

Middle School

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

The Human Body

- ▲ Practice good personal hygiene, including accepting responsibility for making those behaviors part of a normal routine.
- ▲ Recognize and accept differences in body types and maturation levels.
 - Recognize and avoid potentially harmful environmental conditions, such as exposure to pesticides or lead paint.
 - Use protective equipment, such as wearing goggles to protect the eyes when appropriate, or practice behaviors to protect the body, such as applying sunscreen, exercising, or making healthy food choices.

Food Choices

- ▲ Make healthy food choices in a variety of settings.
- ▲ Compare caloric values of foods according to the percentage of fat, protein, and carbohydrate they contain.
- ▲ Establish and maintain healthy eating practices.
 - Select appropriate practices to maintain, lose, or gain weight according to individual needs and scientific research.
 - Prepare a variety of healthy foods.
 - Analyze influences on food choices.

Physical Activity

- ▲ Observe safety rules during physical activities.
- ▲ Develop and initiate a personal fitness plan.
 - Obtain a sufficient amount of sleep.
 - Explore ways to engage in out-of-school activities that promote fitness and health.
 - Participate regularly in a variety of enjoyable physical activities.

Mental and Emotional Health

- Demonstrate characteristics that contribute to self-confidence and self-esteem.
- Develop and use effective communication skills.
- Manage strong feelings and boredom.
- Develop protective factors that help foster resiliency.

Middle School (Continued)

Expectation 1—Mental and Emotional Health (Continued)

- Develop and use effective coping strategies, emphasizing coping with feelings of inadequacy, sadness.
- Avoid self-destructive behaviors.
- Practice strategies for resisting negative peer pressure.
- Identify risk factors for negative behaviors and develop effective strategies for counteracting these risk factors.
- Select entertainment that promotes mental and physical health.

Expectation 2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.

Disease Prevention

- ▲ Practice good personal hygiene.
 - ▲ Practice positive health behaviors to reduce the risk of disease.
 - ▲ Cooperate in regular health screenings.
- Practice and use effective self-examination procedures.
 - Demonstrate care and concern toward ill persons in the family, the school, and the community.
 - Make a commitment to abstain from sexual activity.
 - Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms in preventing AIDS and other sexually transmitted diseases.

Treatment of Disease

- Recognize symptoms of common illnesses.
- Take prescription and over-the-counter medicines properly.
- Interpret correctly instructions written on medicine container labels, including information about side effects.
- Determine when treatment of illness at home is appropriate and when and how to seek further help when needed.
- Accept responsibility for active involvement in the treatment or management of disease.

Middle School (Continued)

Expectation 3: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.

Potentially Dangerous Situations

- ▲ Develop and use skills to identify, avoid, and cope with potentially dangerous situations.
- ▲ Use skills to avoid, resolve, and cope with conflicts.
- ▲ Understand and follow rules prohibiting possession of weapons at school.
- ▲ Identify risk factors that reduce risks of accidents.
 - Practice safe behavior in or near motorized vehicles.
 - Practice safe behavior in recreational activities, even in the absence of adults.
 - Practice safe behavior in and near water.
 - Report or obtain assistance when faced with unsafe situations.
 - Identify environmental factors that affect health and safety.
 - Demonstrate how peers can help each other avoid and cope with potentially dangerous situations in healthy ways.
 - Use thinking and decision-making skills in high-risk situations involving the use of motor vehicles and other hazardous activities.
- ▲ Recognize that the use of alcohol and other drugs plays a role in many dangerous situations.

Alcohol, Tobacco, and Other Drugs

- ▲ Develop and use interpersonal and communication skills (e.g., assertiveness, refusal, negotiation, and conflict resolution).
- ▲ Differentiate between the use and misuse of prescription and nonprescription drugs.
- ▲ Avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs.
- ▲ Identify ways of obtaining help to resist pressure to use alcohol, tobacco, or other drugs.
- ▲ Identify and participate in positive alternative activities, such as alcohol-, tobacco-, and drug-free events.
 - Exercise self-control.
 - Distinguish between helpful and harmful substances.
 - Use positive peer pressure to help counteract the negative effects of living in an environment where alcohol, tobacco, or other drug abuse or dependency exists.

