

Nutrition and Physical Activity

Standard 1: Essential Concepts

- 1.1.N Describe the food groups, including recommended portions to eat from each food group.
- 1.2.N Identify key components of the “Nutrition Facts” labels.
- 1.3.N Explain the relationship between the intake of nutrients and metabolism.
- 1.4.N Explain why some food groups have a greater number of recommended portions than other food groups.
- 1.5.N Describe safe food handling and preparation practices.
- 1.6.N Differentiate between more-nutritious and less-nutritious beverages and snacks.
- 1.7.N Explain the concept of eating in moderation.
- 1.8.N Describe the benefits of eating a nutritionally balanced diet consistent with current research-based dietary guidelines.
- 1.9.N Explain how good health is influenced by healthy eating and being physically active.
- 1.10.N Describe how physical activity, rest, and sleep are related.
- 1.11.N Identify physical, academic, mental, and social benefits of regular physical activity.

Standard 2: Analyzing Influences

- 2.1.N Describe internal and external influences that affect food choices and physical activity.
- 2.2.N Recognize that family and cultural influences affect food choices.
- 2.3.N Describe the influence of advertising and marketing techniques on food and beverage choices.

Standard 3: Accessing Valid Information

- 3.1.N Locate age-appropriate guidelines for eating and physical activity.
- 3.2.N Interpret information provided on food labels.

Standard 4: Interpersonal Communication

- 4.1.N Use communication skills to deal effectively with influences from peers and media regarding food choices and physical activity.

Standard 5: Decision Making

- 5.1.N Use a decision-making process to identify healthy foods for meals and snacks.
 5.2.N Use a decision-making process to determine activities that increase physical fitness.
 5.3.N Compare personal eating and physical activity patterns with current age-appropriate guidelines.

Standard 6: Goal Setting

- 6.1.N Monitor personal progress toward a nutritional goal.
 6.2.N Monitor personal progress toward a physical activity goal.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.N Identify ways to choose healthy snacks based on current research-based guidelines.
 7.2.N Demonstrate how to prepare a healthy meal or snack using sanitary food preparation and storage practices.
 7.3.N Demonstrate the ability to balance food intake and physical activity.
 7.4.N Demonstrate the ability to assess personal physical activity levels.

Standard 8: Health Promotion

- 8.1.N Encourage and promote healthy eating and increased physical activity opportunities at school and in the community.

Growth, Development, and Sexual Health¹

Standard 1: Essential Concepts

- 1.1.G Describe the human cycle of reproduction, birth, growth, aging, and death.
 1.2.G Explain the structure, function, and major parts of the human reproductive system.
 1.3.G Identify the physical, social, and emotional changes that occur during puberty.
 1.4.G Define sexually transmitted diseases (STDs), including human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS).

¹ Education Code (EC) Section 51933(a)(b)(c).

- 1.5.G Describe how HIV is and is not transmitted.
 - 1.6.G Recognize that there are individual differences in growth and development, physical appearance, and gender roles.
 - 1.7.G Recognize that everyone has the right to establish personal boundaries.
 - 1.8.G Recognize that friendship, attraction, and affection can be expressed in different ways.
 - 1.9.G Explain that puberty and physical development can vary considerably and still be normal.
 - 1.10.G Identify personal hygiene practices and health and safety issues related to puberty (e.g., showering, use of sanitary products, deodorant, and athletic supporters).
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Standard 2: Analyzing Influences

- 2.1.G Explain how culture, media, and other factors influence perceptions about body image, gender roles, and attractiveness.
 - 2.2.G Describe how heredity influences growth and development.
 - 2.3.G Discuss how changes during puberty affect thoughts, emotions, and behaviors.
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Standard 3: Accessing Valid Information

- 3.1.G Recognize parents, guardians, and other trusted adults as resources for information about puberty.
 - 3.2.G Differentiate between reliable and unreliable sources of information about puberty.
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Standard 4: Interpersonal Communication

- 4.1.G Use effective communication skills to discuss with parents, guardians, and other trusted adults the changes that occur during puberty.
 - 4.2.G Use healthy and respectful ways to express friendship, attraction, and affection.
 - 4.3.G Demonstrate refusal skills to protect personal boundaries.
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Standard 5: Decision Making

- 5.1.G Describe the importance of identifying personal boundaries.
 - 5.2.G Analyze why it is safe to be a friend to someone who is living with HIV or AIDS.
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Standard 6: Goal Setting

- 6.1.G Identify steps to achieve and maintain a healthy and accurate body image.
- 6.2.G Develop plans to maintain personal hygiene during puberty.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.G Engage in behaviors that promote healthy growth and development during puberty.
- 7.2.G Describe ways people can protect themselves against serious bloodborne communicable diseases.

Standard 8: Health Promotion

Skills for this content area are not identified until grades seven and eight.

