



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.

HEALTH I

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

Health I is dedicated to teaching middle school students the skills they need to establish a healthy and safe lifestyle and enhance behaviors to resist unhealthy choices through adolescence. Health Education will focus on:

- **Health Foundations and Protective Factors of Healthy Self (HF)** is intended to be the foundation of the Health Education Core. Protective factors are attributes such as skills, strengths, or coping strategies which increase the health and well-being of individuals. These attributes help people deal more effectively with stress, peer-pressure, and other potentially harmful situations. Students with strong protective factors are less likely to develop mental illness or substance use disorders. Students will use goal-setting, decision-making, and communication skills to promote health. Students will also practice resiliency skills.
- **Mental and Emotional Health (MEH)** teaches students how to advocate for the mental and emotional health of self and others. Students will learn and adopt behaviors which will also maintain and enhance physical and social health. Strategies to help students manage their thoughts, feelings, and behaviors are key components of this strand. Students will explore resources for suicide prevention.
- **Safety and Disease Prevention (SDP)** helps students understand their role in protecting themselves and others from unintentional danger, risk, injury, or disease. Students will learn and adopt behaviors which will maintain and enhance health. Students will explore how their personal decisions influence their health and safety.
- **Substance Abuse Prevention (SAP)** provides students with the knowledge and skills to make choices to avoid substance abuse. Students will practice resisting peer pressure and investigate 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 how proper nutrition contributes to lifelong personal health and wellness.

- **Human Development (HD)** teaches students how their body changes throughout their lifespan, how to care for and protect their bodies in a way that is developmentally and age appropriate, and characteristics of a healthy relationship. Students will learn medically accurate and unbiased facts about human reproduction, anatomy, physiology and disease prevention. Students will also recognize characteristics of healthy relationships.

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

Students will understand the responsibility and outcomes of personal decisions. Students will also apply their knowledge to develop social and emotional competence to make healthy and safe choices.

- **Standard HI.HF.1:** Create a health-related SMART goal and explain how using the SMART goal-setting process promotes health and improves self-confidence.
- **Standard HI.HF.2:** Research factors that contribute to decisions and apply effective decision-making strategies.
- **Standard HI.HF.3:** Practice resiliency skills.
 - a. Practice strategies (for example, positive self-talk, service to others, developing talents and skills) to develop a positive self-image.
 - b. Explain the importance of taking responsibility for one’s actions and behaviors and discuss locus of control.
 - c. Develop coping skills by learning from mistakes or perceived failures of self and others.
- **Standard HI.HF.4:** Demonstrate assertiveness and other effective ways to communicate personal boundaries and show respect for the boundaries of others.

Strand 2: MENTAL AND EMOTIONAL HEALTH (MEH)

Students will develop a foundation of knowledge related to reducing risk factors and enhancing factors that promote positive mental and emotional health.

- **Standard HI.MEH.1:** Explore a variety of stress management techniques and choices that will manage and reduce stress.
- **Standard HI.MEH.2:** Identify the risk factors for development and the prevalence of mental health disorders, explain the importance of early intervention and treatment, and locate valid and reliable health services.
 - a. Distinguish types of mental health disorders (for example, depression, anxiety disorders, bipolar, schizophrenia, OCD, ADD/ADHD, phobias, PTSD) by identifying signs and symptoms.

b. Demonstrate how to ask for and offer assistance to enhance the health of self and others in harmful situations.

- **Standard HI.MEH.3:** Explore relevant facts about self-harming behaviors and suicide, including warning signs, and where to turn for help.

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

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

- **Standard HI.SDP.1:** Demonstrate proficiency in basic first-aid and Cardiopulmonary Resuscitation (CPR).
- **Standard HI.SDP.2:** Demonstrate how to apply thoughtful decision-making in health-related situations (for example, substance use, vehicle safety, sun safety, recreational safety, firearm safety, physical activity, nutritional choices).
- **Standard HI.SDP.3:** Investigate the effects of media and technology on mental, emotional, physical, and social health (for example, dopamine levels, sleep).
- **Standard HI.SDP.4:** Identify how to maintain a healthy online relationship and the potential consequences of sharing private information using technology including photos and videos.
- **Standard HI.SDP.5:** Explain the harmful effects of pornography and recognize that recovery is possible.
- **Standard HI.SDP.6:** Compare and contrast the signs, symptoms, prevention methods, and risk factors of infectious, acute, and chronic diseases.
- **Standard HI.SDP.7:** Demonstrate how to access valid and reliable health information, products, and services.

