



I CAN STATEMENTS

Health

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.

- I can recognize how personal self-concept relates to interactions with others.
- I can analyze the influence of personal values on individual health practices.
- I can determine how adolescent brain development affects self-concept and social interactions.
- I can use decision making skills to solve problems.
- I can create personal goal-setting strategies to promote a healthy lifestyle.

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

- I can identify positive ways to express emotions.
- I can explore the risk and protective factors of mental and emotional health.
- I can analyze how societal norms, cultural differences, personal beliefs, and media impact choices, behavior, and relationships.
- I can apply stress management techniques.
- I can discuss strategies for suicide prevention.

Objective 3: Examine mental illness.

- I can review types of mental disorders.
- I can explain the effects of mental disorders on individuals and society.
- I can describe ways to eliminate the stigma associated with mental illness.
- I can investigate school and community mental health resources.

Objective 4: Create and maintain healthy relationships.

- I can review components of healthy relationships.
- I can develop and practice effective communication skills.
- I can explore methods of managing inappropriate or harmful comments and advances from others (e.g., bullying, cyber-bullying, peer pressure, sexual harassment).

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- I can determine healthy ways to accept, manage, and adapt to changes in relationships (e.g., coping with loss and grief).
- I can 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.

- I can describe the primary nutrients and their functions.
- I can evaluate how the United States Department of Agriculture's Seven Guidelines and the most current Food Pyramid can enhance proper nutritional choice.
- I can analyze and employ healthy food choices (e.g., reading food labels, calculating calorie intake).
- I can identify and investigate community nutritional resources.

Objective 2: Analyze how physical activity benefits overall health.

- I can describe the elements of physical fitness (e.g., muscular strength and endurance, cardiovascular endurance, flexibility, body composition).
- I can develop strategies for maintaining life-long fitness and avoiding the consequences of inactivity.
- I can identify and investigate available fitness resources.
- I can create individual fitness goals.

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

- I can explain how caloric intake and energy expenditure affect body weight.

- b. I can explore the short and long term effects of poor nutrition and inactivity (e.g., obesity, chronic diseases).
- c. I can 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. I can examine the causes, symptoms, and the short and long-term consequences of eating disorders.
- e. I can 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. I can 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. I can describe the importance of guidelines for the safe use of medicine (e.g., over the counter drugs, prescription drugs, herbal supplements).
 - c. I can recognize, respect, and communicate personal boundaries for self and others. 16
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- d. I can identify legal consequences for the abuse of alcohol, tobacco, and other drugs.
 - e. I can 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. I can discuss risk and protective factors associated with alcohol, tobacco, and other drug use and abuse.
- b. I can examine the impact of peer pressure on alcohol, tobacco, and other drug use and abuse.
- c. I can evaluate media and marketing tactics used to promote alcohol, tobacco, and other drug products.
- d. I can advocate for healthy alcohol, tobacco, and other drug policies in home and community.

Objective 3: Access information for treatment of addictive behaviors.

- a. I can describe methods of professional intervention for those affected by addictions.
- b. I can examine practices that will help support a drug-free lifestyle.
- c. I can 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. I can develop strategies to avoid unhealthy or potentially dangerous situations.
- b. I can 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. I can create personal safety and disaster plans for home, school, and community.

Objective 2: Recognize emergencies and respond appropriately.

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

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

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

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

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

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- 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. I can identify pathogens and how they are transmitted.
- b. I can 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. I can identify short and long term effects of common non-communicable diseases (e.g., allergies, asthma, arthritis, cancer, cardiovascular disease, diabetes).
- b. I can describe medical diagnoses and treatment for non-communicable diseases.
- c. I can examine risk factors for common non-communicable diseases (e.g., environment, age, gender, family history, diet, body composition, risky behaviors).
- d. I can 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. I can 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. I can recognize signs and symptoms of common sexually transmitted diseases (e.g., HIV/AIDS, chlamydia, gonorrhea, herpes, syphilis).
 - c. I can discuss the advantages of abstinence over other methods in preventing sexually transmitted diseases.
 - d. I can 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. I can explain economic, physical, mental, social, and emotional effects of communicable diseases.
- b. I can discuss economic, physical, mental, social, and emotional effects of non-communicable diseases.
- c. I can compare the cost of preventative measures with the treatment costs for communicable and non-communicable diseases.

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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. I can review the anatomy and physiology of the male and female reproductive systems.
- b. I can identify physical, mental, social, and emotional changes that occur from adolescence through late adulthood.
- c. I can explain genetic influences on growth and development.
- d. I can 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. I can describe how the developing brain impacts choices and behaviors.

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

- a. I can identify characteristics necessary for healthy relationships (e.g., communication, empathy, confidence, trust, mutual respect).
- b. I can describe how personal relationships evolve over time, focusing on changes in friendships, family, dating relationships, and marriage.
- c. I can develop and use effective communication skills including being able to discuss questions on sexuality with parents and/or guardians.
- d. I can develop strategies for preventing sexual harassment.
- e. I can 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. I can analyze how personal values impact dating behaviors.
- b. I can 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. I can 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. I can evaluate messages about sexuality from society, including the media, and identify how those messages affect attitudes and behaviors.
- e. I can 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. I can describe how sexual abstinence before marriage and fidelity after marriage contribute to overall wellness (e.g., physical, mental, social, emotional).
- b. I can 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. I can identify adoption as an option for unintended pregnancy, and discuss the *Newborn Safe Haven Law*.
- e. I can explain the importance of an annual physical examination as well as breast and testicular self-examinations.