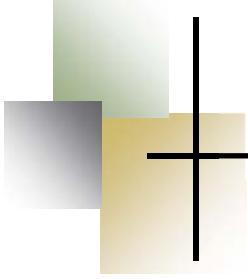


Utah State Office of Education
Secondary Health Core Curriculum



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State Superintendent of Public Instruction



Secondary Health Education Core Curriculum

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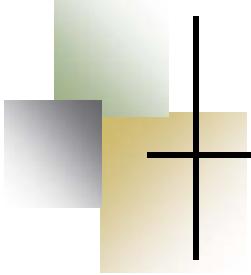
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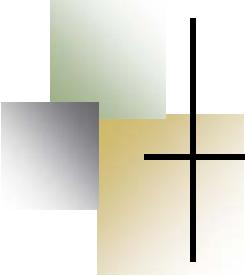
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Secondary Health Education Core Curriculum

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Utah Health Education Secondary Core Curriculum

It is health that is real wealth and not pieces of gold and silver. – Mahatma Gandhi

Introduction

Health education, integral to the success of students in Utah's educational setting, provides opportunities for students to acquire knowledge, skills, and attitudes necessary for life-long, health-enhancing behaviors. Schools can better achieve their basic educational mission if students are healthy and fit physically, mentally, socially, and emotionally. Habits that young people establish will impact their future health status in a positive or negative manner. Schools share the responsibility with parents and communities to help prevent unnecessary injury, disease, and chronic health conditions that lead to a low quality of life, disability, or early death. In addition, positive attitudes and behaviors developed early in life help to prevent many of the social and educational problems that confront society, including failure to complete high school, drug addiction, broken homes, unemployment, and criminal behavior.

Medical breakthroughs have allowed Utahns to cope more easily with serious health challenges. Many diseases that formerly threatened lives are now prevented through immunizations or treated effectively with new drugs, and/or procedures. However, children and adolescents are still facing the prospect of early deaths due to:

- Accidents and violent behavior.
- Poor choices involving the use of alcohol, tobacco, and other drugs.
- Diseases brought on or complicated by unhealthy actions such as risky behaviors, poor nutritional choices, or sedentary lifestyles.

The Utah State Health Education Core Curriculum emphasizes developing positive, life-long, health-related attitudes and behaviors. Although these attitudes and behaviors begin in the home, the school, in partnership with local school boards and community agencies, can provide support and reinforcement for parents and families. The standards and objectives in the Health Education Core Curriculum incorporate the National Health Education Standards providing Utah's students commonality with students across the nation.

The primary goal of Utah's Health Education Core Curriculum is to develop the knowledge, skills, and behaviors essential to become "health-literate." A health-literate person understands the medically accurate principles of health promotion, and disease prevention and is able to apply the knowledge to personal attitudes and behaviors that support healthy living. A health-literate person is able to:

- Access valid health information and health-promoting products and services.
- Analyze the influence of culture, media, technology, and environment on health.
- Develop understanding and respect for self and others.
- Practice goal-setting, decision-making, and self-management skills to enhance health.
- Practice health-enhancing and risk-reducing behaviors.
- Use interpersonal communication skills to improve health and relationships.
- Advocate for personal, family and community health.

Family Educational Rights and Privacy Act (FERPA)

Many issues in the health education curriculum are sensitive in nature. The FERPA federal law details sensitive issues related to rights and privacy of families. Health educators must be knowledgeable of this law and its implications for instruction. To access the FERPA document go to: www.ed.gov/policy/gen/reg/ferpa/index.html.

A Separate Core Curriculum Area

With only two semesters of health education offered at the secondary level and with the serious and dangerous challenges facing Utah's students today, health education *must be offered as a separate class*. The focus of health education is unique from all other areas of education and is designed to change or develop attitudes and behaviors that will assist students in the decisions they will make over the course of a lifetime.

Local districts may opt to offer **Health Education I** (.5 credit) in 7th or 8th grade and **Health Education II** (.5 credit) in 9th or 10th grade. These courses must be taught by educators endorsed in health education.

Utah State Board of Education Position

Because of the sensitive nature of some of the materials utilized in the Utah State Secondary Health Education Core Curriculum, respect for parental rights regarding core content and delivery will continue to be valued by the Utah State Board of Education.

Utah State Law allows parents to opt students out of any aspect of the human sexuality curriculum. Students who have been opted out are not tested on the information missed in the process, but teachers may require an alternate assignment unrelated to the sexuality curriculum. Parental permission is required before certain topics can be taught. Such topics include contraception, sexually transmitted diseases, and breast and testicular self-exams for the detection/prevention of cancer. Health educators are trained and entrusted to teach delicate issues with sensitivity that does not undermine established family values.

Law and Policy - Human Sexuality Instruction

In teaching human sexuality, particular attention must be paid to Utah Law and Utah State Office of Education Policy. This information can be accessed on the USOE Health Education website. A strong abstinence message has *always been* and *will continue to be* an expected element of the Utah State Health Education Core Curriculum. All teachers are required to present a clear message to students that sexual abstinence before marriage and fidelity after marriage are culturally and morally expected. These choices offer the healthiest course of action for young people.

It is essential that students are continuously encouraged to dialogue with their parents about human sexuality and that parents are encouraged to become involved in this critical aspect of the core curriculum. A resource guide to assist parents and teachers can be found on the USOE Health Education website. <http://www.schools.utah.gov/curr/health>

Parent Permission Form

Parents should be the primary source of human sexuality instruction and values relating to this subject. Educators must:

- Notify parents *at least two weeks prior to instruction* on topics related to human sexuality by sending home the Parent Permission Form. The box below is taken from the Parent Permission Form. Specific topics to be taught will be checked by teachers, schools, or districts.
- Require the Parent Permission Form to be signed by the parent/guardian and received by the teacher before a student may participate in human sexuality instruction.
(Utah Administrative Code R277-474-4)

The health education curriculum includes instruction about the topics checked below:

- | | |
|---|--|
| <input type="checkbox"/> reproductive anatomy and health | <input type="checkbox"/> contraception, including condoms |
| <input type="checkbox"/> human reproduction | <input type="checkbox"/> HIV/AIDS including modes of transmission |
| <input type="checkbox"/> rape, date rape | <input type="checkbox"/> breast and testicular self-exams for cancer |
| <input type="checkbox"/> sexually transmitted diseases
(terms of a sensitive/explicit nature may be defined) | |

The Parent Permission Form is available on the USOE Health Education website in a number of languages. It is highly recommended that teachers, when sending home the Parent Permission Form, attach a disclosure statement describing what will be taught and a copy of Core Curriculum Standard 5, Objectives 2 and 3, and all of Standard 6.

Responsibilities of the Local Educational Agency (LEA)

Health instruction must include factual information free from racial, ethnic, and gender bias that provides opportunities for students to explore different ideas within the parameters of Utah Law. Local Boards of Education in Utah develop policy for human sexuality instruction, and their instructional policies may include less than what the law allows but never more. Teachers need to be knowledgeable of State Law and LEA policies. Because of the sensitive nature of this content area, LEAs may offer all or certain aspects of the curriculum in gender-separate classroom settings. (Utah Administrative Code R277-474-5)

To protect teachers from using inappropriate materials and/or guest speakers, State Law requires each LEA to have a working human sexuality instructional materials committee in place. The purpose of this committee is to evaluate instructional materials not on the USOE Recommended Instructional Materials System(RIMS) list and to approve guest speakers and their presentations. The composition of the committee is outlined in State Law. RIMS may be accessed at:
<http://delleat.schools.utah.gov/rims/index.html>.

The Utah State Office of Education offers annual professional development for all new or newly assigned teachers of human sexuality. LEAs are required to offer follow-up trainings for teachers at least once every three years. In addition, LEAs are required to annually complete and submit a form provided by the Utah State Office of Education that summarizes their human sexuality instructional practices.

Teaching Guidelines

Teachers must be factual and objective in presenting information to students. LEAs shall implement abstinence-based instruction that teaches young people to abstain from sexual intercourse until they establish a mutually monogamous relationship within the context of marriage.

The following shall not be taught:

1. The intricacies of intercourse, sexual stimulation, erotic behavior, etc.
2. The advocacy of homosexuality.
3. The advocacy or encouragement of the use of contraceptive methods.
4. The advocacy of sexual relations outside of marriage or sexual promiscuity.

(Utah Administrative Code R277-474-3)

An educator may not *intentionally* elicit comments or questions about matters subject to parental consent requirements. Responses permitted under this section must be (1) brief; (2) medically accurate; (3) objective; (4) consistent with core curriculum content and Utah Law and Policy; and (5) age- appropriate to students involved.

Utah educators may respond to spontaneous student questions for the purpose of providing accurate data or correcting inaccurate or misleading information or comments made by students in class regarding human sexuality. (Utah Administrative Code R277-474-7) Students should be encouraged to consult their parents for further discussion.

Curriculum Mapping

LEAs are encouraged to map the secondary health education core curriculum, specifying the goals, activities, and community assistance offered at each grade level. Mapping will enhance instruction and communication among teachers and create a smooth transition from one level of instruction to the next.

Prevention Dimensions

Prevention education is vital to health education. It saves lives and money and assists students in avoiding negative consequences. The world today challenges students in many ways. Among the problems teenagers face are substance abuse, mental illness including depression and suicide, sexually transmitted diseases, teen pregnancy, internet dangers, and illnesses impacted by obesity.

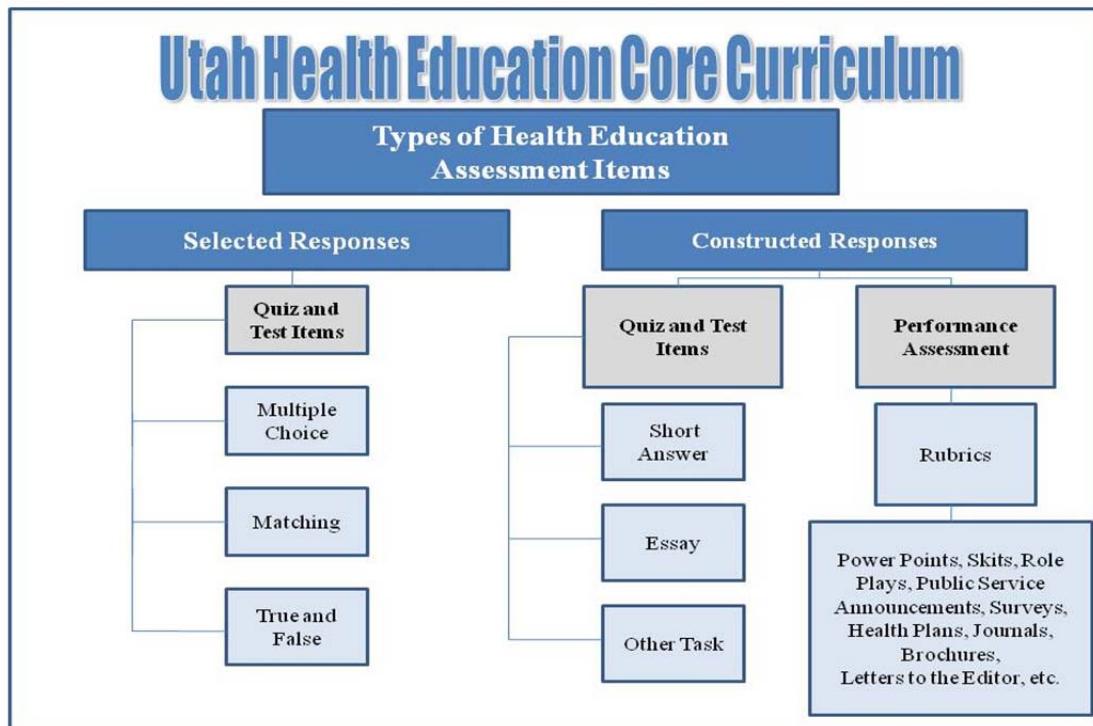
Utah's *Prevention Dimensions* program assists teachers and the community with curriculum and professional development to help students develop strategies to avoid harmful behaviors and/or situations. The curriculum parallels the Utah State Health Education Core Curriculum and is an excellent resource for teachers statewide.

