



HEALTH

UTAH CORE STATE STANDARDS
for
**HEALTH
EDUCATION**



Adopted April 2019

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

<https://schools.utah.gov>



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

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



UTAH STATE BOARD OF EDUCATION

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2/2019

ORGANIZATION OF THE STANDARDS

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

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

INTRODUCTION

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

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

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

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

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

GRADE 6

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

Health Education in sixth grade uses the knowledge and skills students have learned by practicing and applying healthy behaviors in each strand:

- **Health Foundations and Protective Factors of Healthy Self (HF)** is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of children. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. Students will develop strategies for achieving SMART (specific, measurable, attainable, realistic, timely) goals, communicate personal boundaries, and understand locus of control to build strong protective factors.
- **Mental and Emotional Health (MEH)** teaches students how to advocate for the mental and emotional health of self and others. Students will learn and adopt behaviors which will also maintain and enhance physical and social health. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand. Students will learn how to cope with change and stressors and recognize when support is needed for mental and emotional health.
- **Safety and Disease Prevention (SDP)** helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance health. Students will develop specific safety strategies and learn risk factors for disease.
- **Substance Abuse Prevention (SAP)** improves health by teaching students the knowledge and skills to make choices to avoid substance abuse. Students will learn the impact substances have on brain development. Students will also explore the consequences of substance abuse.
- **Nutrition (N)** helps students understand the vital role food preparation and consumption will have on their health throughout their life. A healthy diet supports the immune system and reduces the occurrence of many diseases. Proper

nutrition is linked to learning readiness, academic achievement, and decreased discipline and emotional problems. Students will learn about safe and healthy nutrition habits. Students will also explore the impact of culture on eating behavior.

- **Human Development (HD)** teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students will learn about the digestive, respiratory and cardiovascular systems.

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

Students will enhance goal-setting, decision-making, and communication skills.

- **Standard 6.HF.1:** Create a SMART goal and track the progress and identify obstacles to achieving goals and how to overcome them.
- **Standard 6.HF.2:** Explain how personal values, differences, and beliefs contribute to personal boundaries and how boundaries are an important factor in making healthy decisions.
- **Standard 6.HF.3:** Define locus of control and the impact it has on decision-making.
- **Standard 6.HF.4:** Demonstrate positive ways to communicate differences of opinion while maintaining relationships.
- **Standard 6.HF.5:** Describe how to build and maintain healthy relationships through positive habits, friendships, honesty, and respect. Describe how to end unhealthy relationships.

Strand 2: MENTAL AND EMOTIONAL HEALTH (MEH)

Students will explore common life changes and practice strategies to reduce risk factors and enhance factors that promote positive mental and emotional health.

- **Standard 6.MEH.1:** Explore common life changes (for example, moving, changing schools, friendships, family dynamics, deaths) and list healthy coping strategies.
- **Standard 6.MEH.2:** Explore various options for managing stress by creating a personal stress management plan and adopting effective stress-reduction behaviors.
- **Standard 6.MEH.3:** Describe the influence of culture and media, including social media, on self-esteem and body image.
- **Standard 6.MEH.4:** List warning signs of depression, anxiety, and suicide and identify how, why, and when talking with a trusted adult (for example, parent, guardian, relative, teacher, counselor, clergy) is needed.

- **Standard 6.MEH.5:** Discuss strategies to help self and others affected by mental and emotional health issues (for example, depression, anxiety, violence, bullying, self-harm, suicidal thoughts).

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

Students will learn skills to lay the foundation for long-term healthy behaviors.

- **Standard 6.SDP.1:** Create personal rules and strategies (for example, use of safety equipment, protective gear, seat-belts, sunscreen) incorporating healthy lifestyle activities in home, school, social, and community settings.
- **Standard 6.SDP.2:** Describe various ways the media can influence thoughts and feelings that may lead one to take unnecessary risks and develop strategies for minimizing risk (for example, dangerous activities, unsafe challenges, purchase choices, eating behaviors).
- **Standard 6.SDP.3:** Explore consequences for using technology inappropriately and discuss school policies.
- **Standard 6.SDP.4:** Analyze how various factors, including lifestyle choices, increase or decrease risk factors for disease.
- **Standard 6.SDP.5:** Identify blood borne pathogens, such as HIV and Hepatitis B, and methods to prevent disease transmission.

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

Students will develop skills to educate themselves about the consequences of substance use and practice ways to resist negative peer pressure.

- **Standard 6.SAP.1:** Practice ways to resist negative peer pressure in a variety of situations and environments.
- **Standard 6.SAP.2:** Explain how the development of the frontal lobe impacts decision-making and how harmful substances affect development.
- **Standard 6.SAP.3:** Recognize potential physical, mental, emotional, and social short and long-term consequences of alcohol, tobacco, nicotine, and other substance use.

Strand 5: **NUTRITION (N)**

Students will develop personal healthy eating habits and positive body image. Students will also recognize global food resources.

- **Standard 6.N.1:** Locate age-appropriate guidelines for eating and physical activity.

- **Standard 6.N.2:** Evaluate personal nutritional habits and physical activity levels and set goals.
- **Standard 6.N.3:** Analyze the harmful effects of engaging in unscientific diet practices to lose or gain weight.
- **Standard 6.N.4:** Recognize the importance of a healthy body image and develop appropriate food and exercise behaviors.
- **Standard 6.N.5:** Research food culture around the world and identify foods that are produced in different regions.

Strand 6: HUMAN DEVELOPMENT (HD)

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

- **Standard 6.HD.1:** Describe the digestive, respiratory, and cardiovascular systems and their basic functions.
- **Standard 6.HD.2:** Explain the importance of practicing behaviors that maintain good hygiene.
- **Standard 6.HD.3:** Discuss how to clearly say no, leave a situation or interaction, and identify and talk with a trusted adult when feeling uncomfortable, afraid, or unsafe and understand the possible need to talk with more than one adult.



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