Personal and Community Health

Standard 1: Essential Concepts

- 1.1.P Identify effective personal health strategies that reduce illness and injury (e.g., adequate sleep, ergonomics, sun safety, handwashing, hearing protection, and toothbrushing and tooth flossing).
- 1.2.P Explain how viruses and bacteria affect the immune system and impact health.
- 1.3.P Describe how environmental conditions affect personal health.
- 1.4.P Describe the personal hygiene needs associated with the onset of puberty.
- 1.5.P Define life-threatening situations (e.g., heart attacks, asthma attacks, poisonings).
- 1.6.P Explain that all individuals have a responsibility to protect and preserve the environment.

Standard 2: Analyzing Influences

- 2.1.P Identify internal and external influences that affect personal health practices.

Standard 3: Accessing Valid Information

- 3.1.P Identify sources of valid information about personal health products and services.
- 3.2.P Identify individuals who can assist with health-related issues and potentially life-threatening health conditions (e.g., asthma episodes or seizures).

Standard 4: Interpersonal Communication

- 4.1.P Practice effective communication skills to seek help for health-related problems or emergencies.

Standard 5: Decision Making

- 5.1.P Use a decision-making process to determine personal choices that promote personal, environmental, and community health.
- 5.2.P Use a decision-making process to determine when medical assistance is needed.

Standard 6: Goal Setting

- 6.1.P Monitor progress toward a goal to help protect the environment.
- 6.2.P Monitor progress toward a personal health goal.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.P Practice good personal and dental hygiene.
- 7.2.P Demonstrate personal responsibility for health habits.
- 7.3.P Practice strategies to protect against the harmful effects of the sun.

Standard 8: Health Promotion

- 8.1.P Encourage others to minimize pollution in the environment.



Appendix

The Overarching Health Education Content Standards

Standard 1: Essential Health Concepts

All students will comprehend essential concepts related to enhancing health.

Standard 2: Analyzing Health Influences

All students will demonstrate the ability to analyze internal and external influences that affect health.

Standard 3: Accessing Valid Health Information

All students will demonstrate the ability to access and analyze health information, products, and services.

Standard 4: Interpersonal Communication

All students will demonstrate the ability to use interpersonal communication skills to enhance health.

Standard 5: Decision Making

All students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Goal Setting

All students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Practicing Health-Enhancing Behaviors

All students will demonstrate the ability to practice behaviors that reduce risk and promote health.

Standard 8: Health Promotion

All students will demonstrate the ability to promote and support personal, family, and community health.



Glossary

accessing valid information	The skills needed to find and use valid sources of health information or services.
alcohol, tobacco, and other drugs	The area of health education that focuses on safe use of prescription and over-the-counter drugs, not drinking alcohol, avoiding tobacco and illegal drug use, and practicing protective factors.
analyzing influences	<p>The skills needed to analyze how internal and external influences (both positive and negative) affect health-related behaviors.</p> <ul style="list-style-type: none">• <i>internal influences</i>: thoughts and emotions (e.g., likes and dislikes, curiosity, interests, and fears) and hereditary factors.• <i>external influences</i>: situations or settings involving family members, culture, ethnicity, geographic location, peers, societal pressure, media and advertising sources, and technology.
Centers for Disease Control and Prevention (CDC)	The lead federal public health agency responsible for protecting the health and safety of the people in the United States.
chronic disease	A disease that persists for a long time. Chronic diseases generally cannot be prevented by vaccines or cured by medication. Risky behaviors—particularly tobacco use, lack of physical activity, and poor eating habits—are major contributors to the leading chronic diseases (e.g., heart disease, diabetes, and lung cancer).
communicable disease	An illness caused by pathogens that can be spread from one living thing to another. Examples include chicken pox, measles, flu, tuberculosis, and strep throat.
decision making	Analytical skills needed to evaluate relevant factors in order to select the most desirable outcomes.
disease prevention	The processes of avoiding, preventing, reducing, or alleviating disease to promote, preserve, and restore health and minimize suffering and distress.