Life Skills

Health education *is* life skills education. Unlike any other curriculum area, every health education lesson has life skills implications. Thinking and reasoning, personal and social responsibility, personal communication (including refusal skills), advocacy for personal, family, and community health, and character development are direct outcomes of the Utah State Health Education Core Curriculum. In addition, instruction in the use of Cardiopulmonary Resuscitation (CPR) and an Automated External Defibrillator (AED) equips students with the skills needed to save a life. (See Appendix F)

Assessment

Multiple assessment measures are used in health education. Two major types of assessment are *selected response* (multiple choice, matching, true and false) and constructed response (students are prompted to construct answers to a question or scenarios). Teachers utilize both types of assessment items shown in the following chart and are encouraged to emphasize constructed



National Health Education Standards, Achieving Excellence. Second Edition. (American Cancer Society 2007) 94.

Organization of the Health Education Core (See Appendix A- Developing State Standards)

The Utah State Health Education Core Curriculum is designed to help teachers organize and deliver instruction. Elements of the Core include the following:

- INTENDED LEARNING OUTCOMES describe student learning that enables life-long healthy behaviors.
- A STANDARD is a broad statement of what students should understand. Several objectives are listed under each standard.
- An OBJECTIVE is a more focused description of what students need to know and be able to do at the completion of instruction. If students have mastered the objectives associated with a given standard, they are judged to have mastered that standard for the course. Several indicators are described for each objective.
- An INDICATOR is a measurable or observable student action that enables one to judge whether or not a student has mastered a particular objective. Indicators can guide health education instruction and assessment.

Intended Learning Outcomes for Secondary Health Education

The primary goal of health education is to develop health-literate individuals who have the ability to obtain, interpret, understand, and apply basic health information to assure positive health practices over the course of a lifetime.

The Intended Learning Outcomes reflect the skills, attitudes, standards, and behaviors students should learn as a result of instruction in health education. They represent an essential part of the Utah Health Education Core Curriculum and provide teachers with standards for evaluation of student learning.

By the end of secondary health education instruction, students will be able to:

1. Describe methods to promote, enhance, and maintain physical and emotional health.
2. Understand concepts related to disease prevention.
3. Practice health-enhancing and risk-reducing behaviors.
4. Demonstrate ways to develop positive relationships with others.
5. Understand the mental, emotional, social, and physical changes that occur throughout the lifecycle.
6. Understand, appreciate, and accept individual differences in people.
7. Understand the physical and emotional aspects of human sexuality, the value of abstinence, the dangers of sexually transmitted diseases, and the importance of respecting the sexuality of others.

8. Access valid health information by identifying information, products, and services that may be helpful or harmful to their health.
9. Demonstrate what to do in emergency situations.
10. Analyze the influence of culture, technology, media and environment on health.
11. Use interpersonal communication skills to improve health and relationships.
12. Practice goal-setting, decision-making, and self-management skills to enhance health.
13. Understand how to access health information and services.
14. Advocate for personal, family and community health.

Health Education I (7th or 8th Grade)

It is health that is real wealth and not pieces of gold and silver. – Mahatma Gandhi

Health education provides opportunities for students to develop knowledge, skills, and attitudes necessary for practicing lifelong, health-enhancing behaviors. The Health I curriculum focuses on what students can do for themselves to meet the objectives of the six state core standards. Students will learn that they are responsible for their personal well-being and that building a solid foundation of health literacy and decision-making skills can contribute to a variety of healthy choices for self and others that will be of value throughout life.

Consumer health (e.g., evaluating the reliability of health information, identifying and assessing health resources and health care providers, and understanding media messages in advertising) is important and should be taught throughout the core.

Standard 1: Students will demonstrate the ability to use knowledge, skills, and strategies related to mental and emotional health to enhance self-concept and relationships with others.

Objective 1: Develop strategies for a healthy self-concept.

- a. Identify ways to build self-esteem including recognizing strengths and weaknesses.
- b. Identify goal-setting strategies and use them to create a plan for reaching a health-related goal.
- c. Explain the influence of personal values on individual health practices.
- d. Analyze how self-esteem affects risk and protective factors.
- e. Use decision making skills to solve personal problems.

Objective 2: Identify strategies that enhance mental and emotional health.

- a. Identify positive ways to express emotions.
- b. Identify ways to build resiliency.
- c. Determine how societal norms, cultural differences, personal beliefs, and media impact choices, behavior, and relationships.
- d. Demonstrate stress management techniques.
- e. Explore strategies for suicide prevention.

Objective 3: Examine mental illness.

- a. Identify the prevalence of mental illness and the importance of early intervention and treatment.
- b. Distinguish types of mental disorders and explain their effects on individuals and society.
- c. Analyze the stigma associated with mental illness.
- d. Investigate school and community mental health resources.

Objective 4: Develop and maintain healthy relationships.

- a. Examine components of healthy relationships.
- b. Determine healthy ways to accept, manage, and adapt to changes in relationships (e.g., loss, grief, coping).
- c. Develop strategies to manage inappropriate or harmful comments and advances from others (e.g. bullying, cyber-bullying, sexual harassment).
- d. Demonstrate refusal skills for managing peer pressure.
- e. Demonstrate effective communication skills.

Standard 2: Students will use nutrition and fitness information, skills, and strategies to enhance health.

Objective 1: Describe the components and benefits of proper nutrition.

- a. Identify the primary nutrients and describe their functions.
- b. Explain how the United States Department of Agriculture's Seven Dietary Guidelines and the most recent Food Pyramid can enhance proper nutrition.
- c. Recognize ways to make healthy food choices (e.g., reading food labels, calculating calorie intake).
- d. List school and community nutritional resources.

Objective 2: Analyze how physical activity benefits overall health.

- a. List the elements of physical fitness (e.g., muscular strength and endurance, cardiovascular endurance, flexibility, body composition).
- b. Examine the benefits of maintaining life-long fitness and the consequences of inactivity.
- c. Identify and investigate available fitness resources.
- d. Create individual fitness goals.

Objective 3: Recognize the importance of a healthy body image and develop appropriate weight management behaviors.

- a. Explain how weight control is affected by caloric intake and energy expenditure.
- b. Explore the short and long term effects of poor nutrition and inactivity (e.g., obesity, chronic diseases).
- c. Describe the strengths and weaknesses of various body-weight indicators (e.g., Body Mass Index [B.M.I.], waist circumference, body fat percentage calculators).
- d. Examine the causes, symptoms, and the short and long-term consequences of eating disorders.
- e. Analyze the influence of media on body image.

Standard 3: Students will demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.

Objective 1: Examine the consequences of drug use, misuse, and abuse.

- a. Define the short and long term effects of alcohol, tobacco, and other drugs (e.g., steroids, inhalants, stimulants, depressants, prescription painkillers).
- b. List guidelines for the safe use of medicine (e.g., over the counter drugs, prescription drugs, herbal supplements).

- c. Recognize the legal consequences of alcohol, tobacco, and other drug abuse.
- d. Identify ways to recognize, respect, and communicate personal boundaries.
- e. Examine the impact of alcohol, tobacco and other drug abuse on individuals, families, and communities.

Objective 2: Analyze the risk and protective factors that influence the use and abuse of alcohol, tobacco, and other drugs.

- a. List risk and protective factors associated with the use and abuse of alcohol, tobacco, and other drugs.
- b. Examine the impact of peer pressure on alcohol, tobacco, and other drug use/abuse.
- c. Identify practices that help to support a drug-free lifestyle.
- d. Analyze media and marketing tactics used to promote alcohol, tobacco, and other drug products.
- e. Practice interpersonal and communication skills (e.g., assertiveness, refusal skills, negotiation, conflict management).

Objective 3: Access information for treatment of addictive behaviors.

- a. Recognize the signs of addiction.
- b. Explain the need for professional intervention for those affected by addictions.
- c. Identify community resources available to support individuals impacted by substance abuse.

Standard 4: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safety in the home, school, and community.

Objective 1: Identify personal behaviors that contribute to a safe or unsafe environment.

- a. Recognize unhealthy or potentially dangerous situations and their consequences.
- b. Identify ways to avoid dangerous situations.
- c. Discuss safety guidelines for a variety of activities at home, school, and in the community. (e.g., indoor and outdoor sports activities, recreational outings in various seasons, technology).
- d. Develop strategies to enhance personal safety (e.g., use of helmets, protective gear, seatbelts).

Objective 2: Recognize emergencies and respond appropriately.

- a. Explain how immediate response increases a victim's chance for survival.
- b. Demonstrate basic first-aid and CPR/AED procedures.
- c. Create personal disaster safety plans (e.g., fire, earthquakes, floods, terrorism).

Objective 3: Identify and respond appropriately to harassment and violent behaviors.

- a. Identify abusive behaviors (e.g., threats, harassment, bullying, assault, domestic abuse).
- b. Recognize sexual harassment and identify methods to stop it.
- c. Describe ways to prevent and report violence at home, in school, and in the community.
- d. Investigate resources to assist those affected by abusive behaviors.

Objective 4: Examine the dangers of inappropriate use of current technology.

- a. Identify the use and misuse of current technology (e.g., Internet, email, websites, instant messaging, cell phones).
- b. Discuss the short and long term dangers of sharing private information using current technology devices.
- c. Investigate personal and legal consequences for the inappropriate use of technology and discuss school and LEA policies.
- d. Analyze violence in the media and how it impacts behavior.

Standard 5: Students will understand and summarize concepts related to health promotion and the prevention of communicable and non-communicable diseases.

Objective 1: Explain the transmission and prevention of communicable diseases.

- a. Identify pathogens and how they are transmitted.
- b. Discuss symptoms of common communicable diseases.
- c. Describe methods of prevention and treatment for communicable diseases (e.g., personal hygiene, immunization, balanced diet, exercise, rest, natural body defenses, abstinence from high risk behaviors).

Objective 2: Identify the effects of non-communicable diseases.

- a. Recognize common non-communicable diseases (e.g., arthritis, cancer, cardiovascular disease, diabetes, asthma, allergies).
- b. Identify risk factors for common non-communicable diseases (e.g., environment, age, gender, family history, diet, body mass, risky behaviors).
- c. List signs and symptoms of common non-communicable diseases.
- d. Describe risk reduction and prevention methods, including breast and testicular self exams, for common non-communicable diseases.

Objective 3 Analyze the impact of sexually transmitted diseases including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS) on self and others.

- a. Identify common sexually transmitted diseases (STDs) (e.g., HIV/AIDS, chlamydia, gonorrhea, herpes, syphilis).
- b. Recognize symptoms, modes of transmission, including the absence of symptoms, and associated pathogens for common sexually transmitted diseases. Terms of a sensitive or explicit nature may be used in discussions.
- c. Determine risk-reducing behaviors in the prevention of STDs while discussing the advantages of abstinence over other methods of preventing sexually transmitted diseases.
- d. Recognize the importance of early detection and testing for sexually transmitted diseases.

Objective 4: Examine the impact of disease on self and society.

- a. Determine the economic, physical, mental, social, and emotional impact of communicable diseases.
- b. Identify the economic, physical, mental, social, and emotional impact of non-communicable diseases.
- c. Identify preventive measures for communicable and non-communicable diseases.

Standard 6: Students will demonstrate knowledge of human development, social skills, and strategies to encourage healthy relationships and healthy growth and development throughout life.

Objective 1: Describe physical, mental, social, and emotional changes that occur throughout the life cycle.

- a. Explain the anatomy and physiology of the male and female reproductive systems.
- b. Recognize the impact of heredity and environment on growth and development.
- c. Describe the development and maturation of the brain and its impact on behavior.
- d. Identify the mental, social, and emotional developmental changes that occur from infancy through adolescence.

Objective 2: Describe the interrelationship of mental, emotional, social, and physical health during adolescence.

