



HEALTH

UTAH CORE STATE STANDARDS
for
**HEALTH
EDUCATION**



Adopted April 2019

by the
Utah State Board of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

<https://schools.utah.gov>



The Utah State Board of Education, in January of 1984, established policy requiring the identification of specific core standards to be met by all K–12 students in order to graduate from Utah’s secondary schools. The Utah State Board of Education regularly updates the Utah Core Standards, while parents, teachers, and local school boards continue to control the curriculum choices that reflect local values.

The Utah Core Standards are aligned to scientifically based content standards. They drive high quality instruction through statewide comprehensive expectations for all students. The standards outline essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuring learning within the classroom.



UTAH STATE BOARD OF EDUCATION

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2/2019

ORGANIZATION OF THE STANDARDS

The Utah Core Standards are organized into **strands**, which represent significant areas of learning within content areas. Depending on the core area, these strands may be designated by time periods, thematic principles, modes of practice, or other organizing principles.

Within each strand are **standards**. A standard is an articulation of the demonstrated proficiency to be obtained. A standard represents an essential element of the learning that is expected. While some standards within a strand may be more comprehensive than others, all standards are essential for mastery.

INTRODUCTION

The academic success of Utah's students is strongly linked to their health. The goal of Health Education is to support parents and families in developing healthy, responsible students who have the knowledge, skills, and dispositions to work together in an inclusive manner to think critically and participate in a variety of activities that lead to lifelong healthy behaviors. The inclusion of health in a student's education positively contributes to their ability to learn, focus, and achieve health and wellness throughout their lives. The Utah Core Standards for Health Education focus on overall health which includes physical, mental, emotional, and social health in each of the six strands:

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

healthy diet supports the immune system and reduces the occurrence of many diseases. Proper nutrition is linked to learning readiness, academic achievement and decreased discipline and emotional problems. Students will learn how to choose or obtain the food necessary for overall health.

- **Human Development (HD)** teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students will learn and adopt behaviors which will maintain and enhance overall health.

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

GRADE 4

Students should be encouraged to involve parents and families in the skills and lessons they learn.

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

- **Health Foundations and Protective Factors of Healthy Self (HF)** is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of children. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. Students will use skills to set goals, analyze the impact of choices, and develop skills for healthy relationships.
- **Mental and Emotional Health (MEH)** teaches students how to advocate for the mental and emotional health of self and others. Students will learn and adopt behaviors which will also maintain and enhance physical and social health. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand. Students will learn how to manage stress and how to advocate for the mental and emotional health of self and others.
- **Safety and Disease Prevention (SDP)** helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance health. Students will learn how to safely respond in different environments to prevent injuries and other potentially harmful situations. Students will also learn about common health conditions.
- **Substance Abuse Prevention (SAP)** improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will explore how to resist substance use from various influences and how choosing to abstain from substances supports a healthy and successful lifestyle. Students will also learn the appropriate use of medicines.
- **Nutrition (N)** helps students understand the vital role food preparation and consumption will have on their health throughout their life. A healthy diet supports the immune system and reduces the occurrence of many diseases. Proper

nutrition is linked to learning readiness, academic achievement, and decreased discipline and emotional problems. Students will learn about the function of nutrients, how to find the nutrients in different foods, and what foods Utah produces locally.

- **Human Development (HD)** teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students will learn the anatomy of the skeletal and muscular systems and continue to practice skills for abuse prevention.

Strand 1: HEALTH FOUNDATIONS AND PROTECTIVE FACTORS OF HEALTHY SELF (HF)

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

- **Standard 4.HF.1:** Set a specific and measurable short-term goal and track the progress.
- **Standard 4.HF.2:** Describe how choices can have positive and negative consequences and give examples of how a person’s decisions can be positively or negatively influenced by others, including peers.
- **Standard 4.HF.3:** Recognize and accept that reasonable people can have differing opinions.
- **Standard 4.HF.4:** Distinguish between healthy and unhealthy relationships.

Strand 2: MENTAL AND EMOTIONAL HEALTH (MEH)

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

- **Standard 4.MEH.1:** Identify healthy ways to manage and reduce stress (for example, exercise, hobbies, mindfulness, time management, organization).
- **Standard 4.MEH.2:** Practice strategies to manage inappropriate or harmful comments and behaviors from others.
- **Standard 4.MEH.3:** Define empathy and practice demonstrating empathy with peers.
- **Standard 4.MEH.4:** Identify ways to support self and others struggling with mental and emotional health and recognize when to seek help.

Strand 3: SAFETY AND DISEASE PREVENTION (SDP)

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

- **Standard 4.SDP.1:** Describe how immediate response increases a victim’s chance for

survival and demonstrate the proper use of basic first aid in a variety of situations.

- **Standard 4.SDP.2:** Develop a personal safety plan to follow in case of emergency, which may include fire, earthquake, lock down, lock out, evacuate, and shelter in place for school, home, and community settings.
- **Standard 4.SDP.3:** Identify and practice ways to prevent common childhood injuries.
- **Standard 4.SDP.4:** Discuss use and misuse of current technology and develop a personal safety plan for technology use.
- **Standard 4.SDP.5:** Explain facts about common chronic health conditions (for example, asthma, diabetes, allergies, anaphylaxis, seizures) and discuss empathy towards individuals living with these conditions.
- **Standard 4.SDP.6:** Describe procedures to follow when encountering another person's blood or body fluid.

Strand 4: **SUBSTANCE ABUSE PREVENTION (SAP)**

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

- **Standard 4.SAP.1:** Explain how choosing to refuse alcohol, tobacco, nicotine, and other substances relates to accomplishing personal goals.
- **Standard 4.SAP.2:** Explain the short and long-term physical, mental, social, financial, and emotional effects of alcohol, tobacco, nicotine, and substance use.
- **Standard 4.SAP.3:** Discuss marketing tactics regarding harmful substances by reviewing various media sources to identify misinformation and manipulative techniques.
- **Standard 4.SAP.4:** Describe the appropriate use of medicines (over-the-counter [OTC] and prescription) and potential dangers of drug interactions.

Strand 5: **NUTRITION (N)**

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

- **Standard 4.N.1:** Identify the basic nutrients and describe their functions (for example, carbohydrates, proteins, fats, vitamins, minerals, water).
- **Standard 4.N.2:** Locate key nutrition items on nutrition facts label.
- **Standard 4.N.3:** Recognize that calories are needed for growth and body function and that caloric needs change throughout the lifespan.

- **Standard 4.N.4:** Examine how health can be managed through healthy eating and physical activity.
- **Standard 4.N.5:** Analyze marketing tactics used for food and beverages.
- **Standard 4.N.6:** Identify foods that are grown and produced in Utah.

Strand 6: HUMAN DEVELOPMENT (HD)

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

- **Standard 4.HD.1:** Describe the skeletal and muscular systems and their basic functions.
- **Standard 4.HD.2:** Explain reasons why having good hygiene is important for health and well-being.
- **Standard 4.HD.3:** List multiple trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy) to talk with if feeling uncomfortable, afraid, or unsafe about an interaction or other harmful situations. Explain the need to talk with more than one adult if the issue is not resolved.



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