Middle School (Continued)

Expectation 3 (Continued)

Child Abuse, Including Sexual Exploitation (*Penal Code 11166[a]*)

- ▲ Recognize and avoid situations that can increase risk of abuse.
Identify ways to seek assistance if worried, abused, or threatened.
Avoid, recognize, and respond to negative social influences and pressure to become sexually active, including applying refusal skills when appropriate.

Emergencies

- ▲ Recognize emergencies and respond appropriately, including demonstrating proficiency in basic first-aid procedures.
Develop and maintain with other family members a personal and family emergency plan, including maintaining supplies for emergencies.

Expectation 4: Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.

Roles of Family Members

- ▲ Demonstrate ways to help support positive family interactions.
- ▲ Develop and use effective communication skills, including talking openly and honestly with parents when problems arise and discussing with parents questions about sexuality.
- ▲ Practice health-promoting behaviors within the family.
Support and value all family members.
Complete self-initiated activities beyond assigned chores to help support the family.
Identify safety hazards in the home and help to remove them.

Change Within the Family

- ▲ Use effective strategies to cope with change within the family, such as seeking assistance from a parent, a trusted adult, a support system, or counseling when needed.

Middle School (Continued)

Expectation 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.

Friendship and Peer Relationships

- ▲ Know and use appropriate ways to make new friends.
- ▲ Demonstrate positive actions toward others.
- ▲ Resolve conflicts in a positive, constructive way.
- ▲ Demonstrate how to resist negative peer pressure.
- ▲ Avoid demeaning statements directed toward others.
- ▲ Interact effectively with many different people.
- ▲ Promote positive health behaviors among peers.
 - Demonstrate acceptable methods of gaining attention.
 - Demonstrate acceptable ways to show or express feelings.
- ▲ Help peers know when they should seek help from a parent or other trusted adult.

School and Community-Based Efforts to Promote and Protect Health

- ▲ Understand and follow school rules related to health.
- ▲ Participate in school efforts to promote health.
- ▲ Assume responsibility for helping to take care of the school.
 - Participate in community efforts to address local health and environmental issues.
 - Encourage others to become involved in health-promotion efforts at school.
 - Analyze the impact of laws, policies, and practices on health-related issues.
 - Encourage others to become involved in health-promotion efforts at many different levels.
 - Access appropriately services available within the community.
 - Contribute to the strengthening of health-related policies at school.

Middle School (Continued)

Expectation 6: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

Life Cycle

- ▲ Practice good personal hygiene, paying particular attention to the changing needs of adolescents.
- ▲ Manage feelings appropriately.
- ▲ Develop and use effective communication skills to discuss with parents or other trusted adults the changes that occur during adolescence.
 - Recognize fluctuations in emotions.
 - Practice behaviors that will provide the option of healthy parenting later in life, such as avoidance of substance abuse.

Expectation 7: Students will understand and accept individual differences in growth and development.

Growth and Development

- ▲ Demonstrate an understanding of individual differences.
- ▲ Develop a realistic body image.
 - Recognize problems associated with not having a realistic body image.
- ▲ Recognize the effects of performance-altering substances and avoid the use of those substances.
 - Adapt group activities to include a variety of students.

Mental and Emotional Development

- ▲ Identify, express, and manage feelings appropriately.
- ▲ Develop and use effective communication skills.
- ▲ Use coping strategies, including time-management skills.
 - Recognize one's own strengths and limitations.
 - Develop a focus on the future.

Expectation 8: Students will understand their developing sexuality, will choose to abstain from sexual activity, will learn about protecting their sexual health, and will treat the sexuality of others with respect.

Sexuality

- ▲ Develop and use effective communication skills, including the ability to discuss with parents questions on sexuality.
- ▲ Identify appropriate ways to show affection.

Middle School (Continued)

- ▲ Use good judgment to recognize and avoid situations that could lead to subsequent sexual activity.
- ▲ Practice behaviors that support the decision to abstain from sexual activity.
- ▲ Demonstrate assertive and refusal skills and apply those skills to situations involving pressure to be sexually active.
 - Avoid, recognize, and respond to negative social influences and pressure to become sexually active.
 - Identify ways to seek assistance if abused.
 - Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing pregnancy and sexually transmitted diseases.

Expectation 9: Students will identify information, products, and services that may be helpful or harmful to their health.