- a. Identify qualities and strategies for developing healthy relationships including healthy ways to manage or adapt to changes.
- b. Analyze how self-image, social norms (e.g., age, gender, culture, ethnicity), and personal beliefs may influence choices, behaviors, and relationships.
- c. Identify ways to recognize, respect, and communicate personal boundaries for self and others.
- d. Develop and use effective communication skills including being able to discuss questions on sexuality with parents and/or guardians.
- e. Develop strategies to manage inappropriate comments or advances from others.

Objective 3: Explain the processes of conception, prenatal development, birth, and the challenges created by teen and unwanted pregnancies.

- a. Identify appropriate ways to show interest and express affection for others.
- b. Describe the benefits of sexual abstinence before marriage (e.g., personal and relationship growth, preventing early or unintentional pregnancy and/or sexually transmitted diseases), and strategies that support the practice.
- c. Predict the impact of adolescent parenting (e.g., relationships, finances, education).
- d. Identify adoption as an option for unintended pregnancy and discuss the *Newborn Safe Haven Law*.

Utah State Law and Policy- Utah Administrative Code R277-474

- Prior written parental consent must be obtained before including any aspect of contraception in the curriculum.
- Teachers may not teach the advocacy or encouragement of contraceptive methods or devices.

Health Education II (9th or 10th Grade)

It is health that is real wealth and not pieces of gold and silver. – Mahatma Gandhi

Health education provides opportunities for students to develop knowledge, skills, and attitudes necessary for practicing lifelong, health-enhancing behaviors. The Health II curriculum focuses on what students can do for themselves to meet the objectives of the six state core standards and illustrates the impact their attitudes and behaviors have on the world around them. The curriculum builds on the foundation established in Health I with an advanced, age-appropriate focus. Students will learn that they are responsible for their personal well-being and that building a solid foundation of health literacy and decision-making skills can contribute to positive health choices throughout life. In addition, they will explore the impact their personal health has on society as a whole.

Consumer health (e.g., evaluating the reliability of health information, identifying and assessing health resources and health-care providers, understanding media messages in advertising) is important and should be taught through all standards of the core.

Standard 1: Students will demonstrate knowledge, skills, and strategies related to mental and emotional health to enhance self-concept and relationships with others.

Objective 1: Develop strategies for a healthy self-concept.

- a. Recognize how personal self-concept relates to interactions with others.
- b. Analyze the influence of personal values on individual health practices.
- c. Determine how adolescent brain development affects self-concept and social interactions.
- d. Use decision making skills to solve problems.
- e. Create personal goal-setting strategies to promote a healthy lifestyle.

Objective 2: Identify strategies that enhance mental and emotional health.

- a. Identify positive ways to express emotions.
- b. Explore the risk and protective factors of mental and emotional health.
- c. Analyze how societal norms, cultural differences, personal beliefs, and media impact choices, behavior, and relationships.
- d. Apply stress management techniques.
- e. Discuss strategies for suicide prevention.

Objective 3: Examine mental illness.

- a. Review types of mental disorders.
- b. Explain the effects of mental disorders on individuals and society.
- c. Describe ways to eliminate the stigma associated with mental illness.
- d. Investigate school and community mental health resources.

Objective 4: Create and maintain healthy relationships.

- a. Review components of healthy relationships.
- b. Develop and practice effective communication skills.
- c. Explore methods of managing inappropriate or harmful comments and advances from others (e.g., bullying, cyber-bullying, peer pressure, sexual harassment).

- d. Determine healthy ways to accept, manage, and adapt to changes in relationships (e.g., coping with loss and grief).
- e. Apply interpersonal communication skills (e.g., assertiveness, refusal skills, negotiation, conflict management).

Standard 2: Students will use nutrition and fitness information, skills, and strategies to enhance health.

Objective 1: Describe the components and benefits of proper nutrition.

- a. Describe the primary nutrients and their functions.
- b. Evaluate how the United States Department of Agriculture's Seven Guidelines and the most current Food Pyramid can enhance proper nutritional choice.
- c. Analyze and employ healthy food choices (e.g., reading food labels, calculating calorie intake).
- d. Identify and investigate community nutritional resources.

Objective 2: Analyze how physical activity benefits overall health.

- a. Describe the elements of physical fitness (e.g., muscular strength and endurance, cardiovascular endurance, flexibility, body composition).
- b. Develop strategies for maintaining life-long fitness and avoiding the consequences of inactivity.
- c. Identify and investigate available fitness resources.
- d. Create individual fitness goals.

Objective 3: Recognize the importance of a healthy body image and develop appropriate weight management behaviors.

- a. Explain how caloric intake and energy expenditure affect body weight.
- b. Explore the short and long term effects of poor nutrition and inactivity (e.g., obesity, chronic diseases).
- c. Evaluate the strengths and weaknesses of various body-weight indicators (e.g., Body Mass Index [B.M.I.], waist circumference, body fat percentage calculators).
- d. Examine the causes, symptoms, and the short and long-term consequences of eating disorders.
- e. Analyze the influence of media on body image.

Standard 3: Students will demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.

Objective 1: Examine the consequences of drug use, misuse, and abuse.

- a. Explain short and long term effects of alcohol, tobacco, and other drugs (e.g., brain development/function, the multiplier effect, fetal alcohol spectrum disorders).
- b. Describe the importance of guidelines for the safe use of medicine (e.g., over the counter drugs, prescription drugs, herbal supplements).
- c. Recognize, respect, and communicate personal boundaries for self and others.

- d. Identify legal consequences for the abuse of alcohol, tobacco, and other drugs.
- e. Evaluate the impact that the use/abuse of alcohol, tobacco, and other drugs has on families and communities.

Objective 2: Analyze the risk and protective factors that influence the use and abuse of alcohol, tobacco, and other drugs.

- a. Discuss risk and protective factors associated with alcohol, tobacco, and other drug use and abuse.
- b. Examine the impact of peer pressure on alcohol, tobacco, and other drug use and abuse.
- c. Evaluate media and marketing tactics used to promote alcohol, tobacco, and other drug products.
- d. Advocate for healthy alcohol, tobacco, and other drug policies in home and community.

Objective 3: Access information for treatment of addictive behaviors.

- a. Describe methods of professional intervention for those affected by addictions.
- b. Examine practices that will help support a drug-free lifestyle.
- c. Identify community resources available to support those impacted by substance abuse.

Standard 4: Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safety in the home, school, and community.

Objective 1: Identify personal behaviors that contribute to or detract from safety.

- a. Develop strategies to avoid unhealthy or potentially dangerous situations.
- b. Explore how participation in healthy lifestyle activities includes safety considerations (e.g., safety equipment, including protective gear and seatbelts, exercise warm-up and cool-down, preparing for exercise in severe weather conditions).
- c. Create personal safety and disaster plans for home, school, and community.

Objective 2: Recognize emergencies and respond appropriately.

- a. Describe how immediate response increases a victim's chance for survival.
- b. Demonstrate proficiency in basic first-aid and Cardio-Pulmonary Resuscitation (CPR) and use of an Automated External Defibrillator (AED).
- c. Evaluate personal responsibility to fellow citizens in critical emergency situations.

Objective 3: Assess and respond appropriately to harassment and violent behaviors.

- a. Describe abusive behaviors (e.g., threats, harassment, bullying, assault, domestic abuse).
- b. Examine methods to prevent and report violence at home, school, and in the community.
- c. Practice skills for maintaining healthy relationships.

Objective 4: Examine the dangers of inappropriate use of current technology.

- a. Discuss use and misuse of current technology (e.g., Internet, email, websites, instant messages, cell phones).
- b. Determine the short and long term dangers of sharing private information when using current technologies.

- c. Explore personal and legal consequences for using technology inappropriately and discuss school and LEA policies.
- d. Analyze violence in the media and how it impacts behavior.

Standard 5: Students will understand and summarize concepts related to health promotion and the prevention of communicable and non-communicable diseases.

Objective 1: Explain the transmission and prevention of communicable diseases.

- a. Identify pathogens and how they are transmitted.
- b. Describe symptoms of common communicable diseases.
- c. Apply methods of prevention and treatment for communicable diseases (e.g., personal hygiene, immunization, balanced diet, exercise, rest, natural body defenses, abstinence from high risk behaviors).

Objective 2: Analyze the effects of non-communicable diseases.

- a. Identify short and long term effects of common non-communicable diseases (e.g., allergies, asthma, arthritis, cancer, cardiovascular disease, diabetes).
- b. Describe medical diagnoses and treatment for non-communicable diseases.
- c. Examine risk factors for common non-communicable diseases (e.g., environment, age, gender, family history, diet, body composition, risky behaviors).
- d. Discuss risk reduction and prevention methods for common non-communicable diseases including breast and testicular self exams.

Objective 3: Analyze the impact of sexually transmitted diseases including human immunodeficiency virus (HIV) and acquired immune deficiency syndrome (AIDS) on self and others.

- a. Identify the pathogens and modes of transmission of common sexually transmitted diseases. Terms of a sensitive nature will be defined to help explain modes of transmission.
- b. Recognize signs and symptoms of common sexually transmitted diseases (e.g., HIV/AIDS, chlamydia, gonorrhea, herpes, syphilis).
- c. Discuss the advantages of abstinence over other methods in preventing sexually transmitted diseases.
- d. Recognize the importance of early detection, testing and treatment for sexually transmitted diseases.

Objective 4: Analyze the impact of disease on self and society.

- a. Explain economic, physical, mental, social, and emotional effects of communicable diseases.
- b. Discuss economic, physical, mental, social, and emotional effects of non-communicable diseases.
- c. Compare the cost of preventative measures with the treatment costs for communicable and non-communicable diseases.

Standard 6: Students will demonstrate knowledge of human development, social skills, and strategies that encourage healthy relationships and healthy growth throughout life.

Objective 1: Describe the physical, mental, social, and emotional changes that occur throughout the life cycle.

- a. Review the anatomy and physiology of the male and female reproductive systems.
- b. Identify physical, mental, social, and emotional changes that occur from adolescence through late adulthood.
- c. Explain genetic influences on growth and development.
- d. Describe fertilization, fetal development, the birth process, and personal choices that may affect the fetus (e.g., nutrition, the use of alcohol, tobacco, other drugs).
- e. Describe how the developing brain impacts choices and behaviors.

Objective 2: Describe the interrelationship of physical, mental, social, and emotional health.

- a. Identify characteristics necessary for healthy relationships (e.g., communication, empathy, confidence, trust, mutual respect).
- b. Describe how personal relationships evolve over time, focusing on changes in friendships, family, dating relationships, and marriage.
- c. Develop and use effective communication skills including being able to discuss questions on sexuality with parents and/or guardians.
- d. Develop strategies for preventing sexual harassment.
- e. Identify people, resources, and services that may help with personal or relationship issues.

Objective 3: Establish guidelines that promote healthy and positive dating relationships.

- a. Analyze how personal values impact dating behaviors.
- b. Identify skills for maintaining healthy relationships, and discuss unhealthy behaviors in dating and other personal relationships (e.g., violence, coercion, selfishness, manipulation, aggression, drug use).
- c. Demonstrate refusal skills as they apply to situations involving pressure to be sexually active, and identify alternative strategies that support the decision to abstain from sexual behavior.
- d. Evaluate messages about sexuality from society, including the media, and identify how those messages affect attitudes and behaviors.
- e. Explain how laws relate to relationships and sexual behavior.

Objective 4: Understand the importance of abstinence, the responsibilities related to sexual development, and the challenges associated with teen and/or unintended pregnancies.

- a. Describe how sexual abstinence before marriage and fidelity after marriage contribute to overall wellness (e.g., physical, mental, social, emotional).
- b. Analyze the responsibilities, joys, demands, and challenges of parenthood.
- c. Identify means of prevention of early and/or unintended pregnancy and sexually transmitted diseases (e.g., abstinence, disease prevention, contraception/condom use).
- d. Identify adoption as an option for unintended pregnancy, and discuss the *Newborn Safe Haven Law*.
- e. Explain the importance of an annual physical examination as well as breast and testicular self-examinations.