environmental health	The area of health that focuses on staying informed about environmental issues; keeping air and water clean and noise at safe levels; recycling and disposing of waste properly; conserving energy and natural resources; and being an advocate for the environment.
essential concepts	The “functional knowledge” necessary for students to understand and practice health-promoting behaviors.
FDA	The U.S. Food and Drug Administration.
functional knowledge	Important concepts and information necessary to improve health-enhancing decisions, beliefs, skills, and practices. Examples of functional knowledge include accurate information about the following: risks of health-related behaviors; internal and external influences on health-risk behavior; and socially normative behaviors.
goal setting	The skills needed to set realistic personal goals that can be safely achieved through reasonable planning and effort.
growth, development, and sexual health	<ul style="list-style-type: none"> • <i>growth and development</i>: the area of health education that focuses on the growth and development of the human body; keeping body systems healthy; developing habits that promote healthful development and aging; and choosing behaviors that reduce the risk of HIV/STD infection. • <i>sexual health</i>: the area of health education encompassing a broad scope of concepts and skills, including acquiring information about sexual development, reproductive health, interpersonal relationships, body image, and gender roles; recognizing habits that protect female and male reproductive health; and learning about pregnancy, childbirth, and the development of infants and children. It also includes skill development in areas such as communication, decision making, refusal techniques, and goal setting. Sexual health topics are grounded in the premise that sexuality is a natural, ongoing process that begins in infancy and continues through life.
health	The World Health Organization (WHO) defines health as “a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity.”* It is a functional state that allows a person to achieve other goals and engage in activities for a productive life.

* Constitution of the World Health Organization, page 1, <http://www.who.int/governance/eb/constitution/en/>.

health education	Health education is a planned, sequential, kindergarten-through-grade-twelve curriculum that addresses the physical, mental, emotional, and social dimensions of health.
health literacy	The capacity of an individual to obtain, interpret, and understand basic health information and services and the competence to use such information and services to enhance health.
health promotion	Any planned combination of educational, political, environmental, regulatory, or organizational mechanisms that support actions and conditions conducive to the health of individuals, families, groups, and communities.
health-related skills	Ability to translate knowledge into actions that enable students to deal with social pressures, avoid or reduce risk-taking behaviors, enhance and maintain personal health, and promote the health of others. These include communication skills; refusal techniques for avoiding unhealthy behaviors; the ability to assess the accuracy of information and make informed decisions; and planning and goal-setting skills.
infectious disease	See “communicable disease.”
injury prevention and safety	The area of health education that focuses on safety practices to reduce the risk of unintentional injuries to self and others. This area includes protective factors to reduce violence and prevent gangs and weapons; [†] safety guidelines for weather or natural disasters, fires, and poisoning; bicycling and sport safety; motor vehicle safety; and helping others with basic first aid skills.
interpersonal communication	The ability to convey appropriate and effective verbal and nonverbal information; the expression of needs and ideas to develop and maintain healthy personal relationships. In the context of health education, interpersonal communication includes both refusal and conflict resolution skills.
mental, emotional, and social health	The area of health education that includes the ability to express needs, wants, and emotions in positive ways; to manage anger and conflict; and to deal with frustrations. This area involves practicing life skills, making responsible decisions, developing good character, following a plan to manage stress, and being resilient during difficult times.
noncommunicable disease	See “chronic disease.”

[†] See *Education Code (EC)* Section 49330 and the listing for “weapon” included in this Glossary.

nutrition and physical activity	Nutrition encompasses healthy eating, which is associated with reduced risk of many diseases including the three leading causes of death in the United States: heart disease, cancer, and stroke. Healthy eating in childhood and adolescence is important for proper growth and development and can prevent obesity, type 2 diabetes, dental caries, and many other health problems. Physical activity is any body movement that is produced by skeletal muscles and that substantially increases energy expenditure.
personal and community health	The area of health education that focuses on the priority a person assigns to being health literate, maintaining and improving health, preventing disease, and reducing risky health-related behaviors. This instructional area involves staying informed about environmental issues, initiatives to protect the environment, and being an advocate for the environment. Community health education focuses on knowledge of laws to protect health; recognizing consumer rights; choosing healthy forms of entertainment; analyzing ways in which messages are delivered through technology; making responsible choices about health care providers and products; and investigating public health needs.
practicing health-enhancing behaviors	The area of health education focusing on the skills needed to practice healthy and safe behaviors independently.
protective factor	Something that increases the likelihood of a positive outcome.
refusal skills	Assertive and effective communication skills needed to object to participation in an action or behavior.
sexually transmitted disease (STD)	A communicable disease caused by pathogens that are transmitted from one infected person to another during intimate sexual contact.
Standard Precautions	According to the Centers for Disease Control and Prevention, Standard Precautions are steps taken to prevent the spread of disease by treating all human blood, body fluids, and secretions as if they contain transmissible infectious agents such as human immunodeficiency virus (HIV) and hepatitis B virus (HBV). Standard Precautions combine the major features of Universal Precautions and Body Substance Isolation.
trusted adult	An adult person in whom confidence is placed, such as a parent, guardian, teacher, counselor, health care professional, cleric, police officer, firefighter, or relative.
Universal Precautions	See “Standard Precautions.”

weapon

As referenced in *Education Code* Section 49330, an injurious object capable of inflicting substantial bodily damage. An “injurious object” does not include personal possessions or apparel items that a school-age child reasonably may be expected to possess or to wear.

wellness

An approach to health that focuses on balancing the many aspects of a person’s life through the adoption of health-enhancing behaviors.