Products and Services/Food Choices

- ▲ Identify a variety of consumer influences and analyze how those influences affect decisions.
- ▲ Use critical-thinking skills to analyze marketing and advertising techniques and their influence.
- ▲ Identify appropriate sources of health services for a variety of illnesses.
- ▲ Develop and apply criteria for the selection or rejection of health products, services, and information.
 - Recognize helpful products and services.
 - Seek care from the school nurse or school-linked services when appropriate.
- ▲ Use critical-thinking skills to analyze marketing and advertising techniques and their influence on food selection.
 - Use labels to compare the contents of food products.
 - Use valid nutrition information to make healthy food choices.
 - Use unit pricing to determine the most economical purchases.
 - Develop basic food-preparation skills, including sanitary food preparation and storage.
 - Use effective consumer skills to purchase healthy foods within budget constraints.
 - Use critical-thinking skills to distinguish facts from fallacies concerning the nutritional value of foods.
 - Adapt recipes to make them more healthy by lowering fat, salt, or sugar and increasing fiber.
 - Use critical-thinking skills to analyze weight modification practices and select appropriate practices to maintain, lose, or gain weight.

High School

Expectation 1: Students will demonstrate ways in which they can enhance and maintain their health and well-being.

The Human Body

Practice good personal hygiene.

Use protective equipment, such as wearing a helmet when cycling, or practice behaviors to protect the body, such as avoiding exposure to excessive noises.

Recognize and accept differences in body types and maturation levels.

Respond appropriately to the physical development of older adolescents in ways that promote physical health through such preventive measures as healthy food choices and exercise.

Food Choices

▲ Make healthy food choices in a variety of settings.

▲ Establish and maintain healthy eating practices.

Select appropriate practices to maintain, lose, or gain weight based on scientific research.

▲ Recognize the need for updating one's personal nutrition plan as individual needs or activities change.

▲ Analyze influences on food choices.

Physical Activity

Observe safety rules during physical activities.

▲ Participate regularly in a variety of enjoyable physical activities.

▲ Analyze personal motivators related to pursuing physical activity.

▲ Explore ways to continue regular exercise practices when schedules change, such as during travel or while working.

Explore ways to engage in out-of-school activities that promote fitness and health.

Follow through with a personal fitness plan based on fitness goals and the results of periodic self-assessment.

Make adjustments needed for successful implementation of a personal fitness plan.

High School (Continued)

Mental and Emotional Health

- ▲ Demonstrate characteristics that contribute to self-confidence and self-esteem.
- ▲ Develop and use effective communication skills.
- ▲ Develop and use effective coping strategies.
- ▲ Avoid self-destructive behaviors and practice strategies for resisting negative peer pressure.
- ▲ Relate in positive ways to peers and adults in and out of school.
- ▲ Identify risk factors for negative behaviors and develop effective strategies for counteracting these risk factors.
 - Develop protective factors that help foster resiliency.
 - Select entertainment that promotes mental and physical health.
 - Identify personal habits influencing mental and emotional health and develop strategies for changing behaviors as needed to promote positive mental and emotional health.

Expectation 2: Students will understand and demonstrate behaviors that prevent disease and speed recovery from illness.

Disease Prevention

- ▲ Practice positive health behaviors to reduce the risk of disease.
- ▲ Cooperate in regular health screenings.
- ▲ Practice and use effective self-examination procedures.
- ▲ Analyze personal behaviors in relation to health, well-being, and personal goals.
 - Practice good personal hygiene.
 - Recognize the importance of prenatal and perinatal care.
 - Demonstrate care and concern toward ill persons in the family, the school, and the community.
 - Make a commitment to abstain from sexual activity.
 - Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms in preventing AIDS and other sexually transmitted diseases.

High School (Continued)

Expectation 2 (Continued)

Treatment of Disease

- ▲ Recognize symptoms of common illnesses.
 - Take prescription and over-the-counter medicines properly.
 - Interpret correctly instructions written on medicine container labels, including information about side effects.
 - Determine when treatment of illness at home is appropriate and when and how to seek further help when needed.
 - Accept responsibility for active involvement in the treatment or management of disease.
 - Interpret correctly information provided by health-care providers regarding tests or procedures.
 - Analyze one's patterns related to treatment of disease to determine their effectiveness.

Expectation 3: Students will practice behaviors that reduce the risk of becoming involved in potentially dangerous situations and react to potentially dangerous situations in ways that help to protect their health.