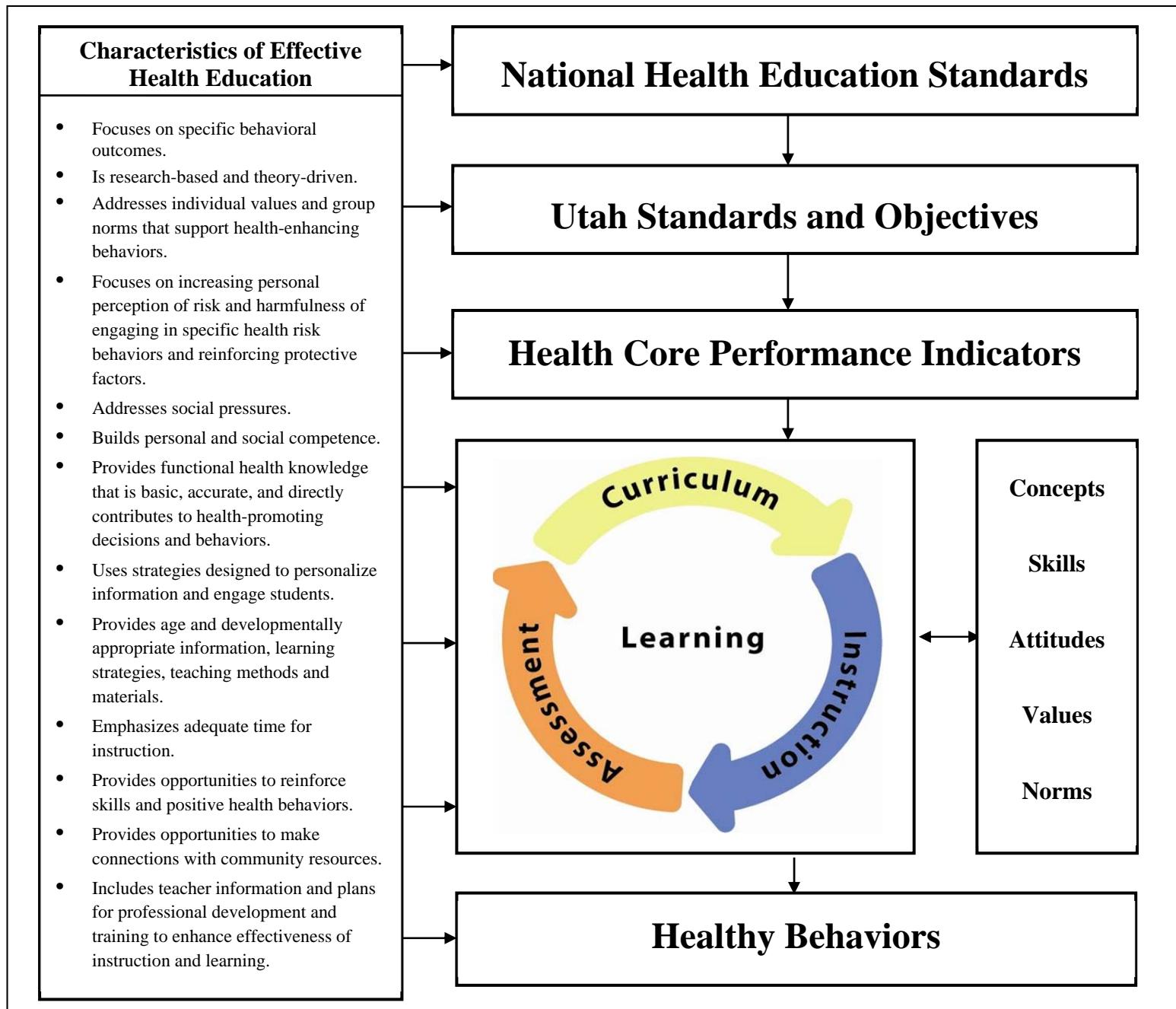
Utah State Law and USOE Policy- Utah Administrative Code R277-474

- Prior written consent must be obtained before including any aspect of contraception in the curriculum. It must be obtained at least two weeks prior to the start of the unit of instruction.
- Teachers may not teach the advocacy or encouragement of contraceptive methods or devices.

Health Education

Appendix A: National Standards and Utah's Core

The following chart illustrates the development of Utah's Secondary Health Education Core Curriculum incorporating the National Health Education Standards and characteristics of effective health education. It is based on a document developed by the American Cancer Society.



National Health Education Standards, Achieving Excellence, Second Edition, (American Cancer Society 2007) 17.

Health Education

Appendix B: Electronic Tool Box

Alcohol, Tobacco, and Other Drugs-Use, Misuse, and Abuse

1. <http://www.freevibe.com> (National Youth Anti-Drug Media Campaign- drug information, facts, social support for adolescents to stay drug free)
2. <http://www.acde.org> (Information on drug use and abuse by the American Council for Drug Abuse)
3. <http://www.justthinktwice.org> (Drug Enforcement Administration- interactive website with drug information, quizzes and other resources)
4. www.tobaccofreeutah.org (Information about the Tobacco Prevention and Control Program and tobacco-related facts, laws, and data)
5. <http://www.utahphoenixalliance.org> (Information about the Phoenix Alliance, Utah's anti-tobacco youth advocacy team)

Asthma

1. <http://www.health.utah.gov/asthma/> (Resources and information to help schools work with students with asthma, as well as to protect children's health during poor air quality days)

Avalanche Safety

1. www.utahavalanchecenter.org (Free curriculum promoting avalanche safety for junior high school students- includes PowerPoint, Video, and Teacher Guide; information also available about classroom or assembly presentations- all free)
Contact Craig Gordon
craig@utahavalanchecenter.org

Brain Development and Behavior

1. <http://johnratey.typepad.com/> (Explores the science of exercise and the brain)
2. www.yellowdocuments/doc/281247/fact-sheet-adolescents-brain-development (New information about adolescent brain development)
3. www.nimh.nih.gov/health/publications/teenage-brain-a-work-in-progress-fact-sheet/index.shtml
(Exploring the developing teenage brain)
4. www.mentorfoundation.org/brain (The vulnerability of the teenage brain to substance abuse)
5. <http://captus.samhsa.gov/Western/news/events/documents/brain.ppt> (PowerPoint about adolescent brain development)

Bullying

1. <http://teenadvice.about.com/od/factsheetsforteens/a/10thingsbullies.htm> (Things to know about bullies)
2. <http://stopbullyingnow.hrsa.gov/index.asp?area=others> (Stopping and preventing bullying behavior)
3. www.pbs.org/itsmylife/friends.bullies.index.html (Strategies to stop and prevent inappropriate advances from others- bullying, cyber-bullying, sexual harassment)

Cancer

1. www.ucan.cc (Information about the Utah Cancer Action Network, and preventing and treating cancer)
2. <http://health.utah.gov/ucan/cancer/Sitespecific/childhood.htm> (Information about childhood cancer)
3. <http://www.utahcancer.org> (Information about the Utah Cancer Control Program, available free screenings, screening recommendations, sun safety and skin cancer)
4. www.cancer.gov/cancertopics/factsheet/risk/obesity (Fact sheet- obesity and cancer)

Curricula (Free)

1. supplements@science.education.nih.gov (Free curricula provided by the National Institute of Health. Individual manuals include: (a) *The Brain: Our Sense of Self*; (b) *Chemicals, the Environment and You*; (c) *Understanding Alcohol: Investigations into Biology and Behavior*; (d) *The Science of Energy Balance: Calorie Intake and Physical Activity*; (e) *The Science of Healthy Behaviors*)

Dating Dangers

1. <http://www.health.utah.gov/vipp> (Information about violence and injury prevention issues, including dating violence <http://www.health.utah.gov/vipp/dating%20violence/overview.htm>)

Diabetes

1. <http://health.utah.gov/diabetes> (Information on the Utah Diabetes Prevention and Control Program and Diabetes in Utah)
2. http://www.ndep.nih.gov/diabetes/youth/youthtips/youthtips_diabetes.htm (Tip Sheets for Teens with Diabetes provide information about diabetes and encourage teens to take action and manage their disease for a long and healthy life)
3. http://www.ndep.nih.gov/diabetes/parents/parents_questions.htm (For parents--When Your Child is diagnosed with Diabetes: Parent's Questions for the Healthcare Team)

Disease Prevention

1. <http://www.igohugo.org> (Alliance for a Healthier Generation – interactive website sponsored by the American Heart Association)
2. <http://aspe.hhs.gov/health/reports/physicalactivity/> (Physical activity is fundamental to disease prevention)
3. <http://www.health.utah.gov/cdc/> (Utah resources and STD/HIV data)

Family Health History

1. <http://health.utah.gov/genomics/> (Information about family health history and access to the *Family Health History Toolkit* <http://health.utah.gov/genomics/familyhistory/toolkit.html>)
2. <http://gslc.genetics.utah.edu> (Electronic family tree provided by the University of Utah and the Utah Department of Health)

Fetal Alcohol Spectrum Disorders (FASD)

1. <http://www.ncadi.samhsa.gov> ("Reach to Teach: Educating Elementary and Middle School Children with FASD"- a no cost booklet to educate teachers about FASD)
2. www.nofas.org (FASD fact sheets, curriculum and other resources)

3. www.cdc.gov/fasd (FASD information from the Centers for Disease Control and Prevention)
4. <http://www.fascenter.samhsa.gov> (Curriculum and PowerPoint illustrating the basics of FASD)

General Health Websites

1. <http://www.nucleusinc.com/medical-animations.php?pageno=1> (Animations of a variety of health ed. topics for teachers)
2. <https://www.welcoa.org> (general health topics and brochures and inexpensive publications)
3. www.vcu.edu/lifesci/sosq (Fee videos on DNA, diseases, heredity obesity, mental illness, sleeping, smoking and other topics)
4. <http://www.nlm.nih.gov/medlineplus/tutorials.html> (Interactive health tutorials for teachers on a variety of topics)

Gold Medal Schools—Power Up

1. <http://www.hearhighway.org/gms/powerup/index.html> (Provides resources and incentives for middle schools to support healthy eating, physical activity, tobacco-free school, and other health-promoting policies)

Grief

1. <http://www.rippleeffects.com/resist/teens/grief/scenario.html> (Interactive website for teens-offers information on how to deal with grief)
2. www.helpguide.org/mental/grief_loss.html (Healthy ways to accept, manage and adapt to changes in relationships- loss, grief, coping)

Healthy Self-Concept

1. <http://guide.helpingamericasyouth.gov/programtool-factors.cfm> (Introduction to risk and protective factors)
2. <http://www.kellybear.com/TeacherArticles/teacherTip21.html> (Refusal skills for managing peer pressure)
3. <http://school.discoveryeducation.com/lessonplans/programs/sefesteem/> (Decision-making skills)
4. <http://school.discoveryeducation.com/lessonplans/programs/selfesteem> (Strategies to build self-esteem)
5. www.resiliency.com (tools to build resiliency in a number of life situations)

Healthy Weight/ Nutrition

1. www.health.utah.gov/obesity (Information and statistics on obesity, link to *the Utah Blueprint to Promote Healthy Weight among Children, Youth, and Adults*)
2. www.uphw.org (Utah Partnership for Healthy Weight)
3. www.checkyourhealth.org (Links to “workouts on the web” and healthy recipes and cooking tips)
4. www.hearhighway.org/gms (Information about Utah’s Gold Medal Schools Program, promoting healthy eating, physical activity, and tobacco-free environments among elementary and middle schools)
5. www.mypyramid.gov (Charts, puzzles, graphs illustrating proper eating habits)

Human Development/Sexuality

1. <http://school.discoveryeducation.com/lessonplans/programs/sexualharassment/> (Sexual Harassment)
2. http://www.schools.utah.gov/curr/pe_health/law_policy.htm (USOE's parent/teacher guide for teaching human sexuality- also available on health education website)

