



HEALTH

UTAH CORE STATE STANDARDS
for
**HEALTH
EDUCATION**



Adopted April 2019

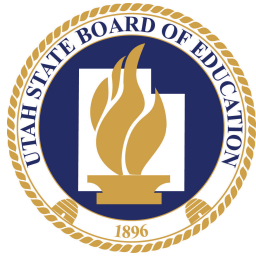
by the
Utah State Board of Education
250 East 500 South
P.O. Box 144200
Salt Lake City, Utah 84114-4200

<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

250 East 500 South P. O. Box 144200 Salt Lake City, UT 84114-4200

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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.

HEALTH II

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

Health II is dedicated to teaching high school students the skills they need to establish a healthy and safe lifestyle and enhance behaviors to resist unhealthy choices throughout their lifespan.

Health Education will focus on:

- **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 individuals. 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 goal-setting, decision-making, and communication skills to promote lifelong health. Students will also practice resiliency skills.
- **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 explore resources for mental health and suicide prevention.
- **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 practice skills to prevent injury, avoid harmful situations, and save lives. Students will also research disease prevention methods for lifelong wellness.
- **Substance Abuse Prevention (SAP)** improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will practice resisting peer pressure and investigate the consequences of substance abuse as well as how to manage prescription medications.
- **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 proper nutrition contributes to health and wellness throughout their lifespan.

- **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 medically accurate and unbiased facts about human reproduction, anatomy, physiology, and disease prevention. Students will also recognize characteristics of healthy relationships.

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

Students will use goal-setting and decision-making skills to enhance health. Students will apply their knowledge to develop social and emotional competence to make healthy and safe choices.

- **Standard HII.HF.1:** Use SMART goal criteria to design and implement a plan for positive lifelong healthy habits.
- **Standard HII.HF.2:** Demonstrate effective ways to communicate personal boundaries and show respect for the boundaries of others.
- **Standard HII.HF.3:** Apply decision-making strategies to a health-related choice and defend the decision. Discuss practicing self-control, such as delaying immediate gratification, resisting negative peer pressure, and avoiding risks of impulsive behavior.
- **Standard HII.HF.4:** Develop resiliency skills.
 - a. Develop skills to cope with common life changes (for example, changing schools, relationship changes, family changes).
 - b. Understand the impact of locus of control, growth mindset, and healthy response to failure on physical, mental, emotional, and social health.
 - c. Develop resilience by connecting to self, family, and community.
- **Standard HII.HF.5:** Model strategies to prevent, manage, or resolve interpersonal conflicts in healthy ways.

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

Students will apply knowledge to reduce risk factors and enhance factors that promote positive mental and emotional health.

- **Standard HII.MEH.1:** Apply stress management techniques to a personal stressor and evaluate their effectiveness.

- **Standard HII.MEH.2:** Research current modes of technology and media use and how they impact mental and emotional health.
- **Standard HII.MEH.3:** Explore ways individuals, families, and communities can understand, accept, and reduce the stigma of individuals with mental health disorders.
- **Standard HII.MEH.4:** Research school and community mental health resources and determine when professional health services may be required.
- **Standard HII.MEH.5:** Research and demonstrate knowledge of risk factors and warning signs of suicide and know how to seek help when needed.
- **Standard HII.MEH.6:** Use accurate information to formulate a health-enhancing message for mental health and suicide prevention.

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

Students will apply practical knowledge and skills to develop lifelong behaviors for personal and community well-being.

- **Standard HII.SDP.1:** Demonstrate high-quality hands-on CPR, how to operate an AED, and appropriate first aid.
- **Standard HII.SDP.2:** Develop strategies for safety-related or emergency situations (for example, vehicle safety, recreation safety, firearm safety, seizure, stroke, cardiac event).
- **Standard HII.SDP.3:** Practice responsible ways to communicate online, via text, or through other electronic means and how to respond to inappropriate contact or sexual advances online, via text, or through other electronic means.
- **Standard HII.SDP.4:** Assess the harmful effects of pornography and recognize that recovery is possible.
- **Standard HII.SDP.5:** Develop skills to determine the validity of current health resources, information and trends.
- **Standard HII.SDP.6:** Research preventive measures for chronic and infectious health conditions, and the physical, mental and emotional, social and economic effects on self and society.
 - a. Research the efficacy of health screenings, immunizations, check-ups, and other preventive examinations that are necessary to maintain overall health and wellness.
 - b. Demonstrate effective communication about health concerns with healthcare providers and other trusted adults (for example, parent, guardian, relative, teacher, counselor, clergy).

- **Standard HII.SDP.7:** Analyze and describe the relationships among healthy eating, physical activity, and chronic diseases (for example, heart disease, cancer, type-2 diabetes, hypertension, osteoporosis).

Strand 4: SUBSTANCE ABUSE PREVENTION (SAP)

Students will evaluate decisions and influences about substance use. Students will also learn to speak with health care providers, research legal consequences, and analyze facts and resources for substance abuse.