Potentially Dangerous Situations

- ▲ Develop and use skills to identify, avoid, and cope with potentially dangerous situations.
- ▲ Use skills to avoid, resolve, and cope with conflicts.
- ▲ Understand and follow rules prohibiting possession of weapons at school.
- ▲ Identify factors that reduce risks of accidents.
- ▲ Recognize that the use of alcohol, tobacco, and other drugs plays a role in many dangerous situations.
- ▲ Use thinking and decision-making skills in high-risk situations involving motor vehicles and other safety hazards.
- ▲ Practice safe behavior in or near motorized vehicles, including observing basic traffic safety rules when driving, developing proficiency in handling a vehicle in difficult situations, wearing a seat belt, and ensuring that others wear seat belts.
 - Carry appropriate emergency equipment and use latex gloves when assisting individuals who are injured.
 - Practice safe behavior in recreational activities, even in the absence of adults.
 - Practice safe behavior in and near water.
 - Report or obtain assistance when faced with unsafe situations.
 - Identify environmental factors that affect health and safety.
 - Demonstrate how peers can help each other avoid and cope with potentially dangerous situations in healthy ways.

High School (Continued)

Alcohol, Tobacco, and Other Drugs

- ▲ Exercise self-control.
- ▲ Develop and use interpersonal and communication skills such as assertiveness, refusal, negotiation, and conflict resolution.
- ▲ Avoid, recognize, and respond to negative social influences and pressure to use alcohol, tobacco, or other drugs.
- ▲ Use positive peer pressure to help counteract the negative effects of living in an environment where alcohol, tobacco, or other drug abuse or dependency exists.
- ▲ Identify ways of obtaining help to resist pressure to use alcohol, tobacco, or other drugs.
 - Distinguish between helpful and harmful substances.
 - Differentiate between the use and misuse of prescription and nonprescription drugs.
 - Identify and participate in positive alternative activities, such as alcohol-, tobacco-, and drug-free events.
 - Help to develop and support the school's no-use policy and work to support it.

Child Abuse, Including Sexual Exploitation (*Penal Code 11166[a]*)

- ▲ Identify ways to seek assistance if worried, abused, or threatened.
- ▲ Avoid, recognize, and respond to negative social influences and pressure to become sexually active, including applying refusal skills when appropriate.
 - Recognize and avoid situations that can increase risk of abuse.
 - Develop and use assertiveness skills and learn self-defense techniques.

Emergencies

- ▲ Recognize emergencies and respond appropriately.
 - Develop and maintain with other family members a personal and family emergency plan and emergency supplies at home and in vehicles.
 - Identify appropriate use of local emergency services.
 - Use latex gloves when assisting persons who are injured.

High School (Continued)

Expectation 4: Students will understand and demonstrate how to play a positive, active role in promoting the health of their families.

Roles of Family Members

- ▲ Develop and use effective communication skills.
- ▲ Seek assistance if living in a family where abuse of alcohol or other drugs exists (e.g., participating in a support group for teens who are the children of alcoholics).
 - Support and value all family members.
 - Demonstrate ways to help support positive family interactions.
 - Practice health-promoting behaviors within the family.
 - Complete self-initiated activities beyond assigned chores to help support the family.
 - Identify safety hazards in the home and help to remove them.

Change Within the Family

- Use effective strategies to cope with change within the family.
- Develop a plan to facilitate transition from the role of a child to the role of an independent adult.
- Discuss with parents plans to continue education beyond high school and develop a mutual understanding of how this will affect family roles and interactions.

Expectation 5: Students will understand and demonstrate how to promote positive health practices within the school and community, including how to cultivate positive relationships with their peers.

Friendship and Peer Relationships

- ▲ Know and use appropriate ways to make new friends.
- ▲ Demonstrate positive actions toward others.
- ▲ Resolve conflicts in a positive, constructive way.
- ▲ Interact effectively with many different people, including males and females and members of different ethnic and cultural groups.
- ▲ Analyze appropriate behaviors in a dating relationship.

High School (Continued)

- Demonstrate how to resist negative peer pressure.
- Avoid demeaning statements directed toward others.
- Promote positive health behaviors among peers.
- Participate in group activities as a means of getting to know other people.
- Respect the dignity of others.
- Respect marriage.