Internet Safety and Dangers

1. www.netsmartzkids.org (Interactive activities and games teaching safety on the internet to children, teens, parents, and educators)
2. www.attorneygeneral.utah.gov (*A Parent's Guide to Internet Safety* (pamphlet and information))
3. <http://www.emints.org/ethemes/resources/S00000652.shtml> (Overview of internet safety)

Mental Illness

1. <http://www.mimh.nih.gov/health/publications/the-numbers-count-mental-disorders-in-america.shtml> (Statistics on mental disorders in America)
2. <http://nami.org/> (National Alliance on Mental Illness- explains various types of mental disorders)
3. <http://mentalhealth.samhsa.gov/publications/allpubs/OEL99-0004/default.asp> (Anti-Stigma- Do you know the facts?)
4. <http://mayoclinic.com/health/mental-health/MH00076> (Understanding the stigma of mental illness)
5. <http://hsmh.state.ut.us/> (Utah Department of Human Services- mental health services and links)

Physical Fitness

1. www.cdc.gov/NCCDPHP/sgr/adoles.htm (Physical activity and health for adolescents)
2. http://www.fitness.gov/council_pubs.htm (Key facts, figures, and benefits of physical fitness for adolescents)
3. www.cdc.gov/nccdphp/sgr/sgr.htm (Executive summary of the benefits of fitness on overall health)
4. <http://johnratey.typepad.com/> (Explores the science of exercise and the brain)

PowerPoint Presentations (various health education topics)

1. <http://www.pppst.com/themes.html> (Free presentations in PowerPoint format)

Relationships

1. www.pamf.org/teen/abc/ (ABC's of healthy relationships for teens)
2. <http://pamf.org/teens/abc/buildingblocks/eightthings.html>. (Practicing better communication skills)
3. <http://school.discoveryeducation.com/lessonplans/programs.resolvingconflicts> (Practicing effective communication skills)

Safety

1. <http://www.health.utah.gov/vipp/> (Information about bicycle and pedestrian safety, school injuries, and motor vehicle crashes.)
2. http://firstaid.about.com/od/emergencypreparation/ht/07_emergencies.htm (How to recognize a medical emergency)
3. <http://www.ou.edu/oupd/fireprim.htm> (Fire safety information)
4. <http://www.homesafetycouncil.org/programs/programs.aspx> (Home Safety)
5. <http://facs.pppst.com/safety.html> (A number of safety education PowerPoint presentations)

Stress Management

1. <http://www.nytimes.com/learning/teachers/lessons/20020528tuesday.html> (Explores the causes and effects of anger and effective anger management techniques)
2. <http://www.psychologytoday.com/topics/stress.html> (Stress management techniques)
3. http://greentreeyoga.org/downloads/Yoga_Breaks/2_Seated_Break.mp3 (Simple yoga breathing and stretching to manage stress)

Suicide

1. <http://www.health.utah.gov/vipp> (Information about violence and injury prevention issues, including suicide <http://www.health.utah.gov/vipp/suicide/index.html>)
2. <http://www.nytimes.com/learning/teachers/lessons/20020528tuesday.html> (Explores appropriate responses to people who may be suicidal)

Violence in the Media

1. <http://mentalhealth.about.com/cs/familyresources/a/videogameviolence.htm> (Violent video games produce violent behavior)

Health Education

Appendix C: Assisting English Language Learners

Health Education is a curriculum area well-suited to enhancing English language competencies among English Language Learners. The curriculum promotes the physical, mental, social and emotional well-being of students and emphasizes individual differences in developing life-long, healthy lifestyles. Vocabulary associated with health promotion and challenges provides practical information with immediate application both to academic learning and to everyday life experiences.

The health education core curriculum teaches students to value diversity, both in culture and skill level, and health educators should:

- Understand that students come from different cultures and have different needs.
- Emphasize that students have broad and varied backgrounds, and that each student in class is different and valuable to the class as a whole.
- Provide clearly worded disclosure statements.
- Explain that much of grading in health education is based on participation and improvement.
- Ask students to share something unique about themselves early in the class experience to reduce stress and to create a community atmosphere.
- Personally evaluate classroom directions to be sure the communication is precise and focused on the activity/assignment.
- Avoid grouping by cultural backgrounds and do not allow students to isolate themselves.
- Require the same effort from all students.
- Provide active, hands-on, cooperative learning experiences both in the classroom and gymnasium.
- Provide partnering activities.
- Have students create and display posters graphically illustrating words related to health and sports activities.
- Use resource materials showing people from multiple cultures successfully engaging in sports and healthy behaviors.
- Include journaling activities to assist students in using English.
- Show outward appreciation for minority group participation.
- Intervene immediately to stop bullying or hurtful remarks.

Health Education

Appendix D: Glossary

A

Abortion: The spontaneous or medically induced ending of a pregnancy.

Abstinence: Deliberate or voluntary decision to refrain from behaviors such as sexual activity or the use of alcohol, tobacco and other drugs.

Abuse: Physical, emotional or sexual harm on one individual by another.

Acquired Immune Deficiency Syndrome (AIDS): An incurable communicable disease in which the immune system of the body becomes progressively weaker.

Addiction: A physiological dependence on a drug.

Aerobic activity: Rhythmic, steady exercise that requires more oxygen than sedentary behavior and promotes a healthy heart, lungs, and circulatory system. Examples of aerobic activities include jumping rope, cycling, long-distance swimming or running, and soccer.

Agility: The ability to change the position of the entire body in space quickly and accurately.

Adolescence: The segment of life between childhood and adulthood.

Anaerobic activity: Exercises of short duration, using explosive strength that deplete the energy sources of the body in the absence of oxygen. Examples of anaerobic activities are sprinting and other speed activities, weightlifting, and shot-putting.

Anal Sex: Penis to anus contact.

Anxiety: Feelings of worry or uneasiness.

Arrhythmia: Irregular heartbeats.

Assertiveness: Being firm in positive ways to justify personal beliefs.

Assessment: Using a number of different measures and observations to evaluate a student's performance, knowledge or achievement.

Atods: Alcohol, tobacco and other drugs

B

Bacteria: A single-celled micro-organism.

Benign: Noncancerous.

Binge Drinking: Consumption of five or more alcoholic drinks in one drinking episode.

Binge Eating Disorder: Compulsive overeating.

Bisexual: A person who feels sexual attraction to or has sexual contact with both sexes

Blood Alcohol Concentration: The percentage of alcohol in a person's blood used to define legal intoxication.

Body composition: A health-related component of physical fitness that relates to the percentage of fat and lean tissue in the body.

Body Image: The way a person sees his/her body.

Body Mass Index (BMI): A body measurement expressing ideal weight according to the ratio of a person's height and weight.

Bulimia: An eating disorder characterized by overeating followed by forced vomiting.

Bullying: Taking pleasure from inflicting physical, emotional, or psychological pain on another person.

C

Caloric content: The amount of energy supplied by food.

Calories in/calories out: Balance of daily calories consumed with the daily calories burned through activity.

Cancer: Disease in which abnormal cells grow in an uncontrollable manner.

Carbohydrates: Energy-rich substances found in foods like bread, potatoes, pasta, etc.

Carcinogen: Cancer-causing substance.

Carbon Monoxide: A poisonous gas that is colorless and odorless.

Cardiopulmonary Resuscitation (CPR): A first aid procedure combining chest compressions and rescue breathing to supply oxygen to the brain of a person who cannot breathe on his/her own.

Cardiovascular Disease: A disease that impacts the heart and blood vessels

Cardiovascular endurance: A physical fitness component that relates to the heart, lungs, and circulatory system as they supply oxygen to the body during sustained physical activity.

Cervix: The opening to the uterus.

Chain of Survival: A sequence of first aid actions that increase a victim's chances for survival.

Chlamydia: A sexually transmitted infection that attacks male and female reproductive organs.

Circuit training: Exercise program similar to an obstacle course, in which a person goes from station to station doing a different exercise at each station.

Clitoris: A highly sensitive structure of the female external genitals.

Club Drugs: Drugs associated with use at social events such as concerts, and all night parties.

Communicable Diseases: Disease spread from person to person or through the environment.

Community: A group of people whose members are connected to one another through a common identity, set of experiences, or a common place.

Conflict Resolution: A strategy to end conflict through cooperation, communication, and problem solving.

Contraception: Techniques, drugs or devices to prevent conception.

Coping: Ability to successfully deal with life's changes and challenges.

Culture: A group of people sharing a common belief, experience, identity, history, language, tradition, religion, etc.

D

Date Rape: One person forcing another to have sexual intercourse in a dating relationship.

Decision-Making Skills: Skills that help protect an individual in risky situations.

Defibrillator: A device that delivers an electric shock to the heart to restore normal rhythm.

Depressants: Drugs that slow down the central nervous system.

Depression: Long term feelings of hopelessness, helplessness, and sadness.

Developmentally appropriate: Teaching and learning that meet the needs of students as their abilities change with age, experience, and maturity.

Diabetes: Chronic illness that affects the way carbohydrates are metabolized leading to blindness, amputations and organ failure.

Dietary Supplement: A nonfood item containing one or more nutrients.

E

Eating Disorder: Harmful eating behavior/habit that can cause illness or death.

Ectopic Pregnancy: A fertilized ovum that implants in a location other than the uterus, usually in the fallopian tubes.

EIA: A screening test that detects HIV antibodies in the blood.

Ejaculation: The process whereby semen is expelled out of the body through the penis.

Embryo: A cluster of cells that develops between the third and eighth weeks of pregnancy.

Emotional Abuse: A behavioral pattern that attacks the emotional development and self-worth of an individual.

Emotional Maturity: The stage of life when the mental and emotional abilities of a person are fully developed.

Endurance: Stamina; the ability to exercise for long periods of time to develop cardiovascular and muscular endurance.

Empathy: The ability to understand the feelings that another person experiences.

Erection: The process of the penis and clitoris engorging with blood and increasing in size.

Estrogen: Sex hormone produced primarily in the female.

Euphoria: An intense feeling of well-being.

F

Fad Diet: A weight loss plan that is popular with people for only a short period of time.

Fallopian Tubes (Oviducts): Two tubes that extend from near each ovary and connect to the uterus allowing eggs to travel to the uterus for fertilization.

Fats: Energy-rich substances such as butter and oils.

Fertilization: The joining of the male sperm cell and the female egg cell.

Fetal Alcohol Syndrome (FAS): Physical and mental birth defects caused by alcohol consumption during pregnancy.

Fetus: The developing embryo in the uterus.

First Aid: Care given to an ill or injured individual until professional medical assistance arrives.

FITT principle: Frequency (exercise must be regular to be effective) Intensity (to produce fitness gains, exertion must be beyond daily exertion requirements), Time (duration of activity must be sufficient to improve fitness), Type (aerobic or anaerobic exercise).

Flexibility: The range of motion available at a given joint of the body.

Food guide pyramid: A visual, online tool used to assist children and adults to plan healthy eating habits based on the Dietary Guidelines for America.

Foster Care: A method of child care in which a child is placed with a family or an adult who is not related to the child by birth.

G

Gametes: Reproductive cells.

Gateway Drug: First drugs of use such as tobacco, alcohol and marijuana that may lead to the transition of use to more dangerous drugs.

Genes: Basic units of heredity.

Gender Identity: The way one psychologically perceives himself/herself as either male or female.

Genitals: The sexual organs of males and females.

Genital Herpes: A sexually transmitted disease (STD) caused by a virus.

Gonads: the ovaries in females and the testes in males.

Gonorrhea: A bacterial sexually transmitted disease that affects mucous membranes in males and females.

Group Therapy: A form or treatment where people with similar problems meet regularly with a trained counselor to discuss their issues.

Gynecology: The medical practice specializing in women's health and diseases of the reproductive and sexual organs.

H

Hallucinogens: Drugs that alter moods and senses perceptions including hearing, sight, smell, and touch.

Harassment: The act of continually annoying others.

Health Literacy: The ability to obtain, interpret, and understand basic health information, and to apply it in ways to enhance health throughout one's life.

