS.2.12	Examine internal and external influences that affect physical activity.
	<u>Personal and Community Health</u>
HS.2.13	Discuss influences that affect positive health practices.
HS.2.14	Evaluate influences on the selection of personal healthcare products and services.
HS.2.15	Analyze how environmental conditions affect personal and community health.
HS 2.16	Examine the impact of nutritional choices on future reproductive and prenatal health.

⁵ EC sections 51933 (11), 51934 (6)

Standard 3:	Accessing Valid Information
High School	
	As a result of health instruction in high school, all students will demonstrate the ability to:
	<u>Alcohol, Tobacco, and Other Drugs</u>
HS.3.1	Examine the validity of products and services related to the use of alcohol, tobacco, and other drugs.
HS.3.2	Evaluate alcohol, tobacco, and other drug prevention, intervention, and treatment resources and programs.
	<u>Growth, Development, and Sexual Health</u>
HS.3.3	Analyze the validity of health information, products, and services for reproductive and sexual health. ⁶
HS.3.4	Identify local resources for reproductive and sexual health, including all FDA-approved contraceptives, HIV/STD testing, and medical care. ⁷
HS.3.5	Compare the success and failure rates of condoms and all FDA-approved contraceptives in preventing pregnancy and HIV/STDs. ⁸
HS.3.6	Evaluate laws related to sexual involvement with minors.
	<u>Injury Prevention and Safety</u>
HS.3.7	Analyze sources of information and services about safety and violence prevention.
HS.3.8	Examine community resources for disaster preparedness.
	<u>Mental, Emotional, and Social Health</u>
HS.3.9	Access school and community resources to help with mental, emotional, and social health concerns.
HS.3.10	Evaluate the benefits of professional services for people with mental, emotional, or social health conditions.
	<u>Nutrition and Physical Activity</u>
HS.3.11	Access sources of accurate information about safe and healthy weight management.
HS.3.12	Evaluate the accuracy of claims about food and dietary supplements.
HS.3.13	Evaluate the accuracy of claims about the safety of fitness products.

⁶ EC sections 51931 (f), 51933 (11), and 51934 (b)

⁷ EC Section 51934 (3), (5)

⁸ EC sections 51933 (10), 51934 (3)

	<u>Personal and Community Health</u>
HS.3.14	Access valid information about personal health products and services in the community.
HS.3.15	Access valid information about common diseases.
HS.3.16	Evaluate current research about the health consequences of poor environmental conditions.
HS.3.17	Identify government and community agencies that promote health and protect the environment.
Standard 4:	Interpersonal Communication
High School	
	As a result of health instruction in high school, all students will demonstrate the ability to:
	<u>Alcohol, Tobacco, and Other Drugs</u>
HS.4.1	Demonstrate assertive communication skills to resist pressure to use alcohol, tobacco, and other drugs.
HS.4.2	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.
	<u>Growth, Development, and Sexual Health</u>
HS.4.3	Analyze how interpersonal communication affects relationships.
HS.4.4	Use effective verbal and nonverbal communication skills to prevent sexual involvement, pregnancy, and HIV/STDs.
HS.4.5	Use healthy and respectful ways to express friendship, attraction, and affection.
	<u>Injury Prevention and Safety</u>
HS.4.6	Demonstrate effective negotiation skills to avoid dangerous and risky situations.
HS.4.7	Use effective communication skills for preventing and reporting sexual assault and molestation.
	<u>Mental, Emotional, and Social Health</u>
HS.4.8	Seek help from trusted adults for self or a friend with an emotional or social health problem.
	<u>Nutrition and Physical Activity</u>
HS.4.9	Analyze positive strategies to communicate healthy eating and physical activity needs at home, school, and community.
HS.4.10	Practice how to refuse less nutritious foods in social settings.

	<u>Personal and Community Health</u>
HS.4.11	Use effective communication skills to ask for assistance from parents, guardians, or medical professionals to enhance health.

