



# HEALTH

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UTAH CORE STATE STANDARDS  
*for*  
**HEALTH  
EDUCATION**

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Adopted April 2019

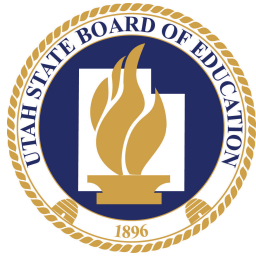
by the  
Utah State Board of Education  
250 East 500 South  
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Salt Lake City, Utah 84114-4200

<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 1

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

**Health Education in first grade supports the health and well-being of students** through instruction of foundational 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 begin looking at specific skills and behaviors that build resiliency and develop strong protective factors.
- **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 begin learning bully prevention strategies.
- **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.
- **Substance Abuse Prevention (SAP)** improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will learn the difference between helpful and harmful substances and begin to practice resisting negative peer pressure.
- **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 how to select a variety of healthy foods at each meal to appropriately fuel their bodies for growth.



- **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 for personal hygiene, wellness, and refusal skills.

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

*Students will learn the importance of goals and decision-making skills and continue to develop healthy relationship skills.*

- **Standard 1.HF.1:** Define goals and explain why setting goals is important.
- **Standard 1.HF.2:** Explain how to make good decisions and how all decisions can affect self or others.
- **Standard 1.HF.3:** Demonstrate how to express gratitude, treat others with kindness, and respect differences.

**Strand 2: MENTAL AND EMOTIONAL HEALTH (MEH)**

*Students will practice expressing emotions and bully prevention strategies.*

- **Standard 1.MEH.1:** Define what bullying is and is not and demonstrate what to say and do if someone is bullying or bothering oneself or others. Compare these actions with kindness.
- **Standard 1.MEH.2:** Demonstrate healthy ways to express needs, wants, and feelings.

**Strand 3: SAFETY AND DISEASE PREVENTION (SDP)**

*Students will learn specific behaviors to prevent disease, common injuries, and avoid dangerous situations.*

- **Standard 1.SDP.1:** Understand how proper use of equipment (for example, helmets, sports equipment, seat belts, booster seats) helps protect from injury.
- **Standard 1.SDP.2:** Identify when an environment or situation is not safe (for example, abuse, bullying, harmful substances, firearms, fire, medical emergency) and understand how to react and promptly report to a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) or emergency services.
- **Standard 1.SDP.3:** Recognize the importance of using electronic devices only with trusted adult supervision.
- **Standard 1.SDP.4:** Describe behaviors that may prevent and reduce the risk of disease.

- **Standard 1.SDP.5:** Recognize the importance of never touching another person's blood or other bodily fluids.

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

*Students will understand when substances are helpful or harmful.*

- **Standard 1.SAP.1:** Compare and contrast the difference between helpful and harmful substances.
- **Standard 1.SAP.2:** Explain the importance of only taking medicine with adult supervision.
- **Standard 1.SAP.3:** Practice strategies that can be used to refuse harmful substances.

#### Strand 5: **NUTRITION (N)**

*Students will learn how to fuel their body with healthy food choices.*

- **Standard 1.N.1:** Recognize major food groups, including water, and list a variety of healthy foods in each group.
- **Standard 1.N.2:** Identify foods and beverages that are healthy choices for the body and explain the importance of choosing healthy foods at each meal.
- **Standard 1.N.3:** Describe how food is fuel for the body.
- **Standard 1.N.4:** Recognize not all food products advertised or sold are healthy.

#### Strand 6: **HUMAN DEVELOPMENT (HD)**

*Students will review basic hygiene skills, learn how human development varies, and practice refusal skills. Utah Code requires parental notification for instruction on child sexual abuse prevention.*

- **Standard 1.HD.1:** Explain how hand washing, clean clothes, and oral hygiene are important for a healthy body.
- **Standard 1.HD.2:** Explain how the right amount of sleep contributes to health and wellness.
- **Standard 1.HD.3:** Recognize that healthy bodies come in different shapes, sizes, and abilities.
- **Standard 1.HD.4:** Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, unsafe, or afraid.



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