Health Scam: The promotion and/or sale of worthless items claimed to prevent diseases or cure other health problems.

Herbal Supplement: A substance from plants that may be sold and used as a dietary supplement.

Heredity: Traits that are biologically passed from parents to children.

Heterosexual: A person whose primary social, emotional, and sexual orientation is towards members of the opposite sex.

Homosexual: A person whose primary social, emotional, and sexual orientation is towards members of the same sex.

Hormones: Chemical substances produced by endocrine glands that affect the functioning of body organs.

Human Immunodeficiency Virus (HIV): A virus that attacks the immune system.

Human Papillomavirus (HPV): A sexually transmitted virus that affects the genitals of men and women that can lead to cervical cancer in women.

Hymen: Tissue that partially covers the vaginal opening.

Hypertension: High blood pressure.

I

Illicit Drugs: Chemical substances (drugs) that are illegal to manufacture or use.

Immune System: A defense system in the body that prevents and fights disease.

Immunity: Being protected from specific diseases.

Incest: Sexual interaction between close relatives other than husband and wife.

Inhalants: Substance or chemicals that inhaled to achieve a mind-altering state.

Intentional Violence: Homicide, suicide or other acts of violence.

Intoxication: Poisoning of the body by alcohol or other substances significantly reducing physical and emotional control.

L

Labia Majora: The outer skin folds of the vulva on both sides of the vaginal opening.

Labia Minora: The inner folds of the vaginal opening.

Labor: The final stage of pregnancy in which the uterus contracts and pushes the baby through the birth canal.

Lesbian: A woman whose primary social, emotional, and sexual attraction is towards members of the same sex.

Lymph: A clear liquid in the body containing specialized white blood cells that provide the body with protection against disease.

M

Malignant: Cancerous growth.

Maximum Heart Rate: Highest heart rate attainable when exercising in an all-out effort to the point of exhaustion (general formula: 220 - age).

Marijuana: A plant whose leaves, buds and flowers are used to produce intoxicating effects.

Media: Radio, television, newspapers and magazines, the Internet, and other methods of communicating information.

Melanoma: The most serious form of skin cancer.

Menarche: The initial onset of menstrual cycles in women.

Menopause: The stage of life ending the reproductive years for women.

Menstruation: Shedding of the uterine lining through the vaginal opening.

Mental Disorder: An illness of the mind that can affect the body mentally, emotionally, and physically preventing a person from living a happy and healthful life.

Mental and Emotional Health: The ability of a person to accept his/her strengths and weaknesses, adapt to change, and to respond positively to challenges of life.

Metabolism: The process of breaking down and converting foods to energy.

Metastasis: The spreading of cancer from an original site to other sites in the body.

Miscarriage: The spontaneous premature ending of a pregnancy also known as a spontaneous abortion.

Moderate physical activity: Sustained, repetitive, large-muscle activities (e.g., walking, running, cycling) done at less than 60 percent of maximum heart range for age. The maximum heart rate is 220 beats/minute minus the participant's age.

Muscular endurance: The ability of the muscles to perform without fatigue for an extended period of time.

Muscular strength: The amount of force that is produced by muscles contracting, as measured by one maximum attempt in an activity.

My Pyramid: The government's guide for healthful eating

N

Narcotics: Prescription drugs used to relieve pain.

Nocturnal Emission: Involuntary ejaculation in males during sleep; also known as a "wet dream."

Non-communicable Disease: A disease that is not transmitted from person to person or through the environment.

Nutrient: A basic component of food that nourishes the body.

O

Obesity: An excess amount of body fat expressed through BMI or other method.

Osteoarthritis: A joint disease in which the cartilage weakens and breaks down.

Osteoporosis: Progressive loss of bone tissue as the body ages.

Oral Sex: Mouth to genital or anus contact.

Ova: Female reproductive cells.

Ovaries: Two female sex glands that produce ova and sex hormones.

Overdose: A reaction to taking a large amount of a drug sometimes resulting in death.

Ovulation: The release of a mature ovum from the ovary.

Ovum: Female reproductive cell.

P

Pandemic: A worldwide outbreak of infectious disease.

Peer pressure: Influence that friends or acquaintances may exert on an individual.

Penis: Male sexual organ including the internal root, external shaft and glans.

Physical activity: Any fitness, sports, or recreational activity involving movement of the body that is produced through muscle contraction that increases energy expenditure.

Physical education: A planned, sequential curriculum to develop strategies for students to develop and maintain a healthy lifestyle. It includes cognitive and physical aspects of sport and activity, goal setting, proper nutrition, and formal assessment.

Physiological Dependence: A condition where a drug user has a physical need for a drug.

Placenta: A disc-shaped organ that lines the uterus during pregnancy and provides nourishment to the embryo.

Pornography: Visual and written materials of a sexual nature for purpose of sexual arousal.

Premarital Sex: Sexual intercourse that occurs before marriage.

Proteins: Substances that build and repair the body, especially muscle tissue. Protein-rich foods include meat, eggs, cheese, nuts, soybeans, etc.

Psychological Dependence: A condition where a person believes a drug is necessary for normal daily functions.

Puberty: The stage of life between childhood and adulthood during which the reproductive organs mature.

Pulse: The rhythmic beat of the blood pumped by the heart through the arteries that can be felt on the wrist and at the side of the neck

R

Rape: Sexual intercourse that occurs without consent under actual or threatened force.

Rape Trauma Syndrome: The emotional difficulties women may experience after they have been raped.

Refusal Skills: Strategies that can help individuals say no when they are urged to take part in activities that go against their beliefs and values.

Remission: A period in time when symptoms of a disease disappear.

Repetitive Motion Injury: Injury to muscle and connective tissue caused by repeated movements over a prolonged period of time.

Resiliency: The ability to positively adapt and recover from disappointment, difficulty or loss.

Resting Heart Rate: The heart rate at rest, generally 60-80 beats/minute.

Road Rage: Losing emotional control while driving a car endangering the safety of self and others.

Rubric: A set of scoring guidelines for assessing student skills and knowledge.

S

Scrotum: The pouch of skin of the external male genitals that encloses the testicles.

Secondary Sex Characteristics: The physical characteristics other than genitals that indicate sexual maturity, such as, body hair, breast development, and deepened voice.

Sedentary Lifestyle: A lifestyle characterized by a lack of physical activity.

Self-Actualization: A person's quest to become the best he/she can become.

Semen: The fluid ejaculated through the penis that contains sperm and fluids from the male sexual glands.

Sexual Abuse: Any sexual contact that is forced upon a person without his/her consent.

Sexual Harassment: Uninvited sexual conduct, including comments, directed at another person.

Sexual Intercourse: Erect penis of the male entering the vagina of the female.

Sexually Transmitted Diseases (STDs): Contagious diseases spread from person to person through sexual behaviors.

Sexually Transmitted Infections (STIs): See Sexually Transmitted Diseases

Side Effects: Physical and psychological reactions to medicines other than those intended.

Sperm: Male reproductive cells.

Statutory Rape: Sexual intercourse with a person under the legal age of consent.

Sterility: The inability for a person to reproduce.

Stimulant: A drug that speeds up the central nervous system.

Stroke: A blockage to artery that interrupts blood flow to the brain.

Stress: The body's positive or negative physical and mental reactions to everyday challenges in life.

Stressor: Anything in life that causes stress.

Stress-Management Skills: Strategies to address stress in a healthy and effective manner.

Syphilis: A sexually transmitted bacterial disease that attacks many parts of the body including the brain.

T

Target heart rate: Maintaining an exercise rate between 60 and 80 percent of the maximum heart rate.

Testes: Two small glands in the male that produce sperm.

Testosterone: Sex hormone produced primarily in the male.

Toxin: A substance that may kill cells or interfere with their functions.

Tumor: An abnormal mass of tissue in the body that may or may not be malignant.

U

Unconditional Love: Love without qualifications or restrictions by one individual to another.

Universal Precautions: Measures taken to prevent the spread of communicable diseases by treating all blood and other body fluids as if they contaminated.

Urethra: The tube that leads from the bladder to the outside of the body.

Uterus: A hollow, pear-shaped female reproductive organ.

V

Vaccine: A mixture of dead or weakened cells introduced into the body to produce an immune response to diseases.

Vagina: A muscular, stretchable canal that extends from the uterus to the outside of the body.

Values: Personal ideas, attitudes and beliefs that guide individuals in decisions they make throughout their lives.

Verbal Abuse: Using words to harm or injure another person.

Virgin: Male or female who has never engaged in sexual intercourse.

Vulva: The female external genitals.

W

Warm-up: Activity that involves a gradual increase in the heart and breathing rates, and a slight rise in body temperature, and prepares the mind and body for activity.

Withdrawal: The physical/psychological reaction that takes place when a person stops using a drug to which he or she is chemically dependent.

Health Education

Appendix E: Law and Policy- Utah Administrative Rule R277-474

Rule R277-474. School Instruction and Human Sexuality.

As in effect on January 1, 2009

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R277-474-1. Definitions.

A. "Board" means the Utah State Board of Education.

B. "Curriculum materials review committee (committee)" means a committee formed at the district or school level, as determined by the local board of education, that includes parents, health professionals, school health educators, and administrators, with at least as many parents as school employees. The membership of the committee shall be appointed and reviewed annually by August 1 of each year by the local board, shall meet on a regular basis as determined by the membership, shall select its own officers and shall be subject to Sections 52A-4-1 through 52A-4-10.

C. "Family Educational Rights and Privacy Act" is a state statute, Sections 53A-13-301 and 53A-13-302, that protects the privacy of students, their parents, and their families, and supports parental involvement in the public education of their children.

D. "Human sexuality instruction or instructional programs" means any course, unit, class, activity or presentation that provides instruction or information to students about sexual abstinence, human reproduction, reproductive anatomy, physiology, pregnancy, marriage, childbirth, parenthood, contraception, or HIV/AIDS and other sexually transmitted diseases. While these topics are most likely discussed in such courses as health education, health occupations, human biology, physiology, parenting, adult roles, psychology, sociology, child development, and biology, this rule applies to any course or class in which these topics are the focus of discussion.

E. "Inservice" means training in which Utah educators may participate to renew a license, receive information or training in a specific subject area, teach in another subject area or teach at another grade level.

F. "Instructional Materials Commission" means an advisory commission authorized under Section 53A-14-101.

G. "Medically accurate" means verified or supported by a body of research conducted in compliance with scientific methods and published in journals that have received peer-review, where appropriate, and recognized as

accurate and objective by professional organizations and agencies with expertise in the relevant field, such as the American Medical Association.

H. "Parental notification form" means a form developed by the USOE and used exclusively by Utah public school districts or Utah public schools for parental notification of subject matter identified in this rule. Students may not participate in human sexuality instruction or instructional programs as identified in R277-474-1D without prior affirmative parent/guardian response on file. The form:

- (1) shall explain a parent's right to review proposed curriculum materials in a timely manner;
- (2) shall request the parent's permission to instruct the parent's student in identified course material related to human sexuality;
- (3) shall allow the parent to exempt the parent's student from attendance for class period(s) while identified course material related to human sexuality is presented and discussed;
- (4) shall be specific enough to give parents fair notice of topics to be covered;
- (5) shall include a brief explanation of the topics and materials to be presented and provide a time, place and contact person for review of the identified curricular materials;
- (6) shall be on file with affirmative parent/guardian response for each student prior to the student's participation in discussion of issues protected under Section 53A-13-101; and
- (7) shall be maintained at the school for a reasonable period of time.

I. "Utah educator" means an individual such as an administrator, teacher, counselor, teacher's assistant, or coach, who is employed by a unit of the Utah public education system and who provides teaching or counseling to students.

J. "Utah Professional Practices Advisory Commission (Commission)" means a Commission authorized under 53A-6-301 and designated to review allegations against educators and recommend action against educators' licenses to the Board.

K. "USOE" means the Utah State Office of Education.

R277-474-2. Authority and Purpose.