Standard 5:	Decision Making
High School	
	As a result of health instruction in high school, all students will demonstrate the ability to:
	<u>Alcohol, Tobacco, and Other Drugs</u>
HS.5.1	Use a decision-making process to evaluate how the use of alcohol, tobacco, and other drugs affects individuals, families, and society.
HS.5.2	Examine healthy alternatives to alcohol, tobacco, and other drug use.
	<u>Growth, Development, and Sexual Health</u>
HS.5.3	Use a decision-making process to evaluate the physical, emotional, and social benefits of abstinence, monogamy, and the avoidance of multiple sexual partners. ⁹
HS.5.4	Use a decision-making process to examine barriers to making healthy decisions about relationships and sexual health. ¹⁰
HS.5.5	Use a decision-making process to analyze when it is necessary to seek help and/or leave an unhealthy situation. ¹¹
HS.5.6	Evaluate the risks and consequences associated with sexual activities and behavior, including HIV/STDs and pregnancy. ¹²
HS.5.7	Use a decision-making process to analyze the benefits of respecting individual differences in growth and development, body image, gender roles, and sexual orientation. ¹³
HS.5.8	Use a decision-making process to evaluate the social, emotional, physical, and economic impact of teen pregnancy on the child, the teen parent, the family, and society. ¹⁴

	<u>Injury Prevention and Safety</u>
HS.5.9	Apply a decision-making process to avoid potentially dangerous situations.
HS.5.10	Examine the laws and detrimental effects of sexual harassment.
HS.5.11	Analyze the consequences of gang involvement to self, family, and community.
HS.5.12	Analyze the consequences of violence to self, family, and community.
	<u>Mental, Emotional, and Social Health</u>
HS.5.13	Apply a decision-making process to a variety of situations that impact

⁹ EC Section 51934

¹⁰ EC Section 51933

¹¹ EC sections 51933 (11), 51934 (6)

¹² EC Section 51934 (2), (3)

¹³ EC Section 51930 (2)

¹⁴ EC Section 51933 (11)

	mental, emotional, and social health.
HS.5.14	Monitor personal stressors and assess techniques for managing them.
HS.5.15	Evaluate healthy ways to express caring, friendship, affection, and love.
HS.5.16	Compare various coping mechanisms for managing stress.
HS.5.17	Analyze situations when it is important to seek help with stress, loss, unrealistic body image, and depression.
	<u>Nutrition and Physical Activity</u>
HS.5.18	Examine how nutritional needs are affected by age, gender, activity level, pregnancy, and health status.
HS.5.19	Analyze popular diets and health products for safety and adequate nutrient content.
HS.5.20	Use a decision-making process to plan nutritionally adequate meals at home and away from home.
	<u>Personal and Community Health</u>
HS.5.21	Apply a decision-making process to a personal health issue or problem.
HS.5.22	Explain how decisions regarding health behaviors have consequences on self and others.
HS.5.23	Apply a decision-making process to a community or environmental health issue.
HS.5.24	Analyze how using alcohol, tobacco, and other drugs influences health and other behaviors.
HS.5.25	Analyze the possible consequences of risky hygienic and health behaviors (e.g., tattooing, piercing, sun exposure, and sound volume).
Standard 6:	Goal Setting
High School	
	As a result of health instruction in high school, all students will demonstrate the ability to:
	<u>Alcohol, Tobacco, and Other Drugs</u>
HS.6.1	Predict how a drug-free lifestyle will support the achievement of short- and long-term goals.
	<u>Growth, Development, and Sexual Health</u>
HS.6.2	Evaluate how HIV/AIDS/STDs and/or pregnancy could impact life goals. ¹⁵
HS.6.3	Identify short- and long-term goals related to abstinence and maintaining reproductive and sexual health. ¹⁶

¹⁵ EC Section 51933 (11)

¹⁶ EC sections 51933 (8), 51934 (3)

	<u>Injury Prevention and Safety</u>
HS.6.4	Develop a plan to prevent injuries during emergencies and disasters.
	<u>Mental, Emotional, and Social Health</u>
HS.6.5	Evaluate how preventing and managing stress and getting help for mental and social problems help achieve short- and long-term goals.
	<u>Nutrition and Physical Activity</u>
HS.6.6	Create a personal nutrition and physical activity plan based on current guidelines.
	<u>Personal and Community Health</u>
HS.6.7	Develop a plan of preventive health management.