- **Standard HII.SAP.1:** Explore risk and protective factors for making healthy decisions about substance use.
- **Standard HII.SAP.2:** Evaluate media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.
- **Standard HII.SAP.3:** Discuss how substance use alters brain development and function and research the link between genetics and addiction.
- **Standard HII.SAP.4:** Evaluate the physical, mental, emotional, social, legal, and financial impacts of the use or abuse of alcohol, tobacco, nicotine and other drugs on self, families, and communities.
 - a. Explain driving under the influence (DUI) and not-a-drop laws.
 - b. Research the legal consequences of driving under the influence of alcohol and other substances.
- **Standard HII.SAP.5:** Identify community resources available to support individuals impacted by substance abuse and addiction, recognizing that recovery from addiction is possible.
- **Standard HII.SAP.6:** Demonstrate how to talk with a health care provider about prescription options, effectiveness, side effects, and interactions of medications.

Strand 5: NUTRITION (N)

Students will develop lifelong strategies for healthy eating, body image, and understanding the food environment around them by locating and using accurate evidence-based nutrition information.

- **Standard HII.N.1:** Use accurate nutrition information and current research-based guidelines to describe the importance of drinking water and eating a variety of nutrient dense foods to balance nutritional needs in a variety of settings.
- **Standard HII.N.2:** Demonstrate how to balance caloric intake with caloric expenditure to maintain, gain, or reduce weight in a healthy manner.

- **Standard HII.N.3:** Describe how family, peers, media, and day-to-day activities influence food choices.
- **Standard HII.N.4:** Develop lifelong strategies for maintaining nutrition and physical activity behaviors that improve mental, physical, and social health.
- **Standard HII.N.5:** Assess the accuracy and validity of claims about health information, dietary supplements, products, and services.
- **Standard HII.N.6:** Explain the effects of disordered eating and eating disorders on healthy growth and development.
- **Standard HII.N.7:** Assess the relationship between food and culture. Compare and contrast the differences in the dietary guidelines, food choices, and eating habits around the world.

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

Students will understand reproductive anatomy and physiology, pregnancy, disease prevention, healthy relationships, and refusal skills. Utah Code requires parental notification for instruction on child sexual abuse prevention and parental consent for instruction on sex education. Instruction shall stress the benefit of abstinence before marriage and fidelity after marriage.

- **Standard HII.HD.1:** Analyze how brain development has an impact on cognitive, social, and emotional changes of adolescence and early adulthood.
- **Standard HII.HD.2:** Define and describe the mental, emotional, physical, and social health benefits of sexual abstinence.
- **Standard HII.HD.3:** Explain the process of conception, fetal development and birth, practices for a healthy pregnancy, pregnancy prevention, and parenting responsibilities.
 - a. Evaluate the effectiveness of various contraceptives as methods of preventing pregnancy, stressing abstinence.
 - b. Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.
- **Standard HII.HD.4:** Identify practices for prevention of common sexually transmitted diseases or infections (STD/STI).
 - a. Evaluate the effectiveness of risk-avoiding behaviors, stressing abstinence, as methods of preventing STD/STI including HIV/AIDS.
 - b. Evaluate the effectiveness of risk-reducing behaviors, including condoms, as methods of preventing STD/STI including HIV/AIDS.
 - c. Analyze the impact of STD/STI on self and others (for example, physical, social, emotional, financial), including responsibility for testing and informing partners.

- **Standard HII.HD.5:** Explain the importance of understanding the healthy and unhealthy function of reproductive anatomy.
- **Standard HII.HD.6:** Discuss risk reduction, prevention and early detection methods for common reproductive conditions and diseases, including cancers, and when it may be necessary to seek medical care.
- **Standard HII.HD.7:** Identify accurate and credible resources for sexual health, development, and relationships, and identify who and where to turn to for help (for example, parent, clergy, relative, health care provider, teacher, counselor).
- **Standard HII.HD.8:** Recognize characteristics of healthy relationships, the impact a relationship has on wellness, practice skills to build healthy relationships, and emphasize the responsibility within families and communities to support healthy relationships.
 - a. Recognize and respect differences in attraction.
 - b. Discuss and understand refusal skills, personal boundaries, and affirmative consent as they apply to situations involving pressure to be sexually active and identify strategies that support the decision to abstain from sexual behavior.
 - c. Discuss the reasons why refusal skills and affirmative consent are necessary to show respect for the boundaries of self and others as they relate to healthy relationships, marriage, intimacy, and sexual behavior.
 - d. Evaluate the potentially positive and negative impacts of technology and social media in relationships and strategies to use technology and social media safely emphasizing the value of face-to-face communication.
 - e. Discuss the risks of indiscriminate sexual behavior on overall health.
- **Standard HII.HD.9:** Discuss harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.
 - a. Recognize and minimize exposure to potentially dangerous situations.
 - b. Analyze factors, including alcohol and other substances, that can affect the ability to effectively refuse or consent to sexual activity or perceive the refusal of others.
 - c. Discuss unhealthy behaviors and violence in dating and other personal relationships.
 - d. Explain why a person who has been raped or sexually assaulted is not at fault.

- e. Describe the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.
- f. Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.



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