A. This rule is authorized by Utah Constitution, Article X, Section 3 which vests general control and supervision of public education in the Board, Section 53A-13-101(1)(c)(ii)(B) which directs the Board to develop a rule to allow local boards to adopt human sexuality education materials or programs under Board rules and Section 53A-1-401(3) which allows the Board to adopt rules in accordance with its responsibilities.

B. The purposes of this rule are:

- (1) to provide requirements for the Board, school districts and individual educators consistent with legislative intent and the Board Resolution of March 14, 2000 which addresses instruction about and materials used in discussing human sexuality in the public schools;
- (2) to provide a process for local boards to approve human sexuality instructional materials; and

R277-474-3. General Provisions.

A. The following may not be taught in Utah public school courses through the use of instructional materials or live instruction:

- (1) the intricacies of intercourse, sexual stimulation or erotic behavior;
- (2) the advocacy of homosexuality;
- (3) the advocacy or encouragement of the use of contraceptive methods or devices; or
- (4) the advocacy of sexual activity outside of marriage.

B. Educators are responsible to teach the values and information identified under Section 53A-13- 101(4).

C. Utah educators shall follow all provisions of state law including parent/guardian notification and prior written parental consent requirements under Sections 76-7-322 and 76-7-323 in teaching any aspect of human sexuality.

D. Course materials and instruction shall be free from religious, racial, ethnic, and gender bias.

R277-474-4. State Board of Education Responsibilities.

The Board shall:

A. develop and provide inservice programs and assistance with training for educators on law and rules specific to human sexuality instruction and related issues.

B. develop and provide a parental notification form and timelines for use by school districts.

C. establish a review process for human sexuality instructional materials and programs using the Instructional Materials Commission and requiring final Board approval of the Instructional Materials Commission's recommendations.

D. approve only medically accurate human sexuality instruction programs.

E. receive and track parent and community complaints and comments received from school districts related to human sexuality instructional materials and programs.

R277-474-5. School District Responsibilities.

A. Annually each school district shall require all newly hired or newly assigned Utah educators with responsibility for any aspect of human sexuality instruction to attend a state-sponsored inservice outlining the human sexuality curriculum and the criteria for human sexuality instruction in any courses offered in the public education system.

B. Each school district shall provide training consistent with R277-474-5A at least once during every three years of employment for Utah educators.

C. Local school boards shall form curriculum materials review committees (committee) at the district or school level as follows:

(1) The committee shall be organized consistent with R277-474-1B.

(2) Each committee shall designate a chair and procedures.

(3) The committee shall review and approve all guest speakers and guest presenters and their respective materials relating to human sexuality instruction in any course prior to their presentations.

(4) The committee shall not authorize the use of any human sexuality instructional program not previously approved by the Board, approved consistent with R277-474-6, or approved under Section 53A-13-101(1)(c)(ii).

(5) The district superintendent shall report educators who willfully violate the provisions of this rule to the Commission for investigation and possible discipline.

(6) The district shall use the common parental notification form or a form that satisfies all criteria of the law and Board rules, and comply with timelines approved by the Board.

(7) Each district shall develop a logging and tracking system of parental and community complaints and comments resulting from student participation in human sexuality instruction, to include the disposition of the complaints, and provide that information to the USOE upon request.

D. If a student is exempted from course material required by the Board-approved Core Curriculum, the parent shall take responsibility, in cooperation with the teacher and the school, for the student learning the required course material consistent with Sections 53A-13-101.2(1), (2) and (3).

R277-474-6. Local Board Adoption of Human Sexuality Education Instructional Materials.

- A. A local board may adopt instructional materials under Section 53A-13-101(1)(c)(iii).
- B. Materials that are adopted shall comply with the criteria of Section 53A-13-101(1)(c)(iii) and:
 - (1) shall be medically accurate as defined in R277-474-1G.
 - (2) shall be approved by a majority vote of the local board members present at a public meeting of the board.
 - (3) shall be available for reasonable review opportunities to residents of the district prior to consideration for adoption.
- C. The local board shall comply with the reporting requirement of Section 53A-13-101(1)(c)(iii)(D). The report to the Board shall include:
 - (1) a copy of the human sexuality instructional materials not approved by the Instructional Materials Commission that the local board seeks to adopt;
 - (2) documentation of the materials' adoption in a public board meeting;
 - (3) documentation that the materials or program meets the medically accurate criteria of R277-474- 6B;
 - (4) documentation of the recommendation of the materials by the committee; and
 - (5) a statement of the local board's rationale for selecting materials not approved by the Instructional Materials Commission.
- D. The local board's adoption process for human sexuality instructional materials shall include a process for annual review of the board's decision. This decision may be appealed by a designated number or percentage of district patrons as defined by the local board.

R277-474-7. Utah Educator Responsibilities.

- A. Utah educators shall participate in training provided under R277-474-5A.
- B. Utah educators shall use the common parental notification form or a form approved by their employing school district, and timelines approved by the Board.
- C. Utah educators shall individually record parent and community complaints, comments, and the educators' responses regarding human sexuality instructional programs.
- D. Utah educators may respond to spontaneous student questions for the purposes of providing accurate data or correcting inaccurate or misleading information or comments made by students in class regarding human sexuality.

KEY

schools, sex education

Date of Enactment or Last Substantive Amendment

August 8, 2006

Notice of Continuation

August 15, 2005

Authorizing, Implemented, or Interpreted Law

Art X Sec 3; 53A-13-101(1)(c)(ii)(B); 53A-1-401(3)

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Health Education

Appendix F: Life Skills Connections

In 2006 The Utah State Office of Education produced a *Life Skills* document that describes the attributes of a well-educated person. The seven domains reflect the thinking of educators, parents, students, and the community, and it is intended to support and influence instruction in all curriculum areas. To access the document go to:

www.schools.utah.gov/curr/lifeskills/index.htm

The *Life Skills* document is not a separate entity from the Health Education Core Curriculum. Life skills are woven into the health education content to address competencies needed for students to become safe, healthy and successful contributing members of society.

In order to illustrate to health educators how the life skills are incorporated into the Health Education Core Curriculum, this appendix links the seven domains of the *Life Skills* document to the Standards, Objectives and Indicators of the Health Education Core. Although the indicators have been placed in one specific box, it is understood that they may run indirectly through more than one *Life Skills* domain. The Health I (Junior High/Middle School) curriculum is followed by the Health II (High School) curriculum.

Health I

Standard 1- Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance self-concept and their relationship with others.

Life Skills Objectives	Thinking and Reasoning	Social and Civic Responsibility	Character	Aesthetics	Communication	System Skills	Employability
Develop strategies for a healthy self-concept	<ul style="list-style-type: none"> •Use decision making skills to solve personal problems. 	<ul style="list-style-type: none"> •Analyze how risk and protective factors affect self-concept. 	<ul style="list-style-type: none"> •Identify ways to build self-esteem including identification of strengths and weaknesses. 	<ul style="list-style-type: none"> •Explain the influence of values on individual health practices. 		<ul style="list-style-type: none"> •Identify goal-setting strategies to create a plan for health-related goals. 	
Identify strategies that enhance mental and emotional health.	<ul style="list-style-type: none"> •Demonstrate stress management techniques. 		<ul style="list-style-type: none"> •Identify ways to build resiliency. 		<ul style="list-style-type: none"> •Identify ways to positively express emotions. 	<ul style="list-style-type: none"> •Recognize strategies for suicide prevention. 	
Examine mental illness	<ul style="list-style-type: none"> •Understand the prevalence of mental illness and the importance of early intervention and treatment 	<ul style="list-style-type: none"> •Compare public perceptions of mental illness and the stigma associated with it. 			<ul style="list-style-type: none"> •Distinguish types of mental disorders and explain their effects on individuals and society. 	<ul style="list-style-type: none"> •Investigate school and community mental health resources. 	
Develop and maintain healthy relationships	<ul style="list-style-type: none"> •Examine the components of healthy relationships. 	<ul style="list-style-type: none"> •Develop strategies to manage inappropriate or harmful comments and advances from others. 	<ul style="list-style-type: none"> •Determine healthy ways to accept, manage and adapt to changes in relationships. 		<ul style="list-style-type: none"> •Illustrate and practice effective communication skills. •Demonstrate refusal skills for managing peer pressure. 		

Health I

Standard 2 -Students will use nutrition and fitness information, skills, and strategies to enhance health.

Life Skills Objectives	Thinking and Reasoning	Social and Civic Responsibility	Character	Aesthetics	Communication	System Skills	Employability
Describe the components and benefits of proper nutrition.	<ul style="list-style-type: none"> Explain how the USDA's 7 Dietary Guidelines and the Food Pyramid can enhance proper nutrition. Identify the primary nutrients and describe their functions. Recognize and employ healthy food choices. 					<ul style="list-style-type: none"> Identify and investigate community nutritional resources. 	
Analyze how physical activity benefits overall health.	<ul style="list-style-type: none"> Describe the elements of physical fitness. 		<ul style="list-style-type: none"> Examine the benefits of maintaining life-long fitness and consequences of inactivity. 	<ul style="list-style-type: none"> Create individual fitness goals. 		<ul style="list-style-type: none"> Identify and investigate available fitness resources. 	
Recognize the importance of a healthy body image and develop appropriate weight management behaviors.	<ul style="list-style-type: none"> Explain affect of body weight from caloric intake and activity Explore the short and long term effects of poor nutrition and inactivities. 	<ul style="list-style-type: none"> Understands, consequences of eating disorders. 			<ul style="list-style-type: none"> Analyze the influence of media on body image. 	<ul style="list-style-type: none"> Understand the strengths and weaknesses of various body-weight indicators. 	

Health I

Standard 3- Students will demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.

Life Skills ➡	Thinking and Reasoning	Social and Civic Responsibility	Character	Aesthetics	Communication	System Skills	Employability
Objectives ⬇							
Examine the consequences of drug use, misuse and abuse.	<ul style="list-style-type: none"> Identify the short and long term effects of ATOD abuse. 	<ul style="list-style-type: none"> Understand the impact of ATOD abuse on individuals, families and communities. 	<ul style="list-style-type: none"> Identify guidelines for the safe use of medicine. 			<ul style="list-style-type: none"> Recognize the legal consequences of ATOD abuse. 	
Analyze the risk and protective factors that influence the use and abuse of ATOD	<ul style="list-style-type: none"> List risk and protective factors associated with ATOD abuse. 	<ul style="list-style-type: none"> Examine the impact of peer pressure on ATOD use/abuse. 	<ul style="list-style-type: none"> Identify practices that help to support a drug-free lifestyle. 		<ul style="list-style-type: none"> Practice interpersonal communication skills to help avoid ATOD abuse. Understand media and marketing tactics used to promote ATOD products. 		
Access information for treatment of addictive behaviors.		<ul style="list-style-type: none"> Explain the need for professional intervention for those affected by addictions. 				<ul style="list-style-type: none"> Identify community resources available to support individuals impacted by substance abuse 	

Health I

Standard 4 - Students will demonstrate the ability to apply prevention and intervention knowledge, skills, and processes to promote safety in the home, school, and community.

Life Skills Objectives	Thinking and Reasoning	Social and Civic Responsibility	Character	Aesthetics	Communication	System Skills	Employability
Identify personal behaviors that contribute to a safe or unsafe environment.	•Recognize dangerous situations and their consequences.	•Discuss safety guidelines for a variety of environments and activities.				•Identify ways to avoid dangerous situations. •Develop strategies to enhance personal safety.	
Recognize emergencies and respond appropriately.	•Explain how immediate response increases a victim's chance for survival.	•Create a personal disaster safety plan for a variety of disasters.				•Demonstrate basic first-aid and CPR/AED procedures.	
Identify and respond appropriately to harassment and violent behaviors.	•Identify abusive behaviors (e.g., threats harassment, bullying, assault, domestic abuse).	•Recognize sexual harassment and identify methods to stop it. •Describe ways to prevent and report violence.				•Investigate resources to assist those affected by abusive behaviors.	
Examine the dangers of inappropriate use of current technology.	•Identify the use and misuse of current technology (e.g., Internet, email, websites, instant messaging, cell phones, ect.). •Analyze violence in the media.	•Investigate personal and legal consequences for the inappropriate use of technology and discuss school and district policies.			•Discuss the short and long term dangers of sharing private information using current technology devices.		