Standard 7:	Practicing Health-Enhancing Behaviors
High School	
	As a result of health instruction in high school, all students will demonstrate the ability to:
	<u>Alcohol, Tobacco, and Other Drugs</u>
HS.7.1	Use effective coping strategies when faced with a variety of social situations involving the use of alcohol, tobacco, and other drugs.
	<u>Growth, Development, and Sexual Health</u>
HS.7.2	Examine personal actions that can be taken to protect reproductive and sexual health, including one's ability to deliver a healthy baby in adulthood.
HS.7.3	Analyze strategies to minimize exposure to situations that pose a risk to sexual health. ¹⁷
	<u>Injury Prevention and Safety</u>
HS.7.4	Practice injury prevention during sporting, social, and motor vehicle-related activities.
HS.7.5	Demonstrate conflict resolution skills to avoid potentially violent situations.
HS.7.6	Demonstrate first aid and CPR procedures.

¹⁷ EC sections 51933 (11), 51934 (6)

	<u>Mental, Emotional, and Social Health</u>
HS.7.7	Practice effective coping mechanisms and strategies for managing stress.
HS.7.8	Practice respect for individual differences and diverse backgrounds.
HS.7.9	Participate in clubs, organizations, and activities in the school and community that offer opportunities for student and family involvement.
HS.7.10	Establish personal boundaries in a variety of situations.
	<u>Nutrition and Physical Activity</u>
HS.7.11	Select healthful foods and beverages in a variety of settings.
HS.7.12	Implement and monitor a personal nutrition and physical activity plan.
HS.7.13	Participate in school and community activities that promote fitness and health.
	<u>Personal and Community Health</u>
HS.7.14	Practice ways to be a responsible consumer of health products and services.

Standard 8:	Advocacy
High School	
	As a result of health instruction in high school, all students will demonstrate the ability to:
	<u>Alcohol, Tobacco, and Other Drugs</u>
HS.8.1	Participate in activities that support other individuals, school, and community to promote positive health choices regarding the use of alcohol, tobacco, and other drugs.
	<u>Growth, Development, and Sexual Health</u>
HS.8.2	Advocate for safe, respectful, and responsible relationships.
HS.8.3	Advocate for the needs of persons living with HIV/AIDS. ¹⁸
HS.8.4	Support others in making positive and healthful choices about sexual behavior. ¹⁹
	<u>Injury Prevention and Safety</u>
HS.8.5	Identify and support changes in the home, school, or community that promote safety.

¹⁸ EC Section 51934 (7)

¹⁹ EC sections 51933 (11), 51934 (6)

	<u>Mental, Emotional, and Social Health</u>
HS.8.6	Advocate for the needs and rights of others regarding mental and social health.
HS.8.7	Advocate for a positive and respectful environment at school and in the community.
HS.8.8	Object appropriately to teasing of peers and community members based on perceived personal characteristics and sexual orientation.
	<u>Nutrition and Physical Activity</u>
HS.8.9	Advocate for enhanced nutritional options in the school or community.
HS.8.10	Identify and support increased physical activity opportunities in the school or community.
	<u>Personal and Community Health</u>
HS.8.11	Advocate for personal or consumer health issues that promote community wellness.
HS.8.12	Advocate for societal and environmental conditions that benefit health.

Glossary

A

Accessing Valid Information

The skills needed to find and use valid sources of health information or services.

Advocacy

The skills needed to effectively encourage or promote personal, family, and community health and healthful behaviors.