School and Community-Based Efforts to Promote and Protect Health

- Understand and follow school rules related to health.
- Participate in school efforts to promote health.
- Assume responsibility for helping to take care of the school.
- Participate in community efforts to address local health and environmental issues.
- Encourage others to become involved in health-promotion efforts at school.
- Analyze the impact of laws, policies, and practices on health-related issues.
- Encourage others to become involved in health-promotion efforts at many different levels.
- Access appropriately services available within the community.
- Initiate and involve others in health-promotion efforts at school or in the community.

Expectation 6: Students will understand the variety of physical, mental, emotional, and social changes that occur throughout life.

Life Cycle

- ▲ Practice behaviors that will provide the option of healthy parenting later in life, such as avoidance of substance abuse.
- ▲ Recognize and be prepared to adapt to the changes that occur during life, such as changes associated with young adulthood, pregnancy, middle age, or old age.
 - Develop and use effective communication skills to discuss with parents or other trusted adults the changes that occur during adolescence.
 - Recognize and acknowledge that different people progress through different stages of the life cycle at different rates.

High School (Continued)

Expectation 6—Life Cycle (Continued)

- Express support and compassion for others who are grieving.
- Recognize and discuss with parents and other trusted adults questions regarding death and dying.
- Review family histories and determine whether a genetic disorder exists in the family.

Expectation 7: Students will understand and accept individual differences in growth and development.

Growth and Development

- ▲ Demonstrate an understanding of individual differences.
- ▲ Develop a realistic body image.
 - Recognize problems associated with not having a realistic body image.
- ▲ Recognize the effects of performance-altering substances and avoid the use of those substances.
 - Adapt group activities to include a variety of students.
 - Promote acceptance of a range of body types and abilities.
 - Use scientific data as a basis for individual nutrition and fitness plans.

Mental and Emotional Development

- ▲ Identify, express, and manage feelings appropriately.
- ▲ Develop and use effective communication skills.
 - Recognize one's own strengths and limitations.
 - Use coping strategies, including time-management skills.
 - Develop a focus on the future.

Expectation 8: Students will understand their developing sexuality, will choose to abstain from sexual activity, will learn about protecting their sexual health, and will treat the sexuality of others with respect.

Sexuality

- ▲ Use good judgment to recognize and avoid situations that could lead to subsequent sexual activity.
- ▲ Avoid, recognize, and respond to negative social influences and pressure to become sexually active.

High School (Continued)

- ▲ Demonstrate assertiveness and refusal skills and apply those skills to situations involving pressure to be sexually active.
- ▲ Practice behaviors that support the decision to abstain from sexual activity.
- ▲ Analyze messages about sexuality from society, including the media, and identify how those messages affect behavior.
 - Develop and use effective communication skills, including the ability to discuss with parents questions on sexuality.
 - Identify appropriate ways to show affection.
 - Identify ways to seek assistance if abused.
 - Evaluate what students can do to counteract the false norms portrayed in the media.
 - Receive and understand statistics based on the latest medical information citing the failure and success rates of condoms and other contraceptives in preventing pregnancy and sexually transmitted diseases.

Expectation 9: Students will identify information, products, and services that may be helpful or harmful to their health.

Products and Services/Food Choices

- ▲ Identify a variety of consumer influences and analyze how those influences affect decisions.
- ▲ Use critical-thinking skills to analyze marketing and advertising techniques and their influence.
 - Recognize helpful products and services.
 - Seek care from the school nurse or school-linked services when appropriate.
 - Identify appropriate sources of health services for a variety of illnesses.
 - Develop and apply criteria for the selection or rejection of health products, services, and information.
 - Use critical-thinking skills to analyze the cost benefits of health care products and services.
 - Develop and use strategies for identifying and combating fraudulent or misleading health products, services, and information.
- ▲ Use critical-thinking skills to analyze marketing and advertising techniques and their influence on food selection.
- ▲ Use valid nutrition information to make healthy food choices.
- ▲ Use critical-thinking skills to distinguish facts from fallacies concerning the nutritional value of foods and food supplements.

High School (Continued)

Expectation 9—Products and Services/Food Choices (Continued)

- ▲ Use critical-thinking skills to analyze weight modification practices and select appropriate practices to maintain, lose, or gain weight according to individual need and scientific research.

Use labels to compare the contents of food products.

Use unit pricing to determine the most economical purchases.

Use effective consumer skills to purchase healthy foods.

Adapt recipes to make them more healthy by lowering the amount of fat, salt, or sugar and increasing the amount of fiber.