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

Students will learn how substances affect the developing brain, practice ways to resist peer pressure, and examine consequences of substance use.

- **Standard HI.SAP.1:** Practice methods to resist peer pressure with regards to alcohol, tobacco, nicotine, and other substances, including the misuse of prescription drugs.
- **Standard HI.SAP.2:** Analyze media and marketing tactics used to promote alcohol, tobacco, nicotine, and other drug products.
- **Standard HI.SAP.3:** Examine the safe use and potential risks of prescription medications, over-the-counter (OTC) medications and herbal or dietary supplements.

- **Standard HI.SAP.4:** Investigate potential short and long-term consequences (for example, physical, mental and emotional, social, legal, financial) of alcohol, tobacco, nicotine, and other substance use, including the misuse of prescription drugs.
- **Standard HI.SAP.5:** Explain how addiction is a disease and understand the need for professional intervention.
 - a. Identify and recognize the warning signs of addiction.
 - b. Identify community resources available to support individuals impacted by substance abuse and addiction.
 - c. Recognize that recovery from addiction is possible.

Strand 5: **NUTRITION (N)**

Students will develop lifelong strategies for healthy eating, body image, and understanding the food environment around them.

- **Standard HI.N.1:** Describe the function of the six basic nutrients and the impact on individual health.
- **Standard HI.N.2:** Explain how nutrition and fitness contribute to long-term mental, physical, and social health and analyze situations where nutritional needs change throughout the lifespan.
- **Standard HI.N.3:** Explore advertising claims and potential health consequences for dietary supplements, popular fad diets, and weight-loss products.
- **Standard HI.N.4:** Identify internal and external influences on body image.
- **Standard HI.N.5:** Describe the signs, symptoms, and consequences of eating disorders or disordered eating and recognize that people with these conditions may need medical care.

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

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

- **Standard HI.HD.1:** Describe the physical, social, cognitive, and emotional changes of adolescence and recognize the individual differences in growth and development, physical appearance, self-identity, and attraction.
- **Standard HI.HD.2:** Describe the anatomy, physiology, and ways to care for the reproductive system.

- **Standard HI.HD.3:** Define and describe the mental, emotional, physical, and social benefits of practicing sexual abstinence.
- **Standard HI.HD.4:** Understand the process of pregnancy, practices for a healthy pregnancy, and pregnancy prevention.
 - a. Describe fertilization, fetal development, and the birth process.
 - b. Compare and contrast the effectiveness of various contraceptive methods for pregnancy prevention.
 - c. Identify adoption as an option for unintended pregnancy and discuss the Newborn Safe Haven Law.
- **Standard HI.HD.5:** Identify common reproductive conditions and diseases, including cancers.
- **Standard HI.HD.6:** Identify practices for prevention of common sexually transmitted diseases/infections (STD/STI).
 - a. Define and discuss sexual abstinence as it relates to STD/STI prevention.
 - b. Compare and contrast the effectiveness of various risk-reducing behaviors, including condoms, as a method of preventing STD/STI.
- **Standard HI.HD.7:** Identify accurate and credible sources of information about sexual health, development, relationships, harassment, and abuse and identify who and where to turn to for help (for example, parent, relative, clergy, health care provider, teacher, counselor).
- **Standard HI.HD.8:** Recognize characteristics of healthy and unhealthy relationships.
 - a. Recognize the difference between healthy and unhealthy relationships and practice skills necessary to build healthy relationships and end unhealthy relationships both online and in person.
 - b. Identify effective ways to communicate personal boundaries and show respect for the boundaries of others to foster healthy relationships.
 - c. Discuss and understand the importance of developing personal refusal skills, including how to refuse an unwanted sexual advance, and how and when to use those skills.
- **Standard HI.HD.9:** Recognize harassment, abuse, discrimination, and relationship violence prevention and reporting strategies.
 - a. Investigate methods of reporting, seeking help, and stopping sexual harassment and sexual abuse.
 - b. Explain why a person who has been raped or sexually assaulted is not at fault.
 - c. Examine how alcohol and other substances, friends, family, media,

society, and culture influence decisions about engaging in sexual behaviors.

- d.** Explain the potential legal and emotional impacts in a relationship when there are power differences such as age, status, or position.



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