Alcohol, Tobacco, and Other Drugs

The area of health education that focuses on safe use of prescription and over-the-counter drugs, not drinking alcohol, avoiding tobacco use, not being involved in illegal drug use, and practicing protective factors.

Analyzing Influences

The skills needed to analyze how internal and external influences (positive and negative) affect behaviors that are health threatening and health promoting.

External influences—Situations or settings, such as family members, media/advertising, peers, culture/ethnicity, geographical location, societal pressure, and technology.

Internal influences—Thoughts and emotions, such as likes and dislikes, curiosity, interests, fears, and heredity factors.

C

Centers for Disease Control and Prevention (CDC)

The lead federal public health agency responsible for protecting the health and safety of the people in the United States.

Chronic Disease

A disease that persists for a long time. Chronic diseases generally cannot be prevented by vaccines or cured by medication. Risky behavior, 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).

Communicable Disease

An illness caused by pathogens that can be spread from one living thing to another (e.g., chicken pox, measles, flu, tuberculosis, strep throat).

D

Decision Making

Analysis skills needed to evaluate relevant factors to select the most desirable outcomes.

E

Essential Concepts

The “functional knowledge” necessary for students’ understanding and practice of health-promoting behaviors.

G

Goal Setting

The skills needed to set realistic personal goals that can be safely achieved with reasonable planning and effort.

Growth, Development, and Sexual Health

The area of health education that focuses on learning about the growth and development of the human body, developing habits that promote healthful development and aging, and choosing behaviors to reduce the risk of STD/HIV infection. The study of sexual health encompasses 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; learning about pregnancy and childbirth; and learning about 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.

H

Health

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.

Health Education

Health education is a planned, sequential, K-12 curriculum that addresses the physical, mental, emotional, and social dimensions of health.

I

Infectious Disease

See “Communicable Disease.”

Injury Prevention and Safety

The area of health education that focuses on safety practices to reduce the risk of unintentional injuries to self and others. Included in this area are practicing protective factors to reduce violence, gang prevention, weapons, safety guidelines for weather or natural disasters, fires, poisoning, bicycling and sport safety, motor vehicle safety, and helping others with basic first aid skills.

Interpersonal Communication

The ability to use appropriate and effective verbal and nonverbal strategies to express needs and ideas to carry out healthy behaviors in social situations. Communication skills are important elements of both refusal skills and conflict resolution.

M

Mental, Emotional and Social Health

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. Included in this area are practicing life skills, making responsible decisions, developing good character, following a plan to manage stress, and being resilient during difficult times.

N

Noncommunicable Disease

See “Chronic Disease.”

Nutrition and Physical Activity

Nutrition encompasses healthy eating, which is associated with reduced risk of many diseases, including the three leading causes of death—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 muscle and that substantially increases energy expenditure.

P

Personal and Community Health

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 health-related risk behaviors. Included in this instructional area is staying informed about environmental issues, initiatives to protect the environment, and being a health advocate for the environment. Community health education focuses on acquiring knowledge of laws to protect health, recognizing consumer rights, choosing healthful entertainment, analyzing ways messages are delivered through technology, making responsible choices about health care providers and products, and investigating public health needs.

Practicing Health Promoting Behaviors

The skills needed to independently carry out healthy and safe behaviors.

R

Refusal Skills

Assertive communication skills needed to effectively express objection to participating in an action or behavior.

S

Sexually Transmitted Disease (STD)

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

T

Trusted Adult

An adult person that one trusts, such as a parent, guardian, teacher, counselor, health care professional, cleric, police officer, firefighter, or a relative.

U

Universal Precautions

Steps taken to prevent the spread of disease by treating all human blood and certain body fluids as if they are known to be infected with human immunodeficiency virus (HIV), hepatitis B virus (HBV), and other blood borne pathogens.

W

Wellness

An approach to health that focuses on balancing the many aspects or dimensions of a person's life through increasing the adoption of health-enhancing conditions and behaviors.