Health I

Standard 5- Students will understand and summarize concepts related to health promotion and the prevention of communicable and non-communicable diseases.

Life Skills Objectives	Thinking and Reasoning	Social and Civic Responsibility	Character	Aesthetics	Communication	System Skills	Employability
Identify the transmission and prevention of communicable diseases.	<ul style="list-style-type: none"> Identify pathogens and how they are transmitted. Discuss symptoms of common communicable diseases. 					<ul style="list-style-type: none"> Describe methods of prevention and treatment for communicable diseases. 	
Identify the effects of non-communicable diseases.	<ul style="list-style-type: none"> Recognize common non-communicable diseases. Describe risk reduction and prevention methods for non-communicable diseases. 					<ul style="list-style-type: none"> Identify risk factors for common non-communicable diseases. Compare signs and symptoms of common non-communicable diseases. 	
Analyze the impact of sexually transmitted diseases.	<ul style="list-style-type: none"> Identify common STDs. Discuss the advantages of abstinence over other methods in preventing STDs. 					<ul style="list-style-type: none"> Recognize symptoms, modes of transmission, and associated pathogens for common STDs 	
Discuss the impact of disease on self and society		<ul style="list-style-type: none"> Discern the economic, physical, mental, social, and emotional impact of communicable diseases. 				<ul style="list-style-type: none"> Identify the economic, physical, mental, social, and emotional impact of non-communicable diseases. 	

Health I

Standard 6- Students will demonstrate human development knowledge, social skills, and health-enhancing strategies to encourage healthy relationships and healthy growth and development throughout life.

Life Skills Objectives	Thinking and Reasoning	Social and Civic Responsibility	Character	Aesthetics	Communication	System Skills	Employability
Describe physical, mental social and emotional changes that occur throughout the life cycle.	<ul style="list-style-type: none"> Explain reproductive anatomy and physiology. Recognize the impact heredity and environment have on growth and development. 	<ul style="list-style-type: none"> Describe the development and maturation of the brain and how it impacts behavior. 				<ul style="list-style-type: none"> Identify the mental, social, and emotional developmental changes that occur from infancy through adolescence. 	
Describe the interrelationship of mental, emotional, social, and physical health during adolescence.	<ul style="list-style-type: none"> Identify healthy relationships and strategies for developing them. 	<ul style="list-style-type: none"> Develop strategies to manage or adapt to changes in relationships. 	<ul style="list-style-type: none"> Analyze how self-image, social norms, and personal beliefs may influence choices, behaviors and relationships. 		<ul style="list-style-type: none"> Identify strategies to communicate personal boundaries for self and others. 	<ul style="list-style-type: none"> Determine healthy ways to manage changing relationships. 	
Explain reproduction from conception through birth.		<ul style="list-style-type: none"> Describe the benefits of sexual abstinence. Identify adoption and <i>Newborn Safe Haven</i> as options for unintended pregnancy. 	<ul style="list-style-type: none"> Identify appropriate ways to show interest and express affection for others. 			<ul style="list-style-type: none"> Predict the impact of adolescent parenting. 	

Health II

Standard 1- Students will demonstrate the ability to use mental and emotional health knowledge, skills, and strategies to enhance self-concept and their relationships with others.

Life Skills Objectives	Thinking and Reasoning	Social and Civic Responsibility	Character	Aesthetics	Communication	System Skills	Employability
Develop strategies for a healthy self-concept	<ul style="list-style-type: none"> •Use decision making skills to solve problems. •Understand how adolescent brain development affects self-concept and social interactions. 	<ul style="list-style-type: none"> •Understand how personal self-concept relates to interactions with others. 	<ul style="list-style-type: none"> •Analyze the influence of personal values on individual health practices. •Create personal goal-setting strategies to promote a healthy lifestyle. 				
Identify strategies that enhance mental and emotional health.	<ul style="list-style-type: none"> •Analyze how societal norms, personal beliefs and media influence choices, behavior, and relationships. •Identify positive ways to express emotions. 	<ul style="list-style-type: none"> •Explore the risk and protective factors of mental and emotional health. 			<ul style="list-style-type: none"> •Discuss strategies for suicide prevention. 		<ul style="list-style-type: none"> •Apply stress management techniques.

Health II

Standard 2- Students will use nutrition and fitness information, skills, and strategies to enhance health.

Life Skills Objectives	Thinking and Reasoning	Social and Civic Responsibility	Character	Aesthetics	Communication	System Skills	Employability
Describe the components and benefits of proper nutrition.	<ul style="list-style-type: none"> •Explain how the USDA's 7 Dietary Guidelines and the Food Pyramid can enhance proper nutrition. •Define the primary nutrients and describe their functions. •Recognize and employ healthy food choices. 					<ul style="list-style-type: none"> •Identify and investigate community nutritional resources. 	
Analyze how physical activity benefits overall health.	<ul style="list-style-type: none"> •Describe the elements of physical fitness. •Examine the benefits of maintaining life-long fitness and the consequences of inactivity. 		<ul style="list-style-type: none"> •Create individual fitness goals. 			<ul style="list-style-type: none"> •Identify and investigate available fitness resources. 	
Recognize the importance of maintaining appropriate weight management behaviors.	<ul style="list-style-type: none"> •Explain how caloric intake and energy expenditure affect body weight. •Explore the effects of poor nutrition and inactivity. 	<ul style="list-style-type: none"> •Examine causes, symptoms, and the short and long-term consequences of eating disorders. 			<ul style="list-style-type: none"> •Analyze the influence of media on body image. 	<ul style="list-style-type: none"> •Understand the strengths and weaknesses of various body-weight indicators. 	

Health II

Standard 3- Students will demonstrate health-promoting and risk-reducing behaviors to prevent substance abuse.

Life Skills Objectives	Thinking and Reasoning	Social and Civic Responsibility	Character	Aesthetics	Communication	System Skills	Employability
Examine the consequences of drug use, misuse and abuse.	•Explain the short and long term effects of ATOD abuse.		•Understand the legal consequences of ATOD abuse		•Describe guidelines for the safe use of medicines.	•Evaluate the impact of ATOD abuse on individuals, families and communities.	
Analyze the risk and protective factors that influence the use and abuse of ATOD.		•Advocate for healthy ATOD policies in home and community.	•Examine the impact of peer pressure on ATOD use/abuse.		•Discuss risk and protective factors associated with ATOD abuse.	•Evaluate media and marketing tactics used to promote ATOD products.	
Access information for treatment of addictive behaviors.		•Recognize the need for professional intervention for those affected by addictions.			•Discuss practices that will help support a drug-free lifestyle.	•Identify community resources available to support individuals impacted by substance abuse.	

Health II

Standard 4 -Students will demonstrate the ability to apply prevention and intervention knowledge skills, and processes to promote safety in the home, school, and community.

Life Skills Objectives	Thinking and Reasoning	Social and Civic Responsibility	Character	Aesthetics	Communication	System Skills	Employability
Identify personal behaviors that contribute to or detract from safety.	•Develop strategies to avoid unhealthy or potentially dangerous situations.					•Create personal safety plans for a variety of activities at home, school and in the community	
Recognize emergencies and respond appropriately.	•Describe how immediate response increases a victim's chance for survival.					•Demonstrate proficiency in basic first-aid and CPR/AED procedures.	
Assess and respond appropriately to harassment and violent behaviors.	•Describe abusive behaviors (e.g., threats, harassment, bullying, assault, domestic abuse).	•Examine methods to prevent and report violence at home, school and in the community.				•Practice skills for maintaining healthy relationships.	
Examine the dangers of inappropriate use of current technology.	•Discuss use and misuse of current technology (e.g., Internet, email, websites, instant messages, cell phones, etc.).	•Explore personal and legal consequences for using technology inappropriately and discuss school and district policies.			•Analyze violence in the media.	•Determine the short and long term dangers of sharing private information when using current technologies.	

Health II

Standard 5- Students will understand and summarize concepts related to health promotion and the prevention of communicable and non-communicable diseases.

Life Skills Objectives ↓	Thinking and Reasoning	Social and Civic Responsibility	Character	Aesthetics	Communication	System Skills	Employability
Identify the transmission and prevention of communicable diseases.	<ul style="list-style-type: none"> Identify pathogens and how they are transmitted. Discuss symptoms of common communicable diseases. 	<ul style="list-style-type: none"> Apply methods of prevention and treatment for communicable diseases. 					
Analyze the effects of non-communicable diseases.	<ul style="list-style-type: none"> Describe medical diagnoses and treatment for non-communicable diseases. Examine risk factors for common non-communicable diseases. 	<ul style="list-style-type: none"> Discuss risk reduction and prevention methods for non-communicable diseases. 				<ul style="list-style-type: none"> Identify short and long term effects of common non-communicable diseases. 	
Analyze the impact of sexually transmitted diseases including HIV and AIDS on self and others.	<ul style="list-style-type: none"> Explain signs and symptoms of commons STDs. Identify treatment options for STDs. Understand the symptoms, transmission, and pathogens of common STDs. 		<ul style="list-style-type: none"> Discuss the advantages of abstinence over other methods in preventing STDs. 			.	
Discuss the impact of disease on self and society		<ul style="list-style-type: none"> Explain economic, physical, mental, social, and emotional impact of communicable diseases. 				<ul style="list-style-type: none"> Discuss the economic, physical, mental, social, and emotional impact of non-communicable diseases. 	

Health II

Standard 6- Students will demonstrate human development knowledge, social skills, and health-enhancing strategies to encourage healthy relationships and healthy growth and development throughout life.

Life Skills Objectives	Thinking and Reasoning	Social and Civic Responsibility	Character	Aesthetics	Communication	System Skills	Employability
Describe the physical, mental, social and emotional changes that occur throughout the life cycle.	<ul style="list-style-type: none"> •Review male and female reproductive systems. •Explain genetic influences on growth/development. 	<ul style="list-style-type: none"> •Describe fertilization, fetal development, the birth process and common conditions that affect the fetus. 	<ul style="list-style-type: none"> •Show how the brain impacts choices and behaviors. 			<ul style="list-style-type: none"> •Identify physical, mental, social, and emotional changes that occur in adolescence through late adulthood. 	
Describe the interrelationship of physical mental, social, and emotional health	<ul style="list-style-type: none"> •Identify characteristics necessary for healthy relationships. 		<ul style="list-style-type: none"> •Develop Strategies for preventing sexual harassment. 		<ul style="list-style-type: none"> •Develop and use effective communication skills including the ability to discuss human sexuality with parents/guardians. 	<ul style="list-style-type: none"> •Describe how personal relationships evolve over time. •Identify resources that may help with personal issues. 	
Establish guidelines that promote healthy and positive dating relationships.	<ul style="list-style-type: none"> •Identify skills for maintaining healthy relationships. 		<ul style="list-style-type: none"> •Analyze how personal values impact dating behaviors. 		<ul style="list-style-type: none"> •Demonstrate refusal skills as they apply to the pressure to become sexually active. •Evaluate how media messages affect sexual behavior. 	<ul style="list-style-type: none"> •Explain how laws relate to relationships and sexual behavior. 	
Understand the importance of abstinence, and challenges of unintended pregnancies.	<ul style="list-style-type: none"> Describe the benefits of sexual abstinence. •Understand the importance of annual physicals and self-exams. 	<ul style="list-style-type: none"> •Identify means of prevention of early and/or unintended pregnancy and sexually transmitted disease. 	<ul style="list-style-type: none"> •Identify adoption and the <i>Newborn Safe Haven Law</i> as considerations for unintended pregnancy. 	<ul style="list-style-type: none"> •Analyze the responsibilities, joys demands, and challenges of parenthood. 		<ul style="list-style-type: none"> •Explain the importance of an annual physical and breast and testicular